

STARTING FROM 001: LEVERAGING DIGITAL TECHNOLOGY TO BUILD GLOBAL EDUCATION AT COMMUNITY COLLEGE



70TH CIEE ANNUAL CONFERENCE

AUSTIN

NOVEMBER 8-11, 2017

cíee

PRESENTERS



JEFF BADGER

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Coordinator, Global Studies Center
Southern Maine Community College
South Portland, Maine



TOM PATTERSON

Associate Professor &
Director, International Education
Johnson County Community College
Overland Park, Kansas



HEITH HENNEL

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Abroad & Global Experiences
Valencia College
Orlando, Florida

COMMUNITY COLLEGES IN THE UNITED STATES

COMMUNITY COLLEGE IN THE US

WHO ARE COMMUNITY COLLEGE STUDENTS?



Source: American Association of Community Colleges: Fast Facts 2017

COMMUNITY COLLEGE IN THE US

COMMUNITY COLLEGE STUDENTS AMONG
UNDERGRADUATES IN FALL 2015:

12.2 million total students

7.2 million in credit programs

40% of all U.S. undergraduates

41% of first-time freshman

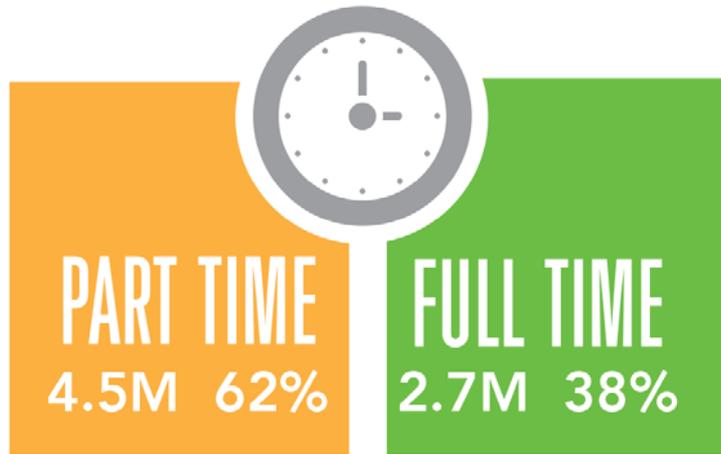
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COMMUNITY COLLEGE IN THE US

CREDIT BY ATTENDANCE²



Total 7.2M

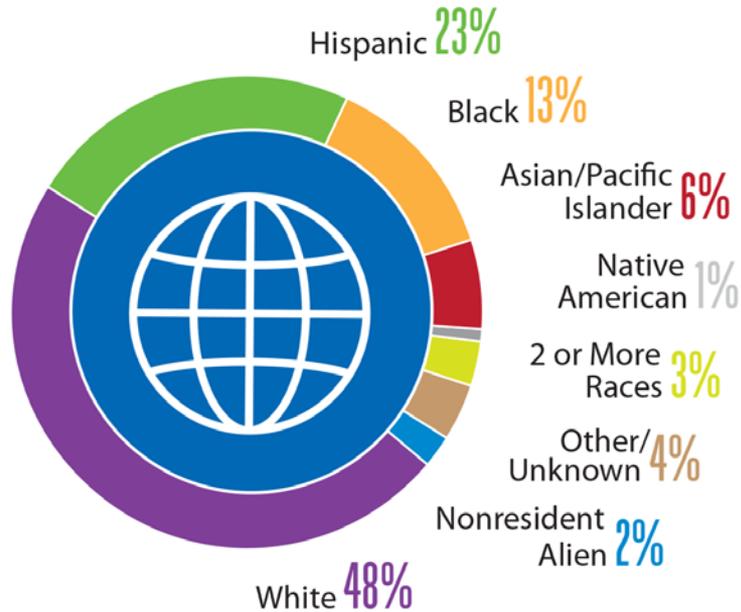
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COMMUNITY COLLEGE IN THE US

DEMOGRAPHICS OF STUDENTS ENROLLED FOR CREDIT²



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COMMUNITY COLLEGE IN THE US

OTHER SIGNIFICANT DEMOGRAPHICS⁴

First generation to attend college	36%
Single parent	17%
Non-U.S. citizens	7%
Veterans	4%
Student with disabilities ...	12%
Students with prior bachelor's degree.....	7%

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COMMUNITY COLLEGE IN THE US

WHO ARE COMMUNITY COLLEGE STUDENTS?

EMPLOYMENT STATUS

(2011-2012)⁴

Full-time students
employed full time

22%

Full-time students
employed part time

40%

Part-time students
employed full time

41%

Part-time students
employed part time

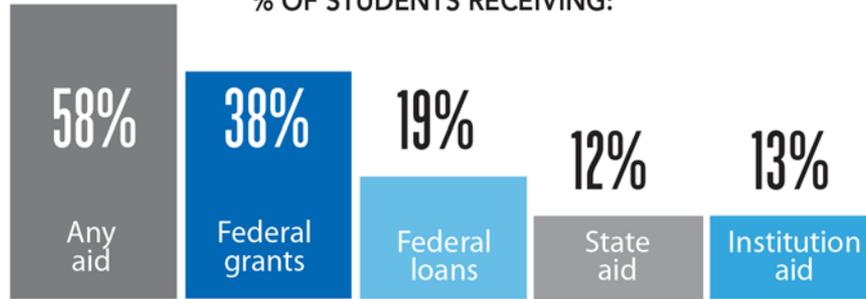
32%



Source: American Association of Community Colleges: Fast Facts 2017

COMMUNITY COLLEGE IN THE US

STUDENT FINANCIAL AID (2011-2012)⁴
% OF STUDENTS RECEIVING:



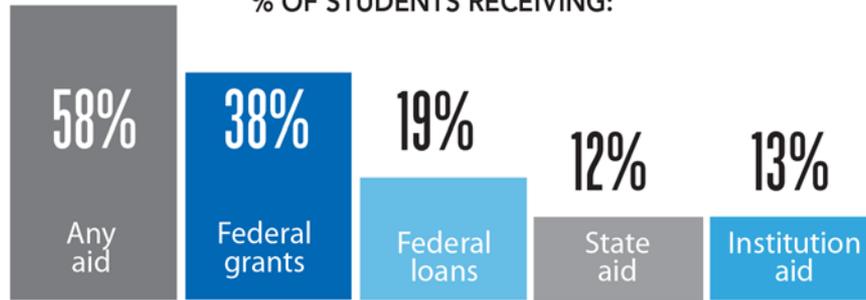
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COMMUNITY COLLEGE IN THE US

STUDENT FINANCIAL AID (2011-2012)⁴ % OF STUDENTS RECEIVING:



“Students attending public community colleges are less likely to take out loans than students in other schools. Part of this is attributed to the lower tuition, but some say this seeming debt aversion causes students to work excessively and only be able to maintain part-time enrollment.”

(College Board: Trends in Higher Education Series)

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COMMUNITY COLLEGE IN THE US

Student Profile:

- Age 26 (average: 28, median: 24)
- Works part-time and/or has other responsibilities, such as child or elder care
- Limited financial resources & debt averse
- First-generation college student
- Little or no personal or family international travel experience

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SOUTHERN MAINE COMMUNITY COLLEGE

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SOUTHERN MAINE COMMUNITY COLLEGE

SMCC is one seven community colleges in Maine.

5,932 students

43% full-time, 57% part-time

It is the largest, oldest, and most diverse community college in the state, with the lowest tuition costs of any college in New England (average tuition and fees: \$3,600 per year)



SOUTHERN MAINE COMMUNITY COLLEGE

The population of Maine is

- 1.3 million people
- the oldest in the US, with the largest concentration of baby boomers.
- the 2nd highest percentage of non-Hispanic Whites (as of 2007).
- Has the lowest population of college graduates in New England (29%) and low college completion rates (49% over six years)



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Colleges and universities are recognizing the role international education can play in attracting and retaining a younger and more diverse population to the state.



GLOBAL STUDIES CENTER AT SMCC

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GLOBAL CLASSROOM at SMCC

GOAL: To develop a Study Abroad program that works for Community College students by overcoming barriers related to:

- COST
- CULTURE
- CURRICULUM



GLOBAL CLASSROOM at SMCC

COST | Barrier

65% of SMCC students are considered “low-income” by FAFSA and are eligible for Pell Grants.

Community College students are less likely have discretionary income, and more likely to have jobs and personal responsibilities such as childcare or eldercare.



GLOBAL CLASSROOM at SMCC

COST | Solution

The travel portion of Global Classroom programs are short-term, faculty-led programs that reduce cost and impact on employment and family responsibilities.

Programs are announced in May of the previous academic year, to give students 10 months to save and plan for Global Classroom programs, and payment plans are offered through the Finance office.



GLOBAL CLASSROOM at SMCC

CULTURE | Barrier

Family Culture: 63% of SMCC students are First Generation college students.

Our students are often “place-bound” with little generational or family travel experience.

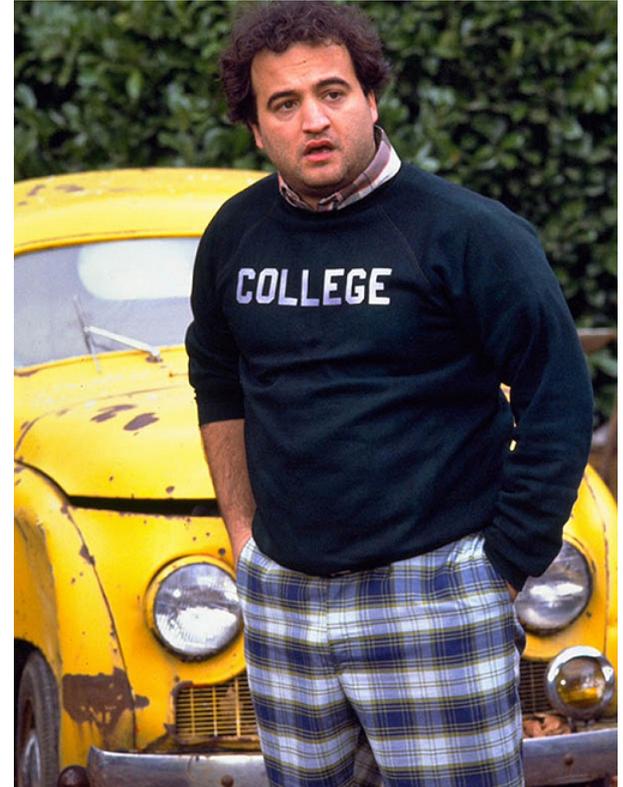


GLOBAL CLASSROOM at SMCC

CULTURE | Barrier

Campus Culture: Less than 10% of our students live on campus, and they are less likely to spend time on-campus outside of class or participate in college activities.

Therefore, they are also less likely to receive information through posters, word-of-mouth, email, etc.



GLOBAL CLASSROOM at SMCC

CULTURE | Solution

Short-term faculty-led programs created with a third-party provider are a low-barrier way for students to travel and study with a faculty member they already know, housed within their home school.



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Marketing is more challenging....

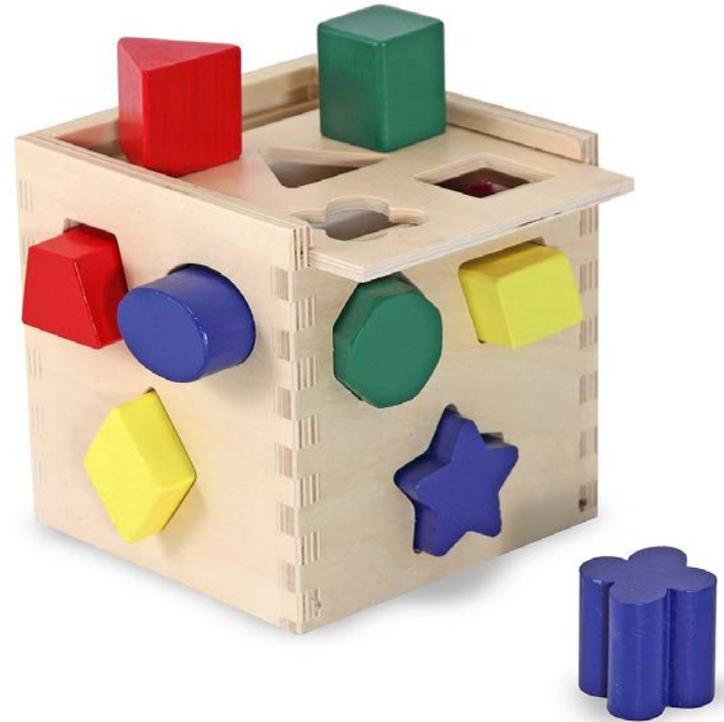


GLOBAL CLASSROOM at SMCC

CURRICULUM | Barrier

SMCC students – especially those in Career and Trade programs comprising 60% of our students – often do not have many free elective classes.

They are not likely to take any course unless it “counts for something” and fits within their busy schedules.



GLOBAL CLASSROOM at SMCC

CURRICULUM | Solution

Global Classroom classes are taught as full semester online classes with embedded travel modules so students can take them without disrupting their standard course load.

Global Classroom classes are designed to count as specific elective requirements within a degree program.

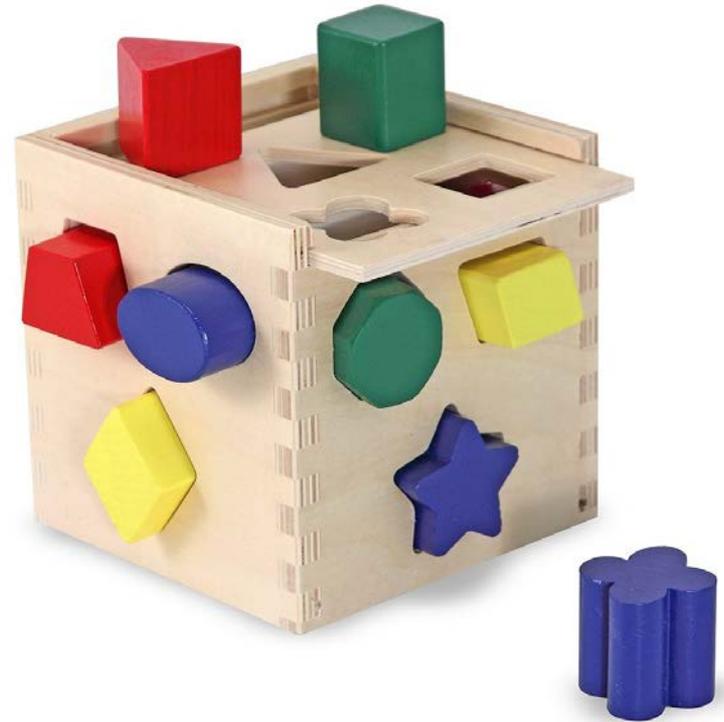


GLOBAL CLASSROOM at SMCC

CURRICULUM | Solution

The online format also allows students from other college programs to enroll in Global Classroom courses.

These students are drawn from our 2+2 articulation partners. In this way, the Global Classroom helps to build institutional relationships, as well.



GLOBAL CLASSROOM at SMCC

Global Classroom classes are three-credit semester-long online classes taught throughout the entire semester that include an embedded short-term travel module. They are made up of three “stackable” 1-credit units:

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Course Content Module: academic content specific to each individual class

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Course Content Module: academic content specific to each individual class

Travel Module:
Required short-term field experience.

GLOBAL CLASSROOM at SMCC

Intercultural Studies Module is online module common to all Global Classroom courses. This module prepares students to study abroad by examining the social constructs and dynamics that govern our interactions with others.

This module is provided by the Global Studies Center and is presented on Blackboard.

Weeks 1-6: Introduction to Intercultural Studies and experiential learning.

Weeks 6-8: Cultural content specific to travel destination.

Weeks 9: Travel experience, focus on journaling

Weeks 10-16: Content shifts to processing and articulation of travel experience.

GLOBAL CLASSROOM at SMCC

Course Content Module is specific to the learning objectives of the class, developed by each individual instructor:

Topics might include: Modernist Architecture in Western Europe, Gender Studies and Sports Management in Latin America, International Business Practice, etc.

This module contains the academic content that matches each academic department's learning outcomes (tests, written papers, etc.)

This academic content increases options for course transferability.

GLOBAL CLASSROOM at SMCC

Travel Module is a required “field experience” component.

Usually occurring in March, during Spring Break, halfway through Spring semester, although Winter Break or “Maymester” travel modules are also possible.

Travel modules are developed in partnership with a third-party provider to assist with in-country academics and travel logistics. This decreases work-load on faculty members and helps to legal requirements such as ADA accommodations.

Working with third-party providers also adds security and legitimacy that reduces barriers for students and parents, and increases confidence level for faculty.

GLOBAL CLASSROOM at SMCC

Pilot Program: *Italian Renaissance Art & Architecture* | Northern Italy



GLOBAL CLASSROOM at SMCC

Out of the 9 students:

- 5 matriculated traditional students from SMCC with majors including Art History, Education, Computer Science, Architecture/Engineering Design
- 1 matriculated non-traditional student
- 1 non-credit, non-matriculated, non-traditional student
- 1 student from Maine College of Art (Painting major)
- 1 student from St. Joseph's College of Maine (Art History major)

GLOBAL CLASSROOM at SMCC

For Spring 2018:

Italian Renaissance Art & Architecture

Department: Fine Arts

Location: Italy



This course focuses on the art and architecture of the Italian Renaissance. Upon completion of this course, students will be able to identify, describe and analyze the art and artists associated with Northern Italy from the 14th to the 17th centuries. Through reading, writing, group discussion, lecture and a required study abroad experience in Italy, students will examine the evolution and development of Western Art by experiencing important works in their original settings and cultural context in the cities of Ferrara, Venice and Florence.

GLOBAL CLASSROOM at SMCC

For Spring 2018:

Latin American Sport & Gender

Department: Business

Location: Dominican Republic



This course will critically examine cultural assumptions about gender in Latin American countries. Through the readings, course paper and travel component, students will be able to identify and critically analyze power relations in sport that have a strong impact on adolescent girls in Latin American countries. The current stereotype or bias is that girls should not be participating in sport because sport represents masculine traits and behaviors. Over spring break, students will participate in an on-site field experience module in the Dominican Republic.

GLOBAL CLASSROOM at SMCC

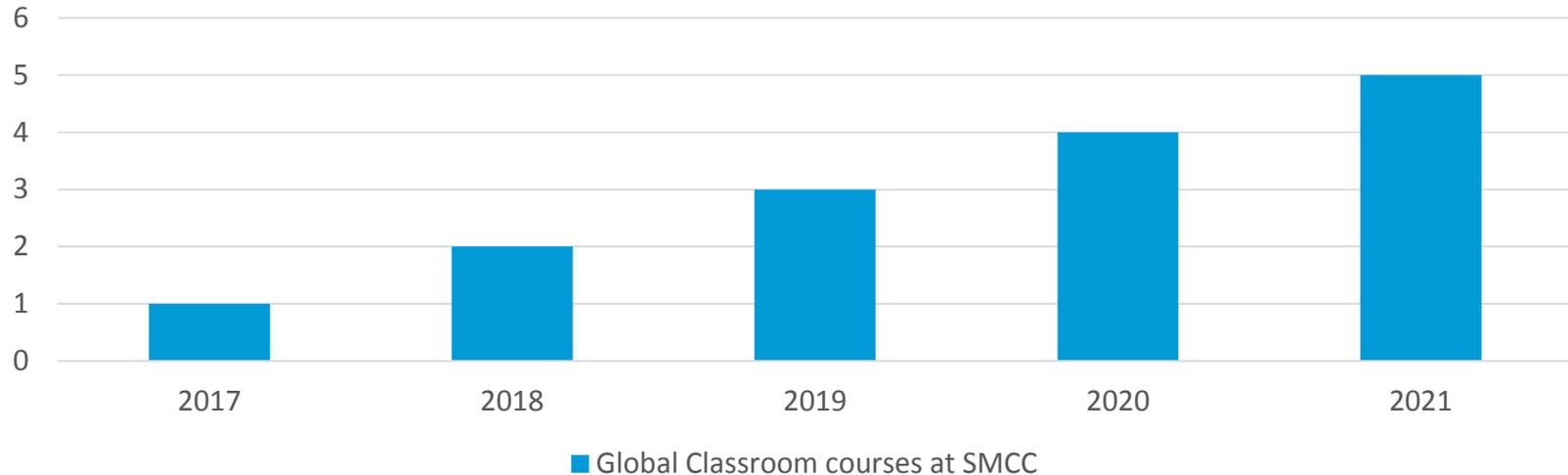
In 2017-18 the role of the GSC Coordinator shifts to:

- Accepting, reviewing and accepting proposals from faculty for future courses
- Training selected faculty to develop, manage, and market Global Classroom classes, using the *Standards of Good Practice in Study Abroad* from the Forum on Education Abroad
- Coordinating student recruiting and marketing efforts
- Collecting data from students upon return

GLOBAL CLASSROOM at SMCC

In 2017 we joined the IIE pledge to increase study abroad. Our goal is to add one Global Classroom course per year for the next five years, diversifying our offerings throughout the different departments at the college (Business, Nursing, Culinary, etc.).

Global Classroom courses at SMCC



International Development at Two Community Colleges

From 001: Leveraging Digital Technology to Build Global Education

Areas of development within two community colleges: Community Colleges of Spokane and Johnson County Community College

Tom Patterson

Director, International Education

Johnson County Community College

Overland Park, KS

Building Global Education = Internationalizing a Campus

Internationalizing is a process and includes both quantitative and qualitative goals. **Quantitative Assessment** can cover these areas covered in this presentation:

- English as a Second Language Programs
- International Students (services, housing, programs, and marketing/recruitment for)
- International Education staffing/office/structure
- Study Abroad
- Faculty opportunities/Professional development
- International/Global Courses/Programs
- Events

Qualitative Assessment

- Should attempt to measure student learning outcomes
- Can be applied to all of the above

Community Colleges of Spokane

Incoming -

- ESL Program
- Marketing/Student Recruitment
- International Student Services
- Staffing



Community Colleges of Spokane

Spokane Community College

Spokane Falls Community College

Including International Students

Requires minimally the following:

1. English as a Second Language Program
2. Staff trained in SEVIS requirements (PDSO & DSO)
3. Marketing/recruitment
4. International student services

English as a Second Language Program

Model One: In house

- ❖ Credit or noncredit?
- ❖ Within English department or separate?
- ❖ Full time faculty or adjunct
- ❖ TOEFL requirement set high or low
- ❖ Exit requirements allow initial limited unrestricted enrollment or not?

Model Two: Contracted

- ❖ Large (EF, Kaplan, ELS, ACE, etc.) or Small (few locations)
- ❖ Locate on campus for fee
- ❖ Quality control
- ❖ Marketing expectation
- ❖ Type of student brought in

Digital possibilities

Class offerings

- ❖ Online classes
 - ❖ Only 1 class per term authorized for F-1 students in the U.S.
 - ❖ Unlimited for students outside of the U.S.
 - ❖ Possibilities beyond ESL for online instructors to include international students from outside the U.S.

Marketing

- ❖ Convenient method for talking to groups of prospective students abroad without the travel expense
- ❖ Convenient way of addresses groups of employees for a marketing agent

Marketing/Recruitment

Agents or no agent

International marketing honed to the international student or domestic material

Languages marketing material is written in

Web presence – multilingual?

Videos

Testimonials

Travel - purpose

International Student Services

Dedicated Office and staff

International student advisors

Socializing activities

Peer Mentors

Community Friends

Housing

Homestay program (in-house or contract)

- ❖ Coordinator
- ❖ Vetting
- ❖ Problem solving

Dormitory

- ❖ Few on campus dorms ([Green River Community College](#) and Edmunds Community College)
- ❖ Work with a developer to invest in and run one near your college like [Collegiate Housing International](#) in Spokane

Staffing

Hire for behavior and train for skills

Cross training to for advising, SEVIS, study abroad, and homestay

Career development

Travel

Johnson County Community College

Study Abroad

Events

Grants

Global and International Studies

Professional Development

Assessment



Study Abroad

Faculty Led

- Funding to Develop
- Handbook to guide process
- Support in promotion, business arrangements, and risk management.

Service Learning

- Overseas partners
- Philanthropic support

Consortia to expand options:

- CIEE

Website presence:

- <http://www.jccc.edu/academics/study-abroad/index.html>



Events

Opportunity to draw attention to aspects of international that your college is emphasizing.

■ Peacebuilding

- ❖ Started with United States Institute of Peace grant
- ❖ Academic and community oriented
- ❖ Collaborate with area universities and other organizations
 - ❖ Park University
 - ❖ Avila University
 - ❖ International Relations Council
- ❖ [Web presence and registration](#)

Japan Festival



Collaborative Efforts with the Community

Collaborative effort between JCCC and the [International Relations Council](#)

Series of talks entitled: Closing the Global Gap between the U.S. and _____:

- Mexico
- European Union
- Pakistan
- Uganda
- China



Grants



Sources for possible grants
Council for Advancement and Support of
Education ([CASE](#))

US Government

<https://www.grants.gov/>

[Fulbright-Hays](#)

[U.S. Department of Education](#)

Global and International Education

Global and International Studies (2+2)
JCCC AA Concentration in Global and International Studies (AA – GIST) and
KU Global Studies and International Studies (CGIST) Major

Overview:

A Global Studies Program can provide students with the knowledge, skills, and opportunities needed to understand the dynamics of how different cultures interact today. A global studies concentration prepares students for a major in global and international studies, and thus allows them to best position themselves for a wide range of careers in business, education, Foreign Service, medicine, law, politics, government, and social service agencies.

Completion of the 23 credit program at JCCC for the AA-GIST fulfills the basic requirements for the KU CGIST major:

- 9 credits in Required Core Courses fulfill KU's GIST general requirements for the major and JCCC's AA-GIS requirements
- 13 credits in Language Skills are towards KU's College of Liberal Arts and Sciences' general language requirement to declare the GIST major at KU, and fulfill the JCCC AA-GIST requirements
- 1 credit JCCC Capstone Experience will fulfill the AA-GIST requirement

JCCC students who complete the 23 credits with a 2.7 GPA are guaranteed entrance in the KU GIST program and may declare the major after their first semester at KU by completing their 4th semester in their chosen foreign language.

I. Required Courses (9 credits)

JCCC Introduction to Globalization (3 credits): This course is an overview of transnational issues and topics as well as theories and empirical examples. KU will work with JCCC to create a comparable introduction course for the stand alone AA-GIST and to prepare students for GIST at KU.

JCCC POLS 132 Introduction to Comparative Politics (3 credits): This course is an overview of the regional areas (KU POLS 150), and students who continue on to KU will take upper division (500 or 600 level courses) "regional expertise" courses through KU area centers.

Elective Core Course (3 credits): Students choose one of the following courses:

JCCC	KU
ANTH 125	ANTH108/109
ANTH 130	ANTH 160-SOC 130
ECON 230	ECON 144/145
REL 125	REL 106
REL 126	REL 107

II. Language Skills (13 credits)

Students need to have five semesters of a foreign language for the GIST major. KU requires students to complete the four-semester general language requirement to declare a major. JCCC students who complete the three semesters can declare the GIST major in their junior year (or in the first semester they attend KU) by completing the 4th semester of their chosen language.

III. JCCC Capstone Experience (1 credit)

Students will complete either a one-credit study abroad program or a one-credit internship connected with global and international studies.

Introduction to Globalization GIST 250

Description

This course will provide students with the origins and current implications of globalization. In this course, students will examine the question "what is globalization?" The topics covered include economic and political globalization as well as global security, culture and environmental issues. The goal of this course is to introduce students to the variation in global issues that influence national policy and our daily lives. 3 hrs. lecture/wk.

Objectives

1. Identify ideologies and definitions of globalization.
2. Discuss the history of globalization.
3. Describe the different forms of globalization.
4. Assess some of the effects of technology on globalization.
5. Trace some of the processes of economic globalization.
6. Analyze some tensions that underlie political globalization.
7. Explain how multilateralism can increase the security of globalization.
8. Evaluate cultural globalization including beneficial and harmful example
9. Explain the impact of globalization on migration.
10. Enumerate the major issues linked to environmental globalization.
11. Define and explain the future of the nation state.
12. Discuss human rights and democracy in a globalizing world.

Professional Development



Travel Grants

International Travel Grants at JCCC contribute to the internationalization of JCCC by funding the international engagement and scholarship of JCCC faculty and staff. International travel awards support international travel for research, creative activity, program initiation or development, active conference participation or other collaborative activity.



Assessment

Primary assessment question for International Education at Johnson County Community College is “Are students prepared effectively for life and work in an intercultural and globalizing world?”

The student learning outcome that aligns with the above assessment is SLO #4 “Demonstrate an understanding of the broad diversity of the human experience and the individual’s connection to society.”

This SLO is included in all evaluations in all activities, programs, and events. For example: [online evaluations](#) for participants in study abroad. [Results](#) can be available online.

Valencia College



***Celebrating fifty years
of better tomorrows.***

- Students (credit) – 60,000
- Students (non-credit) – 14,000
- Campuses -6
- Degree Programs - 35
- Average Class size – 21
- Study Abroad Students – 112
- Endowment – 68 million
- Study Abroad Programs – 10



GLOBAL LEARNING LOCALLY

Why Internationalize?

- Strengthen **liberal education**.
- Enhance the quality of **teaching and research**.
- Prepare students for **careers**.
- Contribute to local **economic development** and competitiveness.
- Enhance students' ability to live in an increasingly **multicultural environment** in the U.S.
- Enhance the development, excellence, and relevance of **institutions of higher education** in other countries.
- Contribute to international and intercultural **understanding**.
- Produce experts required to support U.S. **foreign policy and diplomacy**.
- Create **goodwill and support** for the U.S. and other countries.

Global Citizens

VALENCIA

COMPETENCIES OF A GLOBAL CITIZEN

In today's society, college students need to be prepared to live and work in an interdependent and multicultural world and have the knowledge, skills, and attitudes of a competent GLOBAL CITIZEN.

A Global Citizen has KNOWLEDGE of the interconnectedness of the following:

- World cultures
- World history and geography
- World religions
- World government and politics
- World economic systems
- World ecology



A Global Citizen has the following SKILLS:

- Interacts with compassion, empathy, and respect for others in a manner that reflects the cultural sensitivities within that environment.
- Is civically engaged.
- Is able to hold opposing views with others from diverse cultures and backgrounds and can calmly arrive at resolutions to conflict.
- Communicates effectively in another language and across cultures.



A Global Citizen has the following ATTITUDES:

- Articulates a sense of identity, self-awareness, and self-acceptance.
- Understands personal norms, biases, and expectations for oneself and others.
- Values and respects diversity.
- Demonstrates curiosity about the world and others.

Global Distinction



Creating Global Citizens Locally

- Optimal for 2-3 faculty to work together on one toolkit
- Can be one or more toolkits as an end product
- Must go through the workshop the first time
- A completed toolkit and at least 6 artifacts required



Study Abroad

<p>Spain</p> 	<p>Spain Honors</p>	<p>IDH 2955 *Course enhanced with five hours of a Service Learning component</p>	<p>March 9-16</p>	<p>Study Abroad Association</p>	<p>CLOSED</p>	<p>Professor Jane Maquire 407-582-2228 East Campus, 3-103</p> <p>Campus Dean Michelle Foster 407-582-2008 East Campus 3-108F</p>
<p>Costa Rica</p> 	<p>Education in Costa Rica</p> <p>Sustainability in Costa Rica - WAITLIST</p>	<p>SLS 2940: Education</p> <p>SLS 2940: Sustainability *Student choose one course/project</p>	<p>March 10-17</p>	<p>Universidad Técnica Nacional</p>	<p>CANCELLED</p>	<p>Professor Joe Menig 407-582-1048 West Campus 3-142</p> <p>Professor Joy Benjamin-Fieulleateau 407-582-1495 West Campus, SSB 173C</p>
<p>Belize</p> 	<p>Service Learning in the Belize</p>	<p>SLS 2940: Environmental Conservation and Dental Hygiene</p>	<p>March 10-18</p>	<p>Study Abroad Association</p>	<p>CLOSED</p>	<p>Professor Betsy Brantley 407-582-5750 West Campus, HSB-138</p> <p>Professor Pam Sandy 407-582-1544</p>
<p>Italy</p>  <p>Greece</p> 	<p>Health in Italy & Greece</p> <p>Social Entrepreneurship in Italy & Greece</p>	<p>SLS 2940: Health SLS 2940: Social Entrepreneurship *Student choose one course/project</p>	<p>April 27-May 6</p>	<p>Study Abroad Association</p>	<p>Open</p>	<p>Professor Melissa Schreiber 407-582-2246 East Campus, 1-128</p> <p>Professor Marsha Butler 407-582-1167 West Campus, 1-248</p>

TECHNOLOGY

London Apps



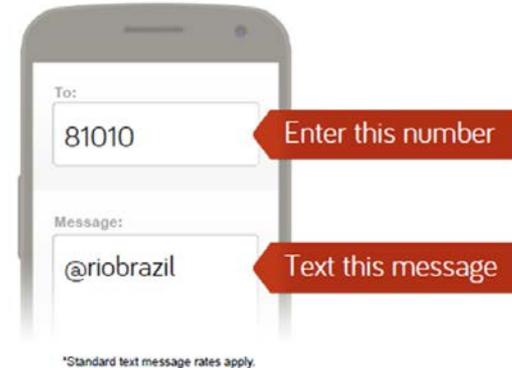
Apps



Prof. Hennel would like you to join Brazil!  remind

To receive messages via text, text @riobrazil to 81010. You can opt-out of messages at anytime by replying, 'unsubscribe @riobrazil'.

Trouble using 81010? Try texting @riobrazil to (863) 215-8347 instead.



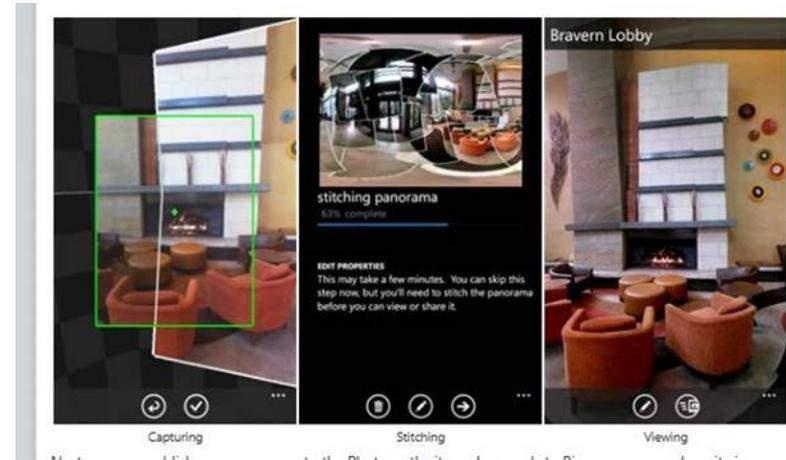
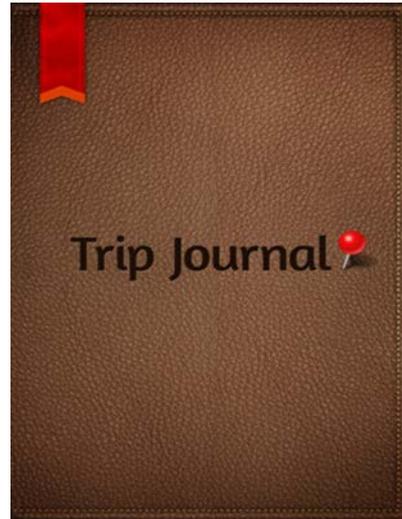
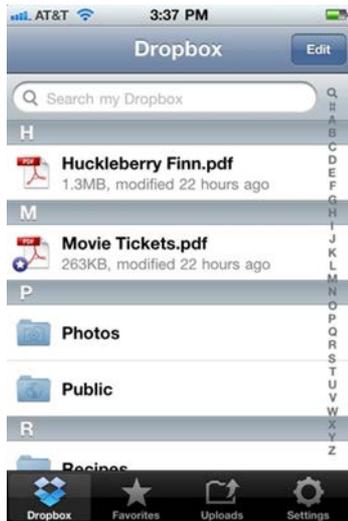
Apps



Apps



Apps



Of course there is an App for that



Amazing Race



AMAZING RACE PARTY SUPPLIES



A photograph of a city skyline featuring several prominent skyscrapers. In the foreground, a multi-arched bridge spans across the frame. The buildings are illuminated by warm, golden light, suggesting late afternoon or early morning. The sky is a clear, bright blue. The text 'THANK YOU' is overlaid in large, white, sans-serif font in the upper right quadrant.

THANK
YOU