Texas A&M University System Colleges of Education  
Hacienda Santa Clara Study and Research Center  
Las Clavellinas, Guanajuato, Mexico Educational Collaborative  

October 1, 2016  

Introduction. The Texas A&M University System Colleges of Education have developed an innovative collaborative initiative (the “Collaborative”) advancing our commitment to the development of a global perspective by our graduates. Global competence is a critical component of education in the 21st century and is an essential learning outcome mandated by the Association of American Colleges and Universities. Global competence is rooted in the changing reality of our public school classrooms – a reality of dramatically increasing economic, linguistic and cultural diversity.  

Dr. Steve Murdock, has stated that “demographic change clearly remains a critical factor for Texas elementary, secondary, and higher education” [Murdock et al. (2014) Changing Texas: Implications of Addressing or Ignoring the Texas Challenge]. He emphasizes “the diversification of the elementary and secondary school populations is more extensive than in the general population.” Dr. Murdock predicts that “from 2010 to 2050, the Texas elementary and secondary school population will grow by 93.2 percent and all of the projected increase will be accounted for by minority students.”  

By 2050, Dr. Murdock anticipates that our state’s elementary and secondary school population will be 65% Hispanic, 9% African American and 12% non-Hispanic Asian or Other – in other words, 86% of our school population will be other than White non-Hispanic. This dramatically changed reality will result in a significantly greater demand for bilingual and English Language Learner (“ELL”) education programs, educational programs for economically disadvantaged students and special education.  

The Collaborative will provide opportunities for TAMU System faculty, graduate and undergraduate students to participate in high impact learning experiences which advance the acquisition of discipline-specific knowledge and skills; promote the acquisition of cultural knowledge and the development of cultural understanding; service leadership and meaningful research in a rural community situated in central Mexico near the city of San Miguel de Allende, Guanajuato, Mexico, during a ten-week period each summer beginning May 2017. The Collaborative is designed in conjunction with the Hacienda Santa Clara Research and Study Center (“HSC”) (http://www.haciendastacara.com/) which has a significant partnership with The Texas A&M University System. The HSC provides outstanding accommodations for participating faculty and students, excellent dining, classroom space and state-of-the-art technology in an art and culture-rich garden campus while reducing a significant number of risks associated with international field experience. Participating students and faculty members will reside at the HSC during the ten-week field experience component of the Collaborative. Service leadership, research and field experience will be delivered/conducted in the nearby village of Las Clavellinas (“host community”), a rural agricultural community with a population of approximately 1,000
individuals. The host community is situated approximately 30 minutes by coach from the HSC. Transportation will be provided by HSC.

**Summary of Collaborative.** Participating TAMU System Colleges of Education will design and deliver academic enrichment experiences for the primary school-aged children in the host community. Each university will determine the academic area in which it will focus its university-specific efforts with an overarching emphasis in literacy and English-language learning. Pre- and post-assessment of language competence of the participants will be measured through administration of the Woodcock-Munoz Language Survey, a norm-referenced measure of reading, writing, listening and comprehension. Concurrently, participants will design and deliver faculty development opportunities for primary school teachers in the host community that correspond with the academic enrichment experiences being provided for the children. In other words, if academic enrichment experiences in the area of writing are being provided to the children, faculty development in writing pedagogy will be provided to the host teachers. It is anticipated that continuity/communication between the University participants and the local community will be maintained via technology.

In addition, participating TAMU System faculty and students will conduct two workshops of two hours duration each during the ten-week delivery period on topics to be determined through collaboration with the public school faculty in the host community and the broader municipality. The public school faculty within the municipality of San Miguel de Allende will be invited to attend the workshops. Attendance will be recognized by a “certificate of participation” awarded by The TAMU System. TAMU System students will be instrumental in the development and delivery of the workshops.

In addition, participating TAMU System faculty and students will provide adult English-language instruction to the 30 employees of the HSC who reside in the host community.

In addition to the service and field experience components of the collaborative, TAMU System students and faculty will participate in experiences designed to increase their knowledge of Mexican/Latino culture (art, history, language, architecture, food, music, etc.) and increase their cross-cultural competence/respect and global perspectives.

In addition, qualitative and quantitative research will be conducted concerning the efficacy of the Collaborative by the participants and jointly presented/published.

It is anticipated that the Collaborative will be ongoing over a period of three years providing high-quality, high-impact international field experience for TAMU System students; research opportunities for students and faculty members; and meaningful, coordinated, sustainable benefit over a reasonable period of time to the host community. As the Collaborative matures, it is anticipated that it will be expanded to include the disciplines of nursing, social work, nutrition science, agriculture, etc. All participants are agreed that the Collaborative will be modified as the experiences of the participants shape throughout the implementation phase.
Outcomes. The following outlines the purpose and anticipated outcomes of establishing a collaborative initiative between The TAMU System Colleges of Education, the Hacienda Santa Clara Study and Research Center and the host community of Las Clavellinas:

1. To promote the acquisition of cultural knowledge, the development of cultural understanding and the acquisition of discipline-specific knowledge and skills by participating TAMU System faculty and students through an innovative and multifaceted academic delivery system.
   a. To develop graduates who demonstrate global competence and are prepared to utilize knowledge and skills to maximize opportunities presented in their disciplines and professions as a result of increasing economic, linguistic and cultural diversity.
   b. To connect graduate and undergraduate course content with the development of cultural knowledge and cross-cultural understanding/respect, service leadership, academic research and writing, and the development of critical thinking and problem solving skills through experiential learning in an international setting.
   c. To develop and deliver high impact learning experiences which advance the acquisition of discipline-specific knowledge and skills in an international setting.

2. To facilitate qualitative and quantitative international research opportunities for TAMU System faculty and students.

3. To benefit the host community in meaningful ways including but not limited to the following:
   a. To assess the needs within the host community for educational enrichment and/or supplemental instruction for primary students and the most effective method of delivering the same in the host community
   b. To assess the needs within the host community for faculty development for teachers and staff in the primary school and the most effective method of delivering the same in the host community
   c. To assess the needs within the municipality of San Miguel de Allende, GTO, Mexico, for faculty development (“workshops”) and the most effective method of delivering the same in the municipality
   d. To assess the resources (including technology) available in the host community to facilitate the effectiveness of the Collaborative
   e. To deliver in the host community educational enrichment and/or supplemental instruction to primary students including English-language instruction during a
ten-week period each summer by TAMU System faculty and students participating in short-term, faculty directed field experience

f. To utilize technology to maintain the effectiveness of the educational enrichment and/or supplemental instruction delivered in the host community during intervals when TAMU System faculty and students are not on site in the host community

g. To deliver in the host community faculty development to teachers and staff in the primary school during a ten-week period each summer by TAMU System faculty and students participating in short-term, faculty directed field experience

h. To utilize technology to maintain the effectiveness of the faculty development delivered in the host community during intervals when TAMU System faculty and students are not on-site in the host community

i. To assess the effectiveness of the Collaborative at appropriate intervals

4. To collaborate in the development and implementation of the Collaborative with local and state government and Mexican university partners including the University of Guanajuato

5. To utilize the resources available through the HSC for housing, food, transportation, cultural opportunities, classroom space and technology for students and faculty participating in the Collaborative

6. To establish a Collaborative Advisory Council including members of The TAMU System Colleges of Education, the Hacienda Santa Clara, the host community, representatives of state and local government and the private sector

**Development of Collaborative.** During April 2016, the Deans of The TAMU System Colleges of Education under the direction of Dr. Irma Harper, Associate Vice Chancellor, Office of Academic Affairs, met at the HSC for their quarterly Deans’ Meeting. In addition to other items on the agenda, the Deans discussed the possibility of creating the above-described Collaborative as a meaningful opportunity to advance our strategic objective of developing a global perspective in Colleges of Education faculty and students and capitalize on the collective strengths and expertise of TAMU System Universities. The conceptual framework for the Collaborative was designed by the participating Deans. The Deans visited the host community to assess opportunities for implementation of the Collaborative.

Subsequent to the April 2016 Deans’ Meeting, the Deans consulted faculty members at their respective universities to assess interest and opportunities for participation. The Deans reported a strong level of interest among faculty regarding participation in the Collaborative. In addition to providing written information concerning the proposed Collaborative to prospective participants, a webinar conference was conducted with all prospective participants on August 19, 2016.
In August 2016, Dr. Eddie Henderson, Dean of the College of Education and Social Sciences at West Texas A&M University, and the principals of the HSC, Pablo and Barbara Marvin, met with many state and local government officials to propose the Collaborative to them and solicit their input into the design and implementation of the Collaborative. Among others, the following government officials were consulted. Each expressed strong interest in and support of the collaborative.

Montserrat Bataller Sala, Delegada Regional

Augustina Morales Perez, Regidora Panal
Vladimir Rios Huerta, Docente de la Prim. Ignacio Ramírez
Emiliano de Santiago Sanchez, Docente de la Prim. Ignacio Ramírez
José Antonio Torres Fiorentini, Jefe de USAE
Virginia Correa Medina, Coordinadora de Fortalecimiento
Veronica Rodriguez Arteaga, Directora de Educacion e Infraestructura

On September 7–11, 2016, faculty representatives from seven TAMU System Colleges of Education met at the HSC to design the Collaborative and develop the specifics of its implementation. The participants included the following individuals; Texas A&M University-Corpus Christi indicated a strong interest in participating but was unable to attend.

<table>
<thead>
<tr>
<th>University</th>
<th>Faculty</th>
<th>Title</th>
<th>Contact Information</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Texas</td>
<td>Agnes Tang</td>
<td>Assistant Professor</td>
<td><a href="mailto:a.tang@tamuct.edu">a.tang@tamuct.edu</a></td>
<td>254-519-5487</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commerce</td>
<td>Kathryn Dixon</td>
<td>Assistant Professor</td>
<td><a href="mailto:Kathryn.Dixon@tamuc.edu">Kathryn.Dixon@tamuc.edu</a></td>
<td>903-886-5537</td>
</tr>
<tr>
<td></td>
<td>Amy Corp</td>
<td>Assistant Professor</td>
<td><a href="mailto:amy.corp@tamuc.edu">amy.corp@tamuc.edu</a></td>
<td>903-875-7656</td>
</tr>
<tr>
<td></td>
<td>Jennifer Schroeder</td>
<td>Department Head</td>
<td><a href="mailto:Jennifer.schroeder@tamuc.edu">Jennifer.schroeder@tamuc.edu</a></td>
<td>903-886-5206</td>
</tr>
<tr>
<td></td>
<td>Kelly Carrero</td>
<td>Assistant Professor</td>
<td><a href="mailto:Kelly.Carrero@tamuc.edu">Kelly.Carrero@tamuc.edu</a></td>
<td>903-886-5592</td>
</tr>
<tr>
<td>Kingsville</td>
<td>Armando Garza</td>
<td>Assistant Professor</td>
<td><a href="mailto:armando.garza@tamuk.edu">armando.garza@tamuk.edu</a></td>
<td>361-593-2987</td>
</tr>
<tr>
<td></td>
<td>Monica Wong-Ratcliff</td>
<td>Associate Professor</td>
<td><a href="mailto:monica.ratcliff@tamuk.edu">monica.ratcliff@tamuk.edu</a></td>
<td>318-680-0976</td>
</tr>
<tr>
<td></td>
<td>Norma Guzman</td>
<td>Associate Professor</td>
<td><a href="mailto:norma.guzman@tamuk.edu">norma.guzman@tamuk.edu</a></td>
<td>361-593-2676</td>
</tr>
<tr>
<td>San Antonio</td>
<td>Edith Young</td>
<td></td>
<td><a href="mailto:Edith.young@tamusa.edu">Edith.young@tamusa.edu</a></td>
<td></td>
</tr>
<tr>
<td>Tarleton</td>
<td>Tod Farmer</td>
<td>Interim Dept. Head / Associate Professor</td>
<td><a href="mailto:farmer@tarleton.edu">farmer@tarleton.edu</a></td>
<td>254-968-19368</td>
</tr>
<tr>
<td></td>
<td>Kayla Peak</td>
<td>Associate Dean</td>
<td><a href="mailto:peak@tarleton.edu">peak@tarleton.edu</a></td>
<td>254-968-90916</td>
</tr>
<tr>
<td></td>
<td>Amy McKay</td>
<td>Assistant Professor</td>
<td><a href="mailto:mckay@tarleton.edu">mckay@tarleton.edu</a></td>
<td>254-968-18176</td>
</tr>
<tr>
<td></td>
<td>Jessica Meehan</td>
<td>Assistant Professor</td>
<td><a href="mailto:meehan@tarleton.edu">meehan@tarleton.edu</a></td>
<td>254-299-8367</td>
</tr>
<tr>
<td>Texarkana</td>
<td>Sandra Labby</td>
<td>Assistant Professor</td>
<td><a href="mailto:slabby@tamut.edu">slabby@tamut.edu</a></td>
<td>903-334-6681</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------</td>
<td>---------------------</td>
<td>------------------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td>Abbie Strunc</td>
<td>Assistant Professor</td>
<td><a href="mailto:abbie.strunc@tamut.edu">abbie.strunc@tamut.edu</a></td>
<td>903-223-3031</td>
</tr>
<tr>
<td>Texas A&amp;M</td>
<td>Mary Alfred</td>
<td>Associate Dean /</td>
<td><a href="mailto:malfred@tamut.edu">malfred@tamut.edu</a></td>
<td>979-845-2781</td>
</tr>
<tr>
<td></td>
<td>Beverly Irby</td>
<td>Professor</td>
<td><a href="mailto:beverly.irby@tamut.edu">beverly.irby@tamut.edu</a></td>
<td>979-845-1831</td>
</tr>
<tr>
<td>West Texas A&amp;M</td>
<td>Eddie Henderson</td>
<td>Dean</td>
<td><a href="mailto:ehenderson@wtamu.edu">ehenderson@wtamu.edu</a></td>
<td>806-651-2601</td>
</tr>
<tr>
<td></td>
<td>Leigh Green</td>
<td>Interim Department</td>
<td><a href="mailto:legreen@wtamu.edu">legreen@wtamu.edu</a></td>
<td>806-651-2611</td>
</tr>
<tr>
<td></td>
<td>Chanel Rodriguez</td>
<td>Assistant Professor</td>
<td><a href="mailto:crodriguez@wtamu.edu">crodriguez@wtamu.edu</a></td>
<td>806-651-2601</td>
</tr>
<tr>
<td></td>
<td>Elsa Diego-</td>
<td>Assistant Professor</td>
<td><a href="mailto:emedrano@wtamu.edu">emedrano@wtamu.edu</a></td>
<td>806-651-2611</td>
</tr>
<tr>
<td></td>
<td>Medrano</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The agenda for the meeting is attached hereto as Appendix A. The participants were guided by the above-described conceptual framework proposed for the Collaborative and the outcomes above stated. The participants visited the host community, toured the primary and secondary school facilities and met with the teachers and parents in the host community. Additionally, a dinner was hosted at the HSC for the teachers in the host community and local and state government officials interested in the Collaborative. Their attendance and participation in discussions throughout the dinner evidenced the strong commitment of the local community and government to the success of the Collaborative. The State Regional Director of Education stated that the Collaborative will likely serve as a model for school improvement in the State of Guanajuato, Mexico, and indicated a willingness to support the Collaborative with additional resources, specifically enhanced technology and infrastructure in the host community. Reassurances were given by TAMU representatives that the Collaborative will be fully transparent to the government and local community and that any research data collected will be made available to all interested parties.

The TAMU System faculty participants were enthusiastic and creative in their approach to designing the Collaborative and its implementation. Each contributed his/her disciplinary expertise and experiences related to the globalization of students. There was a strong sense of collegiality and collaboration in the design of the Collaborative.

Proposed Project Design and Implementation. The following outline represents the resulting design for the Collaborative and its implementation.

There was an agreement among the TAMU System participants that the Collaborative will focus on the following five general outcomes benefiting participating TAMU System faculty and students, the host community and broader municipality, and the discipline of education:
1. **Develop Cultural Understanding.** To promote the acquisition of cultural knowledge and the development of cultural understanding through an innovative and multifaceted academic delivery system.

2. **Conduct Research.** To facilitate qualitative and quantitative international research opportunities for faculty and students.

3. **Acquire Discipline-Specific Knowledge and Skills.**
   
   a. To assess the needs within the host community for educational enrichment and/or supplemental instruction for primary students, and faculty development in the host community and the broader municipality and the most effective method of delivering the same with the initial focus on literacy and/or English-language learning while allowing for the individual disciplinary and research interests of the participating faculty.

   b. To deliver in the host community educational enrichment and/or supplemental instruction to primary students with an emphasis on literacy and/or English-language instruction during a ten-week period each summer by TAMU System faculty and students participating in short-term, faculty-directed field experience.

   c. To deliver in the host community faculty development opportunities to teachers and staff in the primary school during a ten-week period each summer by TAMU System faculty and students participating in short-term, faculty-directed field experience.

   d. To deliver in the municipality of San Miguel de Allende two faculty development opportunities ("workshops") to teachers during a ten-week period each summer by TAMU System faculty and students participating in short-term, faculty directed field experience.

   e. To utilize technology to maintain the effectiveness of the educational enrichment and/or supplemental instruction and faculty development delivered in the host community during intervals when TAMU System faculty and students are not on site in the host community.

4. **Foster Parental Participation.** To provide opportunities/training for parental participation in the education of their children in the host community.

5. **Provide Adult English-Language Instruction.** To provide adult English-language instruction to employees of the HSC.

It was agreed that the Collaborative will be delivered over a ten-week period beginning approximately May 15, 2017 and continuing through approximately July 31, 2017. Each
participating University will assume responsibility for an approximately 2 week delivery period. Ideally, the delivery periods will overlap to provide continuity to the Collaborative.

The Collaborative will be delivered via short-term, faculty-directed field experience opportunities offered to graduate and undergraduate students in connection with courses offered at each participating university (the courses may vary from university to university). As described in greater detail below, participating students will bear the cost of the study abroad opportunity (including the direct costs associated with the faculty directing the student experience). It is estimated that the per student cost will not exceed $150 per day (based on 20 participants) (including food, lodging, air and ground transportation, cultural experiences, and faculty cost-share) plus the cost of international travel. Each participating university will fully comply with its university’s requirements and procedures for study abroad. Attached hereto as Appendix B is an example of a short-term, faculty-directed study abroad proposal related to the Collaborative. The HSC will provide housing, food, transportation, cultural opportunities, classroom space and technology for students and faculty participating in the Collaborative. A summary of costs for services provided by the HSC is attached hereto as Appendix C. Additionally attached as Appendix D is an example “Services Agreement” provided by the HSC.

Each participating university may design the logistical details of its experience to satisfy cost restrictions. For example, cultural excursions may be added or subtracted to accommodate funding constraints. Depending on the cultural experiences selected, the cost of international travel and the length of the field experience, it is estimated that the total cost of a university’s participation will range from $2,000 to $3,000 per participant. Each university will be responsible for providing any consumable or others instructional materials needed by the university to accomplish its delivery plans/outcomes.

During February 2017, written permission will be secured for all children, parents and host community faculty participating in the Collaborative. Subsequently, a team including doctoral students in education under the leadership of Dr. Armando Garza, Texas A&M University-Kingsville, will visit the host community to initially assess/observe the operation of the primary school, the curriculum and the delivery of instruction/pedagogy in the host community. The results of this initial assessment will be provided to the participating faculty leaders to assist them in the refinement of their specific delivery responsibilities.

During the first 2017 delivery period (approximately May15-31, 2017), the literacy and English-language competency of the students in the primary school will be assessed by the faculty/student team from Texas A&M University-Commerce utilizing the Woodcock-Munoz Language Survey. These data will be housed in a central repository accessible by all faculty participants.

Thereafter, each participating university will deliver the following during its two-week period of responsibility:
1. Educational enrichment and/or supplemental instruction to primary school students in the host community focusing on literacy and English-language instruction while allowing for the individual disciplinary and research interests of the participating faculty

2. Concurrent faculty development opportunities to teachers and staff in the primary school in the host community

3. Opportunities for parental participation in the education of children in the host community

4. Adult English-language instruction to employees of the HSC

5. Utilize technology to maintain the effectiveness of the educational enrichment and/or supplemental instruction and faculty development delivered in the host community during intervals when TAMU System faculty and students are not on site in the host community

**Tentative Itinerary.** The following provides an overview of the tentative itinerary for participating faculty and students. Modifications are allowed; however, all participants are committed to devoting a maximum effort toward the delivery of field experience in the host community and the accomplishment of cross-cultural outcomes.

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Sunday</td>
</tr>
<tr>
<td>Day 2</td>
<td>Monday</td>
</tr>
<tr>
<td>Day 3-6</td>
<td>Tuesday-Friday</td>
</tr>
<tr>
<td>Day 7</td>
<td>Saturday</td>
</tr>
<tr>
<td>Day 8</td>
<td>Sunday</td>
</tr>
<tr>
<td>Day 9-13</td>
<td>Monday-Friday</td>
</tr>
</tbody>
</table>
11 am-3 pm - Field Experience in Host Community  
3 pm - Return to HSC  
Afternoon- Review of Field Experience/Preparation  
Evening - Deliver Adult ESL Instruction at HSC  

Day 14  
Saturday  
Return to USA  

Tentative Schedule of Delivery: The following outlines the tentative schedule of delivery for the Collaborative. In addition to the field experience conducted in the host community, TAMU System students and faculty will participate in a variety of high-impact experiences designed to increase cultural knowledge and cross-cultural understanding.

<table>
<thead>
<tr>
<th>2017 DATES OF DELIVERY</th>
<th>UNIVERSITY</th>
<th>FACULTY RESPONSIBLE</th>
<th>FOCUS / OUTCOME</th>
<th># OF STUDENT PARTICIPANTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td>West Texas A&amp;M University</td>
<td>E. Henderson</td>
<td>Obtain Host Community Participant Consent</td>
<td>3-5 Grad Students*</td>
</tr>
<tr>
<td>March</td>
<td>TAMU Kingsville</td>
<td>A. Garza</td>
<td>Collection of Initial Data/Observation in Host Community/School</td>
<td>Doctoral Students*</td>
</tr>
<tr>
<td>May 20-27</td>
<td>TAMU Commerce</td>
<td>K. Carrero</td>
<td>Individual Student Language Pre-Assessment Via Woodcock-Munoz</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>J. Schroeder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 26</td>
<td>West Texas A&amp;M University</td>
<td>TBD</td>
<td>Professional Development Workshop for Area Teachers</td>
<td>20</td>
</tr>
<tr>
<td>May 27-June 3</td>
<td>TAMU Commerce</td>
<td>K. Carrero</td>
<td>Individual Student Language Pre-Assessment (Continued)</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>J. Schroeder</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TAMU Commerce</td>
<td>C. Rodriguez</td>
<td>Writing</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>West Texas A&amp;M University</td>
<td>L. Green</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TAMU Texarkana</td>
<td>E. Medrano</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TAMU Texarkana</td>
<td>S. Labby</td>
<td>Literacy/Writing</td>
<td>TBD</td>
</tr>
<tr>
<td>Date</td>
<td>Location</td>
<td>Instructor(s)</td>
<td>Topic</td>
<td>Fee</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------</td>
<td>--------------------------------------</td>
<td>--------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>June 3-10</td>
<td>West Texas A&amp;M University</td>
<td>A. Strunc</td>
<td>Writing</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>TAMU Texarkana</td>
<td>C. Rodriguez L. Green E. Medrano</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>S. Labby A. Strunc</td>
<td>Literacy/Writing</td>
<td>TBD</td>
</tr>
<tr>
<td>June 10-17</td>
<td>TAMU Central Texas</td>
<td>A. Tang</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>TAMU Corpus Christi</td>
<td>TBD</td>
<td>Bilingual Literacy</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>TAMU Kingsville</td>
<td>N. Guzman M. Ratliff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 17-24</td>
<td>TAMU Central Texas</td>
<td>A. Tang</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>TAMU Corpus Christi</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>TAMU Kingsville</td>
<td>N. Guzman M. Ratliff</td>
<td>Bilingual Literacy</td>
<td></td>
</tr>
<tr>
<td>June 30</td>
<td>TBD</td>
<td>TBD</td>
<td>Professional Development Workshop for Area Teachers</td>
<td>TBD</td>
</tr>
<tr>
<td>July 24-</td>
<td>TAMU-College Station</td>
<td>TBD</td>
<td></td>
<td>TBD</td>
</tr>
<tr>
<td>July 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>July 1-July 8</td>
<td>TAMU-College Station</td>
<td>TBD</td>
<td></td>
<td>TBD</td>
</tr>
<tr>
<td>July 13-26</td>
<td>Tarleton</td>
<td>A. McKay K Peak J. Meehan</td>
<td>Wellness</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td>TAMU San Antonio</td>
<td>E. Young</td>
<td></td>
<td>TBD</td>
</tr>
<tr>
<td>July 13-</td>
<td>Tarleton</td>
<td>A. McKay K. Peak J. Meehan K. Dixon</td>
<td>Wellness Individual Student Language Post-Assessment (Continued)</td>
<td>TBD</td>
</tr>
<tr>
<td>July 26</td>
<td>TAMU Commerce</td>
<td>A. Corp</td>
<td></td>
<td>TBD</td>
</tr>
</tbody>
</table>
*Funding to support the direct cost of these student participants will be requested from The TAMU System Office of Academic Affairs.

**Research.** A stated outcome of the Collaborative is to facilitate qualitative and quantitative international research opportunities for TAMU System faculty and students. Collaborative research assessing the effectiveness of the Collaborative will be conducted at appropriate intervals through the Collaborative. Texas A&M University (College Station) under the Direction of Drs. George Cunningham and Beverly Irby will assume responsibility for issues associated with research compliance in connection with research assessing the effectiveness of the Collaborative.

Dr. Cunningham has identified the following general research topics:


2. The impact of the academic enrichment on the language acquisition of the children in the host community participating in the Collaborative as measure by the Woodcock-Munoz Language Survey.

3. The impact of the faculty development opportunities provided to teachers in the host community participating in the collaborative.

Dr. Cunningham recommends that Texas A&M University secure IRB approval. Thereafter, each participating university will adopt the approval to satisfy its institutional requirements. Faculty members may pursue individual research interests associated with the Collaborative but distinctive from research assessing the overall effectiveness of the Collaborative as described above. Faculty members pursuing individual research interests will be responsible for satisfying research compliance requirements and regulatory procedures at their respective universities.

**Next Steps.**

By November 1, 2016:

1. Participating faculty members will confirm their university’s specific dates for delivery of field experience in Mexico (short-term faculty directed field experience).

2. Participating faculty members will provide an estimate of the number of faculty and student participating in field experience from their universities.

3. Participating faculty members will provide a two-page summary of the specifics of the field experience in which they and their students will engage in the host community.
4. Dr. Irby will provide a list of research compliance requirements to be completed by each participating university with a timeline for completion.

5. A web-based repository for the storage of documents and data will be identified and made accessible to the participants.

By January 1, 2017:

1. Participating faculty member will confirm with the HSC the specific logistical and cultural experiences they wish the HSC to facilitate/provide and confirm pricing associated therewith.

2. Dr. Mary Alford will coordinate the identification of the adult ESL curriculum to be delivered at the HSC.

Monthly:

A conference call will be scheduled among all participants.

October 2017:

Participating faculty members will convene at the HSC to review the effectiveness of the Collaborative and modify for future delivery.
THE TAMU SYSTEM COLLEGE OF EDUCATION LAS CLAVEILLNAS COLLABORATIVE
Hacienda Santa Clara & San Miguel de Allende, Mexico
September 7-11, 2016

AGENDA

Wednesday, September 7, 2016

Arrival at Leon Guanajuato International Airport (BJX)
If possible, please arrange to arrive on United Flight # 6118 at BJX at 11:23 a.m. or on American Flight # 2560 at BJX at 1:12 p.m. Please provide specific arrival details asap to Michele Skinner at michele.skinner@tamus.edu.

Airport pick-up on arrival

Transportation to Hacienda Santa Clara (“HSC”) - approximately 1 ½ hour drive by coach from BJX to HSC - snack en route

On arrival at HSC, check into lodging

4:30-5:30
Introductions and overview of TAMU COEs/Las Clavellinas Collaborative
(By 9/29, please provide Eddie Henderson (ehenderson@wtamu.edu) a one-page summary of your academic/professional background including your international experience and your goals related to the Collaborative; your contact information; and a photo if possible.)

5:30-7:00
Tour of HSC by Pablo and Barbara Marvin

7:30 Dinner at HSC

Overnight at HSC

Thursday, September 8

8:00-9:00 Breakfast at HSC

9:30-12:30
Overview of Mexican Public Education System and Curriculum
Review of preliminary data specific to Las Clavellinas

Begin design of overall structure for collaborative to accomplish the following outcomes:

i. To deliver in the host community educational enrichment and/or supplemental instruction to primary and secondary students in Las
Glavainas including English language instruction at regular intervals throughout the year by TAMU System faculty and students participating in short-term, faculty directed field experience

ii. To utilize technology to maintain the effectiveness of the educational enrichment and/or supplemental instruction delivered in the host community during intervals when TAMU System faculty and students are not on site in the host community

iii. To deliver faculty development opportunities to teachers and staff in the primary and secondary schools in Las Glavainas at regular intervals throughout the year by TAMU System faculty and students participating in short-term, faculty directed field experience

iv. To utilize technology to maintain the effectiveness of the faculty development delivered in the host community during intervals when TAMU System faculty and students are not on site in the host community

v. To develop and implement workshop sessions conducted by TAMU System faculty and students for teachers in the San Miguel de Allende Municipality on topics of interest resulting in a certificate for participants completing the workshop series

1:00-2:00 Lunch at HSC

2:30-5:30
Continuation of design of overall structure for collaborative
Discipline-specific design

7:00 Dinner at HSC

Overnight at HSC

**Friday, September 9**

8:00-9:00 Breakfast at HSC

9:15 Transportation to Las Clavellinas (approximately 30 minutes)

9:45 – 1:00
Introduction to Las Clavellinas; visit to school facilities; informal discussions with teachers and community leaders; informal assessment of needs and resources

1:30 Return transportation to HSC
2:00 Lunch at HSC

3:00 – 5:00
Finalization of design following visit to Las Clavellinas
   Design calendar and schedule of delivery
5:30
Reception at HSC for TAMU participants and representatives of Las Clavellinas, teachers in Las Clavellinas, local government officials, etc. (Business Casual)

7:00
Dinner at HSC for participants and invited Guests (Business Casual); Overview of Collaborative; Q & A

Overnight at HSC

**Saturday, September 10**

8:00-9:00 Breakfast at HSC

9:00-11:00
Overview of cultural components developed/delivered in collaboration with HSC designed to accomplish the following outcomes:

i. To promote the acquisition of cultural knowledge, the development of cultural understanding and the acquisition of discipline-specific knowledge and skills through an innovative and multifaceted academic delivery system.

ii. To develop graduates who demonstrate global competence and are prepared to utilize knowledge and skills to maximize opportunities presented in their disciplines and professions as a result of increasing economic, linguistic and cultural diversity.

iii. To utilize the resources available through the Hacienda Santa Clara Study and Research Center for housing, food, transportation, cultural opportunities, classroom space and technology for students and faculty participating in the initiative.

Presentation of pricing and logistical information by HSC

11:00
Transportation from HSC to San Miguel de Allende (SMA) Historic Centro
There is so much to do and see and, yes, buy in San Miguel de Allende (a shopper’s paradise!). There are no planned activities for the remainder of the day allowing you to
enjoy the city – recently ranked the Number 3 destination city in the world by Conde Nast 
*Traveler*.... I will be available to assist and guide you and can offer many suggestions to suit 
your preferences.

Lunch in SMA “on your own”

Dinner in SMA “on your own”

11:00 p.m. Return transportation to HSC

Overnight at HSC

**Sunday, September 11**

8:00-9:00 Breakfast at HSC

Transportation to BJX for on-time departure

Please provide specific departure details a.s.a.p. to Michele Skinner at 
michele.skinner@tamus.edu
Faculty-led Program Proposal Form

Please complete all sections of this form and submit to the Office of Study Abroad. This information will be used to obtain approval from the Texas Higher Education Coordinating Board to teach the course abroad for resident credit. This information will also be used for promotional purposes. For questions or additional information, contact us: (806) 651-5309 or studyabroad@wtamu.edu

The following proposal is a part of a collaborative initiative by the Colleges of Education of the Texas A&M University System. Some specifics required by the proposal will be developed during the early fall 2016 semester by a faculty team representing each participating university. I have noted in the proposal areas which will require additional information once the project design is complete.

In summary, the collaborative will provide opportunities for TAMU System faculty and students to participate in service leadership and meaningful research in a rural community situated in central Mexico near the city of San Miguel de Allende, GTO, Mexico. The collaborative is designed in conjunction with the Hacienda Santa Clara Research and Study Center (“HSC”) which has a significant partnership with the Texas A&M University System. The HSC provides outstanding accommodations for participating faculty and students, excellent dining, classroom space and state-of-the-art technology in an art and culture-rich garden campus. Participating students and faculty members will live at the HSC during the field experience component of the collaborative. Service and research field experience will be delivered/conducted in the nearby village of Las Clavellinas (“host community”), a small ranchito with a population of approximately 1,000 individuals. The ranchito is approximately 30 minutes from the Hacienda. Transportation will be provided by HSC. Participating TAMU System Colleges of Education will design and deliver academic enrichment experiences for the children in the host community of Las Clavellinas, GTO, Mexico. Each university will determine the academic area in which it will focus with an overarching emphasis in literacy, English-language learning and mathematics/science. Concurrently, participants will design and deliver faculty development opportunities for teachers in the community that correspond with the academic enrichment experiences being provided for the children. In other words, if academic enrichment experiences in the area of mathematics are being provided to the children, faculty development in mathematics instruction/pedagogy will be provided to the host teachers. It is anticipated that continuity/communication between the University participants and the local community will be maintained via technology. In addition to the service and field experience components of the collaborative, students and faculty will participate in experiences designed to increase their knowledge of Mexican culture (art, history, language, architecture, food, music, etc.) and increase their cross-cultural competence. Qualitative and quantitative research will be conducted concerning the efficacy of the collaborative by the participants and jointly presented/published. It is anticipated that the collaborative will be ongoing - providing high-quality, high-impact international field experience for TAMU System students, research opportunities for students and faculty members, and meaningful, coordinated, sustainable benefit over a reasonable period of time to the host community. As the collaborative matures, it is anticipated that it will be expanded to include, nursing, nutrition science, agriculture, etc.
We anticipate that the delivery of these experiences will be for a period of approximately 2 weeks each. We anticipate that the first delivery will be May 2017 with subsequent delivery opportunities throughout the summer, winter intercession and spring break. Each participating university will select its delivery period.

SECTION 1: GENERAL INFORMATION

Academic Program Leader: Dr. Eddie Henderson, Dean COESS
Additional discipline-specific faculty participants will be identified following the project design – fall 2016.

College: COESS  Departments: Education

Program Name: Texas A&M University System Colleges of Education Las Clavellinas

Educational Collaborative

Program Location (city, country): Hacienda Santa Clara and Las Clavellinas, Guanajuato, Mexico; San Miguel de Allende, Guanajuato, Mexico

Term: May Intercession or Summer 2017
Proposed Dates: TBD following project design fall 2016.
Program Type (check one): Institution-Led
SECTION 2: STUDENTS ENROLLMENT AND ELIGIBILITY
Minimum number of students required: 15  Maximum number allowed: 25
Minimum GPA required to participate: 2.75

Prospective student participants will complete an in-person interview with a panel composed of the faculty program leaders, the WTAMU Study Abroad Director and one student who has successfully completed a Go Global international experience. During the interview, the components and requirements of the program will be explained. The purpose of the interview is to evaluate a prospective participant’s maturity, judgment, self-discipline, and flexibility and any factors which would limit the student’s ability to participate fully in the experience.

Interview questions may include the following:

- Why did you choose this program? What appeals to you about this program?
- How will this program benefit you academically and personally?
- How will you positively contribute to the group experience?
- How do you perceive your responsibilities as a member of your Go Global group?
- What do you expect to gain from the experience?
- Have you had any direct contact with other cultures? In what way?
- Describe a situation that you have experienced where you lacked intercultural knowledge to deal with the situation. How did you handle the situation?
- Have you traveled internationally? If so, what did you gain from that experience?
- Are you prepared to be away from family and friends for the duration of the experience?
- What do you know about the host country?
- How do you learn about what is going on in the world?
- What skills, strengths and personal characteristics make you a strong applicant?
- How will you positively represent WTAMU and the USA while abroad?
- What do you expect from a faculty leader?
- Are there any reasons why you would not be able to participate in all aspects of the program as described?
- Do you have any special needs relevant to the travel experience (allergies, dietary restrictions, medical conditions)?
- How do you handle changes in schedule, delays and disappointments?

SECTION 3: ACADEMIC PROGRAM

Course title: Educational Psychology  Course number: EPSY 3341*
Course title: Service Learning  Course number: EDLD 6308*
Course title: Multicultural Education  Course number: EDPD 6304*
Course title: International Studies  
Course Title: Writer’s Workshop  
Course Title: Integrated ELA & Social Studies 
Course Title: Bilingual Methods 

Course number: EDPD 6385 
Course number: EDPD 6615 
Course Number: EDEL 4372 
Course Number: EDPD 4363/5363
*Students will complete all course requirements associated with the regularly organized course delivered independently of the international field experience. The optional international field experience will be delivered in addition to the requirements of the regularly organized course as a significant participatory learning enhancement to the structured course, i.e., international field experience supporting the course content and learning outcomes. In some courses, students will receive credit for the international field experience in lieu of the course requirements for the regularly organized course. The international field experience requires the following components: Cultural and content specific readings, a research project directly connected to the host culture and appropriate to the content of the course, active participation in discipline-related field experience and daily reflective writing. Learning activities associated with the international field experience are evaluated by the faculty members leading the student experience and incorporated into the student learning outcomes for the regularly organized course in which the student is enrolled.

**Is this program offered to all majors?** No  
**If NO, please indicate which majors can participate in the program.**  
Undergraduate and Graduate students in education

**Was a site-visit performed for this program and location?** Yes

**SECTION 4: SITE-VISIT.**

**SECTION 5: PROGRAM INFORMATION**

*The following areas will be reviewed to evaluate the proposal; please address each one and provide as much information as possible.*

1. **Mission, Objective and Purpose**

The following information was presented by the TAMU System Colleges of Education to the Texas A&M University System Board of Regents on May 28, 2015:

In addition to a reliance on research, the second guiding principal of IMPACT is the development of a global perspective by our graduates. Global competence is a critical component of education in the 21st century and is an essential learning outcome mandated by the *Association of American Colleges and Universities*. Global competence is rooted in the changing reality of our public school classrooms – a reality of dramatically increasing economic, linguistic and cultural diversity.

Dr. Steve Murdock*, has stated that “demographic change clearly remains a critical factor for Texas elementary, secondary, and higher education.” He emphasizes that “the diversification of the elementary and secondary school populations is more extensive than in the general population.” Dr. Murdock predicts that “from 2010 to 2050, the Texas elementary and secondary school population will grow by 93.2 percent and all of the projected increase will be accounted for by minority students.”
By 2050, Dr. Murdock anticipates that our state’s elementary and secondary school population will be 65% Hispanic, 9% African American and 12% non-Hispanic Asian or Other” – in other words, 86% of our school population will be other than White non-Hispanic. This dramatically changed reality will result in a significantly greater demand for bilingual and ELL education programs, educational programs for economically disadvantaged students, and special education.

The Deans of the Colleges of Education and their faculties are currently engaged in the identification of outcomes and the development of targeted strategies necessary to achieve our goal of transforming our future educators into global scholars. The strategies under development include curricular enhancements supporting globalization; increased clinical and service leadership opportunities for future educators in culturally, economically and linguistically diverse educational and community settings; and increased opportunities for participation in international field experience in education. ... [International field] experience connects course content with the development of cultural knowledge and cross-cultural understanding, service leadership, academic research and writing, and the development of critical thinking and problem solving skills through experiential learning in international settings.

Additionally, International field] experience provides students with opportunities to apply new knowledge, skills, and cultural understanding to their professional roles in order to positively impact the local and global community. The Deans of the System Colleges of Education in furtherance of our IMPACT objectives have agreed to collaborate in the development of meaningful international field experiences and the sharing of these globalization opportunities to future educators within the Texas A&M University System. In furtherance of our commitment to the development of a global perspective by our graduates, The TAMU System Colleges of Education in collaboration with the Hacienda Santa Clara Study and Research Center have developed the Las Glavainas Educational Collaborative.


The purpose of the Texas A&M University System Colleges of Education Las Clavellinas Educational Collaborative is as follows:

b. To promote the acquisition of cultural knowledge, the development of cultural understanding and the acquisition of discipline-specific knowledge and skills through an innovative and multifaceted academic delivery system.

   i. To develop graduates who demonstrate global competence and are prepared to utilize knowledge and skills to maximize opportunities presented in their disciplines and professions as a result of increasing economic, linguistic and cultural diversity.
ii. To connect graduate and undergraduate course content with the development of cultural knowledge and cross-cultural understanding, service leadership, academic research and writing, and the development of critical thinking and problem solving skills through experiential learning in international settings.

iii. To develop and deliver high impact learning experiences which advance the acquisition of discipline-specific knowledge and skills in an international setting.

c. To facilitate qualitative and quantitative international research opportunities for faculty and students.

d. To benefit the host community in meaningful ways including but not limited to the following:

i. To assess the needs within the host community for educational enrichment and/or supplemental instruction for primary and secondary students and the most effective method of delivering the same in the host community

ii. To assess the needs within the host community for faculty development opportunities to teachers and staff in the primary and secondary schools and the most effective method of delivering the same in the host community

iii. To assess the resources (including technology) available in the host community to facilitate the effectiveness of the initiative

iv. To deliver in the host community educational enrichment and/or supplemental instruction to primary and secondary students in Las Glavainas including English language instruction at regular intervals throughout the year by TAMU System faculty and students participating in short-term, faculty directed field experience

v. To utilize technology to maintain the effectiveness of the educational enrichment and/or supplemental instruction delivered in the host community during intervals when TAMU System faculty and students are not on site in the host community

vi. To deliver faculty development opportunities to teachers and staff in the primary and secondary schools in Las Glavainas at regular intervals throughout the year by TAMU System faculty and students participating in short-term, faculty directed field experience
vii. To utilize technology to maintain the effectiveness of the educational enrichment and/or supplemental instruction delivered in the host community during intervals when TAMU System faculty and students are not on site in the host community

viii. To utilize technology to maintain the effectiveness of the faculty development delivered in the host community during intervals when TAMU System faculty and students are not on site in the host community

ix. To assess the effectiveness of the initiative at appropriate intervals.

e. To collaborate in the development and implementation of the initiative with local and state government and Mexican university partners including the University of Guanajuato.

f. To utilize the resources available through the Hacienda Santa Clara Study and Research Center for housing, food, transportation, cultural opportunities, classroom space and technology for students and faculty participating in the initiative.

g. To establish an initiative Advisory Council including members of the TAMU System Colleges of Education, the Hacienda Santa Clara, the host community, representatives of state and local government and the private sector.

1.1 Two letters of support: one from your College Dean (NA) and a second one from your Department Head. These letters must explain how the proposed program aligns with the college’s and department’s mission and objectives. If this is an interdisciplinary program, additional letters of support as appropriate will be needed.

See attached.

1.2 Explanation of how the program is appropriate to the site chosen.

2. Student Learning and Development

2.1 Show how learning outcomes are mapped to course objectives.

Students will complete all course requirements associated with the regularly organized course delivered independently of the international field experience. The optional international field experience will be delivered in addition to the requirements of the regularly organized course as a significant participatory learning enhancement to the structured course, i.e., international field experience supporting the course content and learning outcomes. In some courses, students will receive credit for the international field experience in lieu of the course requirements for the regularly organized course. The international field experience requires the following components: Cultural and content specific readings, a research project directly connected to the host culture and appropriate
to the content of the course, active participation in discipline-related field experience and
daily reflective writing. Learning activities associated with the international field
experience are evaluated by the faculty members leading the student experience and
incorporated into the student learning outcomes for the regularly organized course in
which the student is enrolled.

EDPD 4363/5363 Bilingual Methods

This course will involve the methodology for teaching content areas to Spanish speakers.
Students must have Spanish language proficiency in reading, writing, listening, and
speaking.

Objectives/Candidate Learning Outcomes (CLOs):

The candidates in this course will:
• understand the foundations of bilingual education
• recognize the concepts of bilingualism and biculturalism
• create an effective learning environment for students in a bilingual education
  program.
• learn the processes and procedures of a bilingual program

TEXES Examination Domain I: Bilingual Education
• Standards Assessed:
• Standard I The bilingual education teacher has communicative competence and
  academic language proficiency in the first language (L1) and in the second language
  (L2).
• Standard II The bilingual education teacher has knowledge of the foundations of
  bilingual education and the concepts of bilingualism and biculturalism.
• Standard III
• The bilingual education teacher knows the process of first- and second-language
  acquisition and development.
• Standard IV The bilingual education teacher has a comprehensive knowledge of the
  development and assessment of literacy in the primary language.
• Standard V The bilingual education teacher has a comprehensive knowledge of the
  development and assessment of bi-literacy.
• Standard VI The bilingual education teacher has a comprehensive knowledge of
  content-area instruction in L1 and L2

EDEL 4372 Integrated English Language Arts & Social Studies

Investigation of language arts and social studies components of elementary and middle
school curriculum. Content, curriculum, methods and resources in elementary and middle
school, including appropriate technology integration and emphasis on strategies for
English Language Learners.
Objectives/Candidate Learning Outcomes (CLOs):

The candidates in this course will:

- Understand and practice using low-stakes writing activities in both ELA and SS to encourage the diverse learner to reflect on mini-lessons, discussions, readings, and their own learning in written language.
- Understand and practice using major components of writers workshop (including the mini-lesson, writing time, the writing process, and feedback) to differentiate instruction for diverse learners.
- Understand, practice, and apply cooperative learning strategies to teaching content in ELA and SS to engage diverse learners.
- Analyze ELA and SS TEKS by performing a task analysis to decipher a terminal objective and lessons that need to occur on the lesson line to achieve the terminal objective.
- Design and practice delivering an integrated lesson containing elements of the writing process.
- Design a four-week unit plan that emphasizes the integration of ELA skills in another content area (SS, Science, or math), cooperative learning, and gradual release of responsibility.

EDPD 6615 Writer’s Workshop

Workshop for educators pre-k through university level that 1) studies theory and effective practices in writing pedagogy; and 2) focuses on improving participants’ writing and research skills. Prerequisites: minimum of one year teaching experience; permission from the director of the Route 66 Writing Project, Dr. Regina Chanel Rodriguez: rcrodriguez@wtamu.edu

Candidates explore best practices for literacy instruction to develop their own writing skills as they explore how to use the pedagogy in their own classrooms. Candidates write and assess their own and others’ writing; respond to professional literature; and consider broad application of those practices and reflect on their development.

Objectives/Candidate Learning Outcomes (CLOs):

The candidates in this course will:

- Practice and refine effective strategies for the teaching of writing through creating and delivering a class demonstration of a lesson that focuses on literacy.
- Build a knowledge base of professional literature available for the teaching of writing through offering a review of a specific text and participating in project activities and discussions of the assigned texts.
- Evaluate the efficacy of varied approaches to the teaching of writing through critiques of presentations given by guest and peer presenters.
• Write examples from a variety of genres including, but not limited to poetry, fiction, and non-fiction suitable to be published in an anthology and supported by the maintaining of a writer’s notebook.
• Illustrate the ability to write clear, concise, and effective prose by writing a review of a professional text, preparing an effective letter of appraisal of the R66WP for school administrators, and presenting a class log of activities.

EPSY 3341 Educational Psychology

This is a course that exposes/engages pre-service teachers in various aspects of teaching and learning. The course is designed to actively engage students in applying the competencies necessary for the successful completion of the Texas Examination of Educator Standards (Pedagogy and Professional Responsibilities). This course will focus on educational policies and the cultural values that impact today’s educational setting in the US. The core component of the course is a comparison of educational competencies currently being used in the United States and Mexico.

Participating TAMU System Colleges of Education, their students and faculty will design and deliver academic enrichment experiences for the children in the host community of Las Clavellinas, GTO, Mexico. Each university will determine the academic area in which it will focus with an over-arching emphasis in literacy, English-language learning and mathematics/science. Concurrently, participants will design and deliver faculty development opportunities for teachers in the community that correspond with the academic enrichment experiences being provided for the children. In other words, if academic enrichment experiences in the area of mathematics are being provided to the children, faculty development in mathematics instruction/pedagogy will be provided to the host teachers. It is anticipated that continuity/communication between the University participants and the local community will be maintained via technology. In addition to the service and field experience components of the collaborative, students and faculty will participate in experiences designed to increase their knowledge of Mexican culture (art, history, language, architecture, food, music, etc.) and increase their cross-cultural competence. Qualitative and quantitative research will be conducted concerning the efficacy of the collaborative by the participants and jointly presented/published.

Course Objectives:

The purpose of this course is to develop:

• A knowledge base of contemporary educational issues
• The ability to put theory into practice in the Mexican classroom setting (tutoring students using effective teaching behaviors)
• Application of ESL strategies while working with students
• An understanding of all competencies and all domains on the Pedagogy and Professional Responsibilities (PPR)
• Compare and contrast major educational policies of the US and Mexico
• Compare and contrast teaching strategies of the US and Mexico
• Compare and contrast parental involvement of the US and Mexico
• Compare and contrast classroom management of the US and Mexico
• Discuss the impact of cultural values on educational policy
• Deliver in the host community educational enrichment and/or supplemental
  instruction to primary and secondary students in Las Glavainas including English
  language instruction at regular intervals throughout the year by TAMU System
  faculty and students participating in short-term, faculty directed field experience.
• Utilize technology to maintain the effectiveness of the educational enrichment
  and/or supplemental instruction delivered in the host community during intervals
  when TAMU System faculty and students are not on site in the host community
• Deliver faculty development opportunities to teachers and staff in the primary and
  secondary schools in Las Glavainas at regular intervals throughout the year by
  TAMU System faculty and students participating in short-term, faculty directed field
  experience
• Utilize technology to maintain the effectiveness of the educational enrichment
  and/or supplemental instruction delivered in the host community during intervals
  when TAMU System faculty and students are not on site in the host community
• Utilize technology to maintain the effectiveness of the faculty development
  delivered in the host community during intervals when TAMU System faculty and
  students are not on site in the host community

EDLD 6308 Service Learning

Service learning is a teaching and learning strategy that integrates meaningful community
service with instruction and reflection to enrich the learning experience, teach civic
responsibility, create cultural awareness, and strengthen communities. Participating TAMU
System Colleges of Education will design and deliver academic enrichment experiences for
the children in the host community of Las Clavellinas, GTO, Mexico. Each university will
determine the academic area in which it will focus with an over-arching emphasis in
literacy, English-language learning and mathematics/science. Concurrently, participants
will design and deliver faculty development opportunities for teachers in the community
that correspond with the academic enrichment experiences being provided for the
children. In other words, if academic enrichment experiences in the area of mathematics
are being provided to the children, faculty development in mathematics
instruction/pedagogy will be provided to the host teachers. It is anticipated that
continuity/communication between the University participants and the local community
will be maintained via technology. In addition to the service and field experience
components of the collaborative, students and faculty will participate in experiences
designed to increase their knowledge of Mexican culture (art, history, language,
arquitecture, food, music, etc.) and increase their cross-cultural competence. Qualitative
and quantitative research will be conducted concerning the efficacy of the collaborative by
the participants and jointly presented/published.
Learning Outcomes

Upon completion of this course, students will exhibit the ability to:

- Assess the needs within the host community for educational enrichment and/or supplemental instruction for primary and secondary students and the most effective method of delivering the same in the host community
- Assess opportunities to teachers and staff in the primary and secondary schools and the most effective method of delivering the same in the host community
- Assess the resources (including technology) available in the host community to facilitate the effectiveness of the initiative
- Develop and present a plan/proposal for addressing needs identified
- Organize time and resources to implement an action plan
- Collaborate successfully with a selected site and all applicable people involved by utilizing effective communication, conflict resolution, and leadership skills
- Reflect on and articulate what you have learned about service experience through a portfolio product

EDPD 6304 Multicultural Education & EDPD 6385 International Studies

In-depth study of our pluralistic society and strategies for implementation of multicultural concepts of creating awareness, appreciation, acceptance and action toward the need to reach unity within diversity in a global context. Participating TAMU System Colleges of Education will design and deliver academic enrichment experiences for the children in the host community of Las Clavellinas, GTO, Mexico. Each university will determine the academic area in which it will focus with an over-arching emphasis in literacy, English-language learning and mathematics/science. Concurrently, participants will design and deliver faculty development opportunities for teachers in the community that correspond with the academic enrichment experiences being provided for the children. In other words, if academic enrichment experiences in the area of mathematics are being provided to the children, faculty development in mathematics instruction/pedagogy will be provided to the host teachers. It is anticipated that continuity/communication between the University participants and the local community will be maintained via technology. In addition to the service and field experience components of the collaborative, students and faculty will participate in experiences designed to increase their knowledge of Mexican culture (art, history, language, architecture, food, music, etc.) and increase their cross-cultural competence. Qualitative and quantitative research will be conducted concerning the efficacy of the collaborative by the participants and jointly presented/published.

Learning Outcomes

Upon completion of this course, students will exhibit the ability to:

- Promote the acquisition of cultural knowledge, Develop cultural understanding and the acquire discipline-specific knowledge and skills through an innovative and multifaceted academic delivery system
• Demonstrate global competence and utilize knowledge and skills to maximize opportunities presented in their disciplines and professions as a result of increasing economic, linguistic and cultural diversity
• Connect graduate and undergraduate course content with the development of cultural knowledge and cross-cultural understanding, service leadership, academic research and writing, and the development of critical thinking and problem solving skills through experiential learning in international settings
• Acquire discipline-specific knowledge and skills in an international setting
• Articulate concepts, theories, and research that highlight the importance of race, culture, and ethnicity in the experiences of individuals and groups
• Demonstrate increased knowledge, awareness, comfort, and sensitivity to multicultural issues; Document a basic understanding of terms, concepts, and definitions (e.g. race, ethnicity, culture, discrimination, prejudice, hatred, attitudes and behavior
• Identify and research omissions, distortions, and stereotypes; and be able to seek remedies to reconstruct their own knowledge and values
• Gain an awareness of the value and meaning of differences (including those based on racial identity, ethnicity, gender, ability, age, sexual orientation, and culture)

Global Learning Outcomes for all Participants

In addition to the course specific learning outcomes identified above:

• The student will examine the history of Mexico.
• The student will examine the geography of Mexico.
• The student will examine social institutions and processes in Mexico.
• The student will analyze the effects of historical, social, political, economic, cultural, and global forces on Mexico.
• The student will examine the social, political, and economic relationships between the United States and Mexico.
• The student will analyze, critically assess, and develop creative solutions to public policy issues.
• The student will identify and understand differences and commonalities within diverse cultures and demonstrate cross-cultural understanding.
• The student will recognize and assume responsibility as a citizen in a democratic society and global community by learning to think critically, by seeking information about social, political, economic, and cultural issues, and by engaging in public discourse.
• The student will develop skills and acquire information related to international travel including understanding passport/visa requirements; developing and following a travel itinerary; participating in currency exchange; budgeting and managing personal funds during travel; demonstrating personal safety including food and health safety; working collaboratively and collegially with fellow travelers; demonstrating leadership; and demonstrating the ability to solve problems in a foreign context.
2.2 Explain how course objectives are mapped to at least to one program objective.

The *Go Global* experience connects course content with the development of cultural knowledge and cross-cultural understanding, service leadership, academic research and writing, and the development of critical thinking and problem solving skills through experiential learning in international settings. The *Go Global* experience provides students the opportunity to apply new knowledge, skills, and cultural understanding to their professional roles in order to positively impact the local and global community. Additionally, participating faculty members and students engage in meaningful scholarly activity associated with the *Go Global* initiative.

As outlined in the proposal each course associated with the field experience has unique learning outcomes. These outcomes will be developed within the context of the field experience. For example, students enrolled in the Service Learning course will identify socially significant needs in the local community through investigation and dialogue with the indigenous people of the community.

Each associated *Go Global* course engages students through practical experiences involving, inquiry, discussion, research, creative activities, experiential learning, and service. Furthermore, students who participate have the opportunity to develop strong critical thinking and problem-solving skills, an understanding of cultural diversity, and an appreciation for arts and humanities. Student’s participating in this multidisciplinary experience will learn from their cross-disciplinary peers and faculty members gaining a broad understanding of the culture, history, art, and predominant social issues of the destination countries.

2.3 Explain how the student learning outcomes and overall student experience is to be assessed.

Each learning outcome associated with the regularly organized course is assessed by the faculty member of record for the course. Learning activities associated with the international field experience are evaluated by the faculty members leading the student experience and incorporated into the student learning outcomes for the regularly organized course in which the student is enrolled. Each course requires the following components: Cultural and content specific readings (often associated with a reading log), a research project directly connected to the travel culture and appropriate to the content of the course, and daily reflective writing.

3. **Academic Framework**

3.1 Does the program fulfill a graduation, general education, or major requirement?

Each of the courses associated with the travel opportunity is a part of the participating student’s degree plan. Additionally, the opportunity satisfies the University’s global
learning outcomes related to diversity and globalization. The opportunity supports the mission of the College of Education and Social Science as follows:

**College of Education and Social Sciences Mission Statement**

*The College of Education and Social Sciences at West Texas A&M University is a diverse and inclusive student-centered community of learners. The College is dedicated to the development of tomorrow’s leaders through technology-rich, academically rigorous educational programs and empowering co-curricular experiences at the graduate and undergraduate levels. The College is dedicated to the preparation of education and social science professionals who excel academically, are reflective in practice, demonstrate a global perspective and are committed to ethical behavior. The College serves as a catalyst for the economic development and the enhancement of the equality of life of the region through education, research and consultation.*

*Accomplishments of the College include the preparation of the education workforce through its accredited educator preparation and professional certification programs; the preparation of school psychologists; the preparation of social work professionals through its nationally accredited programs; students for success in graduate programs in psychology and sociology; the direct engagement with the community through its programs in criminal justice and emergency management administration; and the preparation of students to pursue legal studies and careers or graduate studies in political science, public service and public administration.*

**3.2 Address how the length of the program is appropriate to the amount of credit granted.**

The requirements associated with the opportunity and each related course are appropriate for the amount of credit granted. The length of the program exceeds the contact hours required by the THECB for a 3 SCH course. Students will complete all course requirements associated with the regularly organized course delivered independently of the international field experience. The optional international field experience will be delivered in addition to the requirements of the regularly organized course as a significant participatory learning enhancement to the structured course, i.e., international field experience supporting the course content and learning outcomes. In some courses, students will receive credit for the international field experience in lieu of the course requirements for the regularly organized course. The international field experience requires the following components: Cultural and content specific readings, a research project directly connected to the host culture and appropriate to the content of the course, active participation in discipline-related field experience and daily reflective writing. Learning activities associated with the international field experience are evaluated by the faculty members leading the student experience and incorporated into the student learning outcomes for the regularly organized course in which the student is enrolled.

Additionally, during the Spring 2017 semester, student participants will complete an extensive orientation program of not less than 16 contact hours (dates TBA) including but
not limited to the following topics (Students unable to attend will review video capture of the orientation program):

- Passport and visa requirements
- Packing (dress) and international air travel
- In-depth review of itinerary
- Personal budget management
- Health and safety
- Emergency management plan
- Intercultural communication
- Language of host community
- Staying in touch with home
- Destination-specific cultural considerations/requirements
- General requirements of the Go Global experience, e.g. reflective writing
- Behavioral expectations
- Course-specific requirements
- Service leadership opportunities

3.3 What percentage of the program is expected to be on-campus and what percentage of the program is expected to be on site?

On Campus Orientation/Pre-Departure Preparation = 16 hours = 10%
International Field Experience = 14 days x 10 hours = 140 hours = 90%

3.4 To what extent does the program provide an inter-culturally enriching learning experience?

The Go Global experience connects course content with the development of cultural knowledge and cross-cultural understanding, service leadership, academic research and writing, and the development of critical thinking and problem solving skills through experiential learning in international settings. The Go Global experience provides students the opportunity to apply new knowledge, skills, and cultural understanding to their professional roles in order to positively impact the local and global community. The proposed itinerary requires students to interact with the culture of Mexico through participation in authentic and meaningful engagement with the host community. Participating TAMU System Colleges of Education will design and deliver academic enrichment experiences for the children in the host community of Las Clavellinas, GTO, Mexico. Each university will determine the academic area in which it will focus with an over-arching emphasis in literacy, English-language learning and mathematics/science. Concurrently, participants will design and deliver faculty development opportunities for teachers in the community that correspond with the academic enrichment experiences being provided for the children. In other words, if academic enrichment experiences in the area of mathematics are being provided to the children, faculty development in mathematics instruction/pedagogy will be provided to the host teachers. It is anticipated that continuity/communication between the University
participants and the local community will be maintained via technology. In addition to the
service and field experience components of the collaborative, students and faculty will
participate in experiences designed to increase their knowledge of Mexican culture (art,
history, language, architecture, food, music, etc.) and increase their cross-cultural
competence. Qualitative and quantitative research will be conducted concerning the
efficacy of the collaborative by the participants and jointly presented/publish

3.5 Explain how the site is used effectively in the integration of readings, planned
excursions, discussions, and cultural activities and how students are evaluated by
methods that measure those activities.

See 3.4 above.

3.6 Describe the number of sites proposed to visit, their geographical proximity to
each other, and the time spent traveling between them. The proposal should
justify the amount of travel proposed and number of sites visited. Refer to
Appendix A for The TEXAS HIGHER EDUCATION COORDINATING BOARD Standards

The collaborative will provide opportunities for TAMU System faculty and students to
participate in service leadership and meaningful research in a rural community situated in
central Mexico near the city of San Miguel de Allende, GTO, Mexico. The collaborative is
designed in conjunction with the Hacienda Santa Clara Research and Study Center (“HSC”)
which has a significant partnership with the Texas A&M University System. The HSC
provides outstanding accommodations for participating faculty and students, excellent
dining, classroom space and state-of-the-art technology in an art and culture-rich garden
campus. Participating students and faculty members will live at the HSC during the field
experience component of the collaborative. Service and research field experience will be
delivered/conducted in the nearby village of Las Clavellinas ("host community"), a small
ranchito with a population of approximately 1,000 individuals. The ranchito is
approximately 30 minutes from the Hacienda. Transportation will be provided by HSC.
The following is an outline of the itinerary proposed with each site indicated:
The specifics of the itinerary will be developed during the project design during the fall
semester 2016. The proposal will be updated with specific dates and activities. We
anticipate that the delivery of these experiences will be for a period of approximately 2
weeks each. WTAMU will participate in the international field experience for one, two
week period during May, June or July 2017. Each participating university will select its
delivery period – by way of illustration:

<table>
<thead>
<tr>
<th>University</th>
<th>Academic Area</th>
<th>Time of Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>University A</td>
<td>Literacy</td>
<td>May 15-30, 2017</td>
</tr>
<tr>
<td>University B</td>
<td>Math/Science</td>
<td>June 20–July 10, 2017</td>
</tr>
<tr>
<td>University C</td>
<td>Literacy</td>
<td>August 1-15, 2017</td>
</tr>
<tr>
<td>University D</td>
<td>SES/Wellness</td>
<td>Winter Intercession</td>
</tr>
</tbody>
</table>
Addendum Exhibit (AE89) TAMU Colleges of Education Mexico Collaborative Project

Tentative Outline of Proposed Itinerary

Day 1  Depart Amarillo, Texas; Arrive in Leon, Guanajuato, Mexico (BJX International Airport). Transfer by private coach to San Miguel de Allende for walking tour of city. Transfer to Hacienda Santa Clara (HSC). Most meals at HSC; Overnight at HSC.

Day 2  Orientation to field experience and host community. Overnight at HSC.

Day 3  Introduction to Mexican Culture; Experiential activities designed to develop graduates who demonstrate global competence and are prepared to utilize knowledge and skills to maximize opportunities presented in their disciplines and professions as a result of increasing economic, linguistic and cultural diversity. Overnight at HSC.

Day 4  Introduction to Mexican Culture; Experiential activities designed to develop graduates who demonstrate global competence and are prepared to utilize knowledge and skills to maximize opportunities presented in their disciplines and professions as a result of increasing economic, linguistic and cultural diversity. Overnight at HSC.

Day 5 – 13  Transfer from HSC by private coach to the host community of Las Clavellinas, GTO, Mexico. Participants will deliver academic enrichment experiences for the children in the host community in a specific academic area with an overarching emphasis in literacy, English-language learning and mathematics/science. Concurrently, participants will deliver faculty development opportunities for teachers in the community that correspond with the academic enrichment experiences being provided for the children. In other words, if academic enrichment experiences in the area of mathematics are being provided to the children, faculty development in mathematics instruction/pedagogy will be provided to the host teachers. Overnight at HSC.

Day 14  Depart Leon, Guanajuato, Mexico; Arrive Amarillo, Texas.

3.7 Explain if there is an institutional partner(s) and how that relationship is expected to contribute to the proposed program. If no institutional partner is identified, explain how students will complete assigned coursework abroad; are there libraries, computer labs and/or research facilities available for use? If no facilities are available, what type of instruction will occur?

All teaching associated with the international field experience is delivered “on-site” utilizing teaching facilities and spaces at the HSC that are conducive to the topic and
learning activity. In addition, each course requires the following components: Cultural and content specific readings, a research project directly connected to the travel culture and appropriate to the content of the course, and daily reflective writing. Students will have internet access available in the HSC. All learning outcomes can be accomplished within the resources available. The collaborative is designed in conjunction with the Hacienda Santa Clara Research and Study Center which has a significant partnership with the Texas A&M University System. The HSC provides outstanding accommodations for participating faculty and students, excellent dining, classroom space and state-of-the-art technology in an art and culture-rich garden campus. Participating students and faculty members will live at the HSC during the field experience component of the collaborative.

3.8 Explain if there are any scholarly pursuits for students, i.e. will this program help students become more qualified for national and international opportunities in the future, such as Fulbright and Boren scholarships, research, among others?

Students will complete all course requirements associated with the regularly organized course delivered independently of the international field experience which may include research opportunities. The optional international field experience will be delivered in addition to the requirements of the regularly organized course as a significant participatory learning enhancement to the course, i.e., international field experience supporting the course content and learning outcomes. The international field experience requires the following components: Cultural and content specific readings, a research project directly connected to the host culture and appropriate to the content of the course, and daily reflective writing.

Each associated Go Global course engages students through practical experiences involving, inquiry, discussion, research, creative active, experiential learning, and service. Furthermore, students who participate have the opportunity to develop strong critical thinking and problem – solving skills, an understanding of cultural diversity, and an appreciation for arts and humanities. Student’s participating in this multidisciplinary experience will learn from their cross – disciplinary peers and faculty members gaining a broad understanding of the culture, history, art, and predominant social issues of the destination country.

4. Health and Safety

4.1. What are the qualifications of the program leader(s)? What type of previous experience do the program leaders have: 1) leading programs abroad; 2) in the region proposed?

The program leaders have experience in Mexico and in culturally diverse school settings. Most have Spanish Language speaking ability. Dr. Henderson has extensive experience throughout Mexico specifically having led numerous student and community groups to the proposed area since 2005. The collaborative is designed in conjunction with the Hacienda Santa Clara Research and Study Center which has a significant partnership with the Texas A&M University System. The HSC provides outstanding accommodations for participating
faculty and students, excellent dining, classroom space and state-of-the-art technology in an art and culture-rich garden campus. Participating students and faculty members will live at the HSC during the field experience component of the collaborative. As described above, prospective student participants will complete an in-person interview with a panel composed of the faculty leaders of the experience, the WTAMU Study Abroad Director and one student who has successfully completed a Go Global international experience. Students selected to participate will complete all Study Abroad requirements and agree to the following terms and conditions for travel with Dr. Henderson:

Additional Terms and Conditions for Traveling with Dr. Henderson

Traveling with Dr. Henderson requires a serious commitment to cultural learning and cultural immersion. If you are selected to travel with Dr. Henderson, you will be required to accept the following conditions and requirements:

1. **Preparation.** Be a well prepared traveler. It is important to the success of your travel experience that you prepare prior to departure. This requires your commitment to attend and fully participate in all pre-departure orientation sessions. As a part of your preparation, you will be required to complete assigned readings. These assignments are not optional. The reading assignments are designed to acquaint you with important information concerning the culture, history, religion, etc. of the destination. In addition to completing all pre-departure assignments, you should assume the responsibility for additional preparation including reading online newspapers published in the destination country, accessing other information and web resources, and practicing foreign language words and phrases.

2. **Photography.** Photography is an excellent vehicle to record and preserve your travel experiences. In fact, while traveling you will engage in learning activities requiring photography. However, photography is not appropriate in settings where the privacy of individuals should be preserved or in situations where photography is culturally unacceptable. For example, when visiting a hospital, school, home for the aged, or orphanage photographing individuals and small groups is not appropriate – regardless of whether permission is given by the caretakers of the institution. Likewise, photos should not be taken in places of worship or in other settings in which individuals expect privacy. Of course, photography is never acceptable in any setting where it is expressly prohibited such as a museum, police station, military establishment and in some airports. In settings where photography is permitted, you should always ask permission before taking photographs of individuals or children. If permission is granted, you should expect to pay a small amount for the opportunity to take the photograph. If permission is refused, do not take the photograph - even in a surreptitious manner. A responsible traveler has an obligation to interact ethically with the host community. Travel with Dr. Henderson requires that you be sensitive to the intrusive nature of photography and that you be willing to put your camera down when photography is not appropriate.
3. **Language.** Attempting to speak a foreign language when traveling is a must. It’s common courtesy. You should make a valiant effort to speak basic words and phrases in the local language(s) when you travel. Research has shown that the most effective way to demonstrate your sincere interest in the culture is to attempt to speak the local language. I once observed a group of students who had been studying and living in homes in a Spanish-speaking country. The students were called upon to introduce themselves to a non-English speaking professional. Very few students greeted the professional in Spanish and none introduced himself/herself in Spanish. Attempting to use the local language always enhances the interaction with the local people. It conveys a respect for and an interest in the culture of the host community. While traveling with Dr. Henderson, you must pledge to use basic words and phrases in the local language at every opportunity.

4. **Reflective Writing.** Reflective writing and discussion are important to your travel experience. Each day throughout the travel experience, you may be required to complete a short writing assignment designed to facilitate your reflection on an issue relevant and contemporaneous to your experience and engage in discussion with your peers concerning your reflection. If required, you must commit to completing the daily writing assignments to the best of your ability and fully participating in the discussions. You should not view these writing assignments as a personal “travel journal”. You are encouraged to keep a travel journal to record and reflect upon your personal experiences and growth. However, your travel journal is for your personal use and is not an academic assignment or requirement.

5. **Technology Use.** The use of technology (ipads, music devices, phones, etc.) and social media must be restricted to the evening hours except in extraordinary circumstances approved by the faculty leaders. The continuous use of social media and other communication or entertainment technologies has a corrosive effect on the quality of the cultural immersion experienced while traveling. While communication technologies are important to your health, safety and security, and we encourage you to have these technologies available, these technologies can negatively impact your cross-cultural growth and understandings. While traveling with Dr. Henderson, you must pledge to avoid distractions from the valuable cultural experiences in which you are immersed.

6. **Food.** Once, I led a group of university students to India. Two students ate nothing but ice cream for two weeks because they “didn’t like Indian food.” Local food is an essential part of an international travel experience. Exploring new foods is cultural anthropology. Eating local food abroad facilitates an important understanding of the people and culture and enhances your connection with the host community. Of course, your food exploration must respect food safety guidelines and any personal dietary restrictions (not preferences). While traveling with Dr. Henderson, you must pledge to explore and sample local cuisine.

7. **Alcohol and Drug Use.** The consumption of alcohol and drugs leads to impaired judgment and may lead to disruptive behavior and illness. Many of the unpleasant
and potentially dangerous incidents that occur during travel are alcohol or drug-related. Accordingly, participants should refrain from alcohol consumption and drug use throughout the travel experience; if a participant does partake of alcohol, he/she must do so responsibly. Illegal drug use is practiced throughout the world; however, you must be aware that when traveling you are subject to the laws and criminal penalties of the host country. There is nothing that the faculty leaders or the University can do to assist you if you violate the laws of the host country.

8. **Smoking.** Individuals who smoke must be aware of the limitations on smoking that exist during travel. For example, while traveling by air, participants may not exit the airport to smoke. As participants will share hotel rooms, smoking is prohibited in hotels rooms or in homes during home-stay lodging. Female participants who smoke should be aware that in some cultures it is not considered appropriate for females to smoke and smoking may result in negative social consequences.

9. **Dress.** Throughout the travel experience, you will be expected to dress appropriately and observe the cultural norms of the host community. These norms may require that you dress modestly at all times, cover your head from time-to-time, avoid logos or slogans on clothing, particularly those of a religious or political nature, cover tattoos, remove facial piercings, etc. These norms may apply to both males and females. Your clothing must be kept neat and clean throughout the travel experience. You will be expected to dress professionally in professional settings.

10. **Timeliness.** When traveling with a group, it is critical that each member of the group strictly adhere to departure times, meeting times, etc. You must pledge to faithfully fulfilling your responsibilities to the group.

11. **Attentiveness to Information Presented.** From time-to-time during the travel experience, information will be presented by professional guides or other professionals employed by the University for your edification. When guides are presenting information to the group, you must remain attentive and focused on the information being presented and refrain from talking or other distracting behavior. In most situations, opportunities will be provided for your independent exploration following the presentation by the guide.

12. **Shopping.** The purpose of the Go Global travel experience is not shopping. Although, there will be opportunities throughout the itinerary for personal shopping, shopping cannot interfere with the scheduled itinerary. When time is provided for personal shopping, you must adhere to the time restrictions imposed. You are responsible for any shipping, excess baggage, customs, or other charges associated with your shopping. You must physically manage your luggage and all other items acquired by you during travel.

13. **Free Time.** The Go Global travel experience begins with departure and ends with return to the USA. There is essentially no “free time” during the experience. For example, participants must continue to abide by the expectations for their behavior
during airport layovers, time at the beginning of the day before the organized activities begin and in the evenings, and other rare times when no organized activities are planned. Participants must pledge to comply with the expectations for their behavior at all times during the travel experience.

14. **Romantic Involvement.** A short-term travel experience is not the appropriate arena for initiating or engaging in a romantic or sexual relationship with peers or with members of the host community. These activities lead to complications within the group that are disruptive to the experience. Likewise, these activities can result in dangerous consequences to the participant. These activities can lead to a disruption of the relationship with the host community thereby negatively impacting the University’s ability to continue future programs in that community.

15. **Health and Safety.** The health and safety of student and faculty participants is of primary importance. All student and faculty participants must adhere strictly to all health and safety requirements (many of which are outlined in this document) and the directions of faculty leaders. Failure to abide by health and safety requirements and/or the directions of faculty leaders may result in dismissal of the participant from the program and the immediate return of the participant to the USA at the participant’s expenses. In such instances, no refund of monies paid to the University will be provided. Likewise, health and safety violations may result in the participant being denied participation in future study abroad opportunities.

16. **Financial Responsibility.** While traveling, you will be responsible for certain costs and expenses including the following:

   a. Passport and Visa charges, including departure taxes, if applicable.
   b. Your food, except for breakfast. Many travelers assume that the cost of food is inexpensive when traveling internationally. While this may be true for local people in the host community, most vendors selling food to visitors increase the price to the equivalent cost of food in the USA. Do not assume that food will be inexpensive. On occasion it may be, but usually it is equivalent to the cost in the USA. This is particularly true for food purchased in airports and hotels which may be more expensive than equivalent food in the USA. We will be eating most evening meals in hotels.
   c. Drinks, snacks, and minibar purchases.
   d. Spa, laundry, medical services (including immunizations), etc.
   e. Personal shopping and shipping.
   f. Luggage and excess baggage charges.
   g. Communication, internet, fax charges, etc.
   h. Any damage caused to lodging rooms.
   i. Supplemental travel insurance purchased through WTAMU.

17. **Ambassadorship.** While traveling with Dr. Henderson, you must be an ambassador for the University and the USA at all times. Your behavior, demeanor, interaction with the host community, interaction with your peers, and interaction with the
faculty leaders must remain positive, cooperative, professional and appropriate at all times.

I have read, understand and agree to the foregoing requirements and conditions of travel. I understand that there requirements are in addition to other requirements associated with study abroad. I understand that my failure to abide by health and safety requirements and/or the directions of faculty leaders may result in my dismissal from the program and my immediate return to the USA at my sole expense. In such instances, no refund of monies paid to the University will be provided. Likewise, health and safety violations may result in my being denied participation in future study abroad opportunities.

4.2. **Is there a third party provider involved? Explain and identify their health and safety processes and procedures, and if there is onsite staff 24x7. If a third party provider is not used, explain how housing is arranged. If homestays are planned, how are they vetted?**

The collaborative is designed in conjunction with the Hacienda Santa Clara Research and Study Center (“HSC”) which has a significant partnership with the Texas A&M University System. The HSC provides outstanding accommodations for participating faculty and students, excellent dining, classroom space and state-of-the-art technology in an art and culture-rich garden campus. Participating students and faculty members will live at the HSC during the field experience component of the collaborative. Service and research field experience will be delivered/conducted in the nearby village of Las Clavellinas (“host community”), a small ranchito with a population of approximately 1,000 individuals. The ranchito approximately 30 minutes from the Hacienda. Transportation will be provided by HSC.


4.3 **Address any health and safety issues related to the site. Be sure to visit the Travel page of the U.S. Department of State and provide the most recent up-to-date summary of the risks involved. Also, visit the Centers for Disease Control and Prevention website and CISI for additional country-specific information. If using a third-party provider, please include a detailed emergency plan. If you are not using a third-party provider, explain what support services are available for students. Finally, explain if there are any entry and/or exit requirements, e.g. visas, tourist passes, entry fees, airport exit fees, etc.**

No significant health, safety or financial risks are presented by the destination other than those normally associated with international travel. No “Travel Warnings” or “Travel Alerts” have been issued by the U.S. Department of State for the area of Mexico proposed. The Texas A&M University System Office of Risk Management provided the following on July 17, 2016:

**SYSTEM RISK MANAGEMENT APPROVES THIS TRAVEL.**
SRM approved this travel because San Miguel is not located in an extreme risk area, also because of the short stay in Mexico, as well as you are staying within city limits. We have attached two security guides which we ask you to please review prior to your departure and we also ask that you implement any security recommendations that are listed. SRM recommends using a trusted driving service for any extended road travel. There are no required vaccinations while traveling in Mexico.

Participants will be required to walk over uneven terrain, climb steep stairs without handrails, sit for extended periods in confined spaces, physically manage their luggage and personal possessions, manage with potential gastro-intestinal and respiratory-related illness and manage changes in temperature.

As the majority of the field experience is situated in or near a major city, medical care is readily available. The collaborative is designed in conjunction with the Hacienda Santa Clara Research and Study Center which has a significant partnership with the Texas A&M University System. The HSC provides outstanding accommodations for participating faculty and students, excellent dining, classroom space and state-of-the-art technology in an art and culture-rich garden campus. Participating students and faculty members will live at the HSC during the field experience component of the collaborative.

4.4 Identify and locate the nearest U.S. Embassy and or Consulates to your site(s).

U.S. Embassy

Paseo de la Reforma 305
Colonia Cuauhtemoc
06500 Mexico, D.F.
Phone: (01-55) 5080-2000
Fax: (01-55) 5080-2005

4.5 Identify health clinics and hospitals in the city or cities you plan to visit; identify English speaking doctors in the city or cities you plan to visit. Is there an emergency phone number in the country?

The collaborative is designed in conjunction with the Hacienda Santa Clara Research and Study Center which has a significant partnership with the Texas A&M University System. The HSC provides outstanding accommodations for participating faculty and students, excellent dining, classroom space and state-of-the-art technology in an art and culture-rich garden campus. Participating students and faculty members will live at the HSC during the field experience component of the collaborative. The owners of HSC, Pablo and Barbara Marvin, are long-time residents of Mexico and extremely knowledgeable as to medical and other resources available. They will facilitate access to any services needed during the field experience. There is a large ex-patriot community in the area and well developed medical and other resources for English-speaking US citizens.

Emergency Numbers in Mexico = 066
5 Proposed Budget (please see attached Faculty-Led Program Budget Form).

To be developed during fall 2016. Budget Form will be submitted upon finalization of budget. It is estimated that total expenses will not exceed $2,000 per student participant.

SECTION 6: APPLICANT(S) SIGNATURES

Academic Program Leader: ___________________________ Date: __________
Alternate Academic Program Leader: ___________________________ Date: __________

SECTION 7: CAMPUS APPROVALS

Department Head: ___________________________ Date: __________
College Dean: ___________________________ Date: __________
Department Head: ___________________________ Date: __________
College Dean: ___________________________ Date: __________
Director of Study Abroad: ___________________________ Date: __________
Provost/VP for Academic Affairs: ___________________________ Date: __________
Appendix A

TEXAS HIGHER EDUCATION COORDINATING BOARD

Standards for New Out-of-State and Out-of-Country Courses

All students enrolled will meet institutional standards for admission and will be actually admitted to the institution, or one of the participating institutions in an approved Texas Consortium.

All students enrolled will pay the appropriate tuition and fees for their residency category. Financial aid will be available to students registering in foreign classes on the same basis as for on-campus students.

Instruction will be provided by faculty of the institution or a consortium institution and will be supervised and evaluated according to institutional policies. Exception will be made only to take advantage of uniquely qualified personnel at the out-of-state location.

Each course is on the approved main course inventory of the institution, is a part of an approved degree or certification program, and is justified in terms of academic, cultural, or other resources available at the specified location.

Instruction will conform to all relevant academic policies. All classes will conform to workload and enrollment requirements, contact hour/credit ratio, and similar matters.

Courses will not offer credit for activities undertaken primarily for travel, recreation, or pleasure.

Minimum enrollments will conform to the same standards applicable were the class to be offered on campus.

Multi-course offerings will meet the standards and criteria outlined in Notification and Approval Procedures Distance Education and Off-Campus Programs and Courses approved by the Coordinating Board in October 1999.

Advertising and marketing for out-of-state and foreign classes will emphasize the instructional nature of the classes, and not create the impression that they are primarily credit-for-travel experiences.

Faculty and staff will not realize unusual perquisites or financial gain for teaching out-of-state or foreign classes.

Except for funds specifically appropriated for international activities (e.g., state incentive programs, scholarships, etc.), state funds will not be used for faculty or student travel, meals and lodging, or other incidental expenses.
Free tickets for travel, accommodations, or other expenses provided by travel agents, carriers, or hotels will be used in direct support of the instructional program and will not be used as gifts to faculty, staff, or their families.

State funds will not be used to offer courses or credits by instructional telecommunications to reception sites outside state boundaries and will not be submitted for formula funding.

All courses offered in a shortened format will consist of the same number of contact hours, normally 45-48, as courses offered in a regular or summer session. Students will not carry more courses at a time in a shortened format than will give them total credit of one semester credit hour per week of instruction. (CB Rules 4.6). Pre- or post-travel class sessions will be scheduled to attain the required minimum length standard.