The Horizons Study Abroad Experience
Granada, Spain & Meknes Morocco

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Acknowledgments

In 2012, a true collaboration formed between the Study Abroad Office and Horizons Student Support Services to address the need to provide Purdue University students from vulnerable backgrounds access to study abroad at a reduced rate. The Office of the Provost provided Horizons with a generous grant to make these efforts a reality. We would like to thank Michael Brzezinski, Brian Harley, and Paula Memmer for all of their support and advocacy for this tremendous opportunity. Additionally we would like to thank the International Studies Abroad Agency (ISA) for their pre-departure and in-country support. We would specifically like to mention the ISA staff in Granada, Spain and Meknes, Morocco. Angel Gaston, Marisa Revelles, Daniel Ostad, and Mouhsin Boukharsa thank you to for making us feel like family. Thank you to Student Success and Purdue Promise for trusting us to lead the 2016 piloted joint study abroad experience. Lastly, thank you to everyone who made this study abroad experience a possibility for the 25 students who attended.
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CHAPTER 1 COURSE DEVELOPMENT

1.1 Purpose of the Horizons Study Abroad Opportunity

Purdue University’s Granada, Spain and Meknes, Morocco Global Leadership course is the fifth specially designed global access study abroad program offered by Horizons Student Support Services. This year was particularly important due to the opportunity in piloting a joint venture with Purdue Promise. Purdue Promise is an access program on campus that serves low-income Indiana students who are 21st Century Scholars. Nine Purdue Promise students and one Purdue Promise staff member joined Horizons on their trek to Europe and Africa.

Through the years of planning study abroad experiences for low-income/first generation students Horizons has honed the most critical pieces of executing a program that meets the particular needs of their students through holistic care. The Global Leadership curriculum provides students with the skills needed to provide confidence and support abroad while broadening their understanding of core cultural competencies. Re-entry into the United States provides the students an opportunity to apply many of the learned concepts into real life application coupled with a heightened sense of self-efficacy.

1.2 Choosing Granada, Spain and Meknes, Morocco

In the interest of making an informed decision for Horizon’s 2016 study abroad experience, the Director conducted a site visit to Morocco on March 28, 2015 to April 2, 2015. With the many stigmas and preconceived notions that some Americans may have about Morocco, the Director felt it necessary to conduct the visit to better equip and educate students and parents who may have concerns. The scheduled itinerary began in Madrid, Spain where the Director accompanied a group of Americans students from across the United States aboard a flight to Fes, Morocco. Please see the itinerary in the appendix (Appendix A). From Fes to Merzouga, to Meknes, and an impromptu visit to Rabat- at the conclusion of the experience the Director felt that Horizons students would be incredibly lucky to experience the country of Morocco. In addition, the ISA staff once again proved to be passionate, familial, and organized in making the experience comfortable and enjoyable for all involved. As a result of the site visit, the Director made the decision to hold a portion of the 2016 May semester abroad program in Meknes, Morocco.
The decision to extend the experience from a three week experience to a four week experience stemmed from a conversation with an ISA staff member who recommended we pair Morocco with a Spanish or French two week portion. We received two proposals from ISA, one based in Paris, France and the other in Granada, Spain. The extension of a week heightened prices for the Paris/Meknes proposal exceeding the Granada/Meknes experience by more than $1500. In the best interest of the students, the decision was ultimately made to combine Granada and Meknes to alleviate costs while maintaining the integrity of the program.

1.3 Study Abroad Leaders

The Director of Horizons made the decision to appoint Joshua Milligan in co-leading the 2016 study abroad experience due to his strength and expertise in co-leading the 2014 & 2015 study abroad programs. With the addition of a week and traveling to two separate countries, it was in the best interest of the program to have two seasoned leaders attend. The third leader, Thomas Van Norman attended as a representative of Purdue Promise. Thomas was primarily responsible for serving as a support staff for all students and to observe in order to lead and implement Purdue Promise’s unique study abroad experience in 2017. The final proposal can be found in Appendix B.

1.4 Course Length and Purpose

The curriculum based in Global Leadership with a component of service learning was successfully implemented in 2014 and continued with slight tweaking in 2016. An instruction component was included to deliver pre and post intercultural development inventory assessment results, group debriefing, and an optional individual debrief. The Purdue instructional component took place over five class periods for a total of 5 instructional hours. Group debriefing took place over a span of 10 class periods immediately following lecture. Guest lectures from Moroccan professors in Meknes included 5 hours of distinct topics.
1.5 The Study Abroad Office

Paula Memmer, Faculty Programs Coordinator with the Study Abroad Office, took lead as our liaison for the pre-planning and processing. Paula participated in the pre-departure meetings, coordinated the flights for staff and students, and took lead in non-course related responsibilities. This was the second year that Paula has worked with Horizons. Paula has remained diligent in ensuring all particulars are sorted out and understands the sensitivity needed in working with first generation/low-income students. Paula has been a pleasure to work with.

1.6 Course Advertisement

In the past, request for proposals have been made and received in early November. Presentation of information to students was typically conducted in December. As a result of confirming Morocco in March 2015 as the 2016 site, requests for a two country experience were made early on and received in September. A final decision to choose Granada/Meknes as the dual sites was made in early October. Information sessions took place in early November. This timeline is about two months ahead of previous planning processes, a victory in planning for both the staff and students. Students had sufficient time to speak with their parents, save money, and work on their applications with ease.

1.7 Application Process

A study abroad application was required of all students who were interested in the Horizons study abroad course (Appendix C). Student eligibility requirements were as follows: students were required to have been enrolled in Horizons for at least one semester, be in good academic standing at the university, and not scheduled to graduate in May. Once applications were submitted, each student had to submit a non-refundable deposit of $200 by the due date of January 15, 2016. Horizons staff met on January 26, 2016 to review student applications utilizing the scoring rubric included in the Appendix D. A total of 30 students applied and submitted deposits with a limited 25 available spots. After a lengthy review and discussion, a decision and congratulatory email was sent to confirmed students on February 1, 2016. The students who were not accepted were placed on a waiting list. There were two withdrawals and two students on the waitlist were chosen and agreed to fill those spots. The table below includes the student’s major at the time of enrollment...
in the study abroad program, gender, total credit hours, GPA, and average GPA of all study abroad participants.

Table 1.1 Registered Study Abroad Students

<table>
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<tr>
<th>Student #1</th>
<th>Gender</th>
<th>Major</th>
<th>Total Credit Hours</th>
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<td>47</td>
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Average GPA 3.12

1.8 Student Demographics

- The student makeup representing STEM fields is 46%
- Female participants far outweighed the males 3:1
• Underrepresented minority (URM) representation of 42% studying abroad was slightly above the overall percentage of 32% URM students participating in Horizons and Purdue Promise
• 96% of students are in-state residents
• 100% of students fall within the federal poverty income levels
• 71% represented both low-income and first-generation to attend a four year institution

1.9 The International Studies Abroad agency (ISA)
Horizons has utilized ISA as its preferred study abroad agency since 2014 due to their organized, attentive, and effectively implemented programming. ISA is a study abroad provider whose mission is to provide high quality education abroad opportunities to college students from around the world at an affordable price (studiesabroad.com). Our personal representative from the domestic ISA office was Theresa Elizondo, Custom Program Manager based in Austin, TX. Together, Paula and Theresa served as the primary facilitators for all information relevant to the pre-departure experience.

The ISA Abroad office contact in Granada, Spain and Meknes, Morocco were Angel Gaston, Marisa Revelles, Daniel Ostad, and Mouhsin Boukharsa. Angel was the primary guide in Granada and Mouhsin served as the contact throughout the entire experience in Morocco. The ISA staff members arranged all in-country programming including ground transportation, housing, orientation, classroom logistics, cultural event planning, excursion accompaniment and planning, guest lecturer coordination, and service-learning site selection (Appendix E).

1.10 Pre-Departure Student Meetings
Over the course of the spring semester Horizons study abroad students were required to attend four pre-departure meetings. Each meeting was offered twice to maximize the availability for students. The instructors served as the primary facilitators and Paula guided students to ensure they completed all Office of Study Abroad requirements.

Pre-departure meeting #1 took place on February 22 & 25, 2016 to serve as an opportunity to introduce the students to each other through an icebreaker activity. In this meeting, Paula also
provided student instruction for completing mandatory *My Study Abroad* forms and ISA forms. In addition, she reviewed program costs and announced the scholarship opportunity with instructions for applying. The students were encouraged to speak with a financial aid representative if they were going to utilize their FAFSA for summer session. Included in this pre-departure meeting was information regarding Facebook communication, an overview on reading a European time chart, and the dissemination and completion of the Intercultural Development Inventory (IDI). The meeting took place in a computer lab in order for students to navigate the study abroad page, complete the Big Move Scholarship and take the IDI assessment online.

Pre-departure meeting #2 took place on March 21 & 24, 2016. The second pre-departure meeting began with an overview of the travel itinerary, airport bus pick-up information. The agenda continued by covering topics such as important smart phone applications to download before departure, announcement of electric converter orders, homestay gift option, and a general overview of the Global Leadership curriculum including syllabus review. The meeting ended with a map reading exercise.

Pre-departure meeting #3 took place on April 11 & 14, 2016. An announcement was made about the study abroad photo contest, a reminder regarding registration for the course, and information concerning the excursion to Portugal. A more detailed airline travel itinerary was provided along with instructions on airport do’s and don’ts. Students also received information about packing and clothing selection recommendations, and an overview on the currency exchange system for both Spain and Morocco.

Pre-departure meeting #4 took place on April 25 & 28, 2016. Topics covered were safety, updates to itinerary, service learning details, and excursion updates. Students also received the specific lecture topics for classes given by Moroccan professors. The cultural practice of bartering was explained to students along with laundry service options. Lastly, students were provided with expectations for homestay etiquette.

**Pre-evaluations were intended to have been distributed during the last pre-departure meeting. An oversight occurred and students did not complete pre-evaluation material.**
1.11 Pre-Departure Staff Meetings

The Horizons staff conducted ongoing conversations with Paula Memmer throughout the semester and the Director of Horizons had direct email communication with Marissa Revelles and Daniel Ostad one month prior to the trip in order to finalize all details. A Skype conversation with the staff in Granada, Morocco, and Austin took place on April 22nd with Purdue University in order to address any remaining needs prior to departure. Meanwhile, Rosa and Josh worked closely to finalize the Global Leadership curriculum and last minute details.

1.12 Travel Arrangements

Paula Memmer scheduled the flights for all Horizons students and Purdue University staff attending the study abroad experience through the travel agency, STA Travel Inc. Due to a last minute flight cancellation on the return flight from Casablanca to Madrid, one day was added onto the trip with an overnight in Madrid. The flight was rescheduled to return to the United States on June 5th and the budget accommodated for one additional evening in Madrid in close proximity to the hotel. Please see the Appendix for the complete travel itinerary. Ground transportation was coordinated by Paula through the university and paid for from the subsidy, departing from and returning to Purdue University.

1.13 Evaluations

As a result of the oversight in the failure to distribute pre-evaluations during pre-departure, only overall post-evaluations were collected on the return flight to the United States. The post-evaluation focused on confidence levels in regards to how prepared the students were travelling abroad and how they adapted to living in another culture. See Appendix F. A pre Intercultural Development Inventory assessment (IDI) was included in the first pre departure agenda allotting time for all students to complete. A post IDI assessment was due post study abroad and included in their final grade. The IDI assesses intercultural competence which is the capability to shift cultural perspectives and appropriately adapt behavior to cultural differences and commonalities (Hammer, Bennett, Wiseman 2003). Additional information regarding the IDI will be included in Chapter 7 Evaluation. All evaluations were collected and analyzed to include in this report.
CHAPTER 2 GLOBAL LEADERSHIP CURRICULA

2.1 Overview

The Global Leadership course was developed to include didactic content on global leadership while immersed in the cities of Granada and Meknes. The instructors and guest lecturers aimed to develop student understanding of global leadership success strategies and the skills to enhance leadership effectiveness as well as instruction on incorporating their experiences in career development. As students explored Europe and Arica together they were exposed to a breadth of diverse cultural experiences during which students were challenged to reflect on their emotional response and active participation within unique cultures and integrate these into their personal and professional world view.

2.2 Course Objectives

The course was centered on the following objectives:

1. To provide a framework for the concept of global leadership.
2. To enhance student understanding of cross cultural competencies as it relates to:
   a. A willingness to engage
   b. Cognitive flexibility and emotional regulation
   c. Ethno cultural empathy and tolerance of uncertainty
   d. Intercultural development
   e. Self-efficacy
3. Through investigating leadership across various cultures students will have an opportunity to reframe their definition of leadership through multiple lenses.
4. Through a discussion of cross cultural experiences students will learn to incorporate their study abroad experience into a networking context.
5. To provide classroom based opportunity for students to debrief on the impact of their cultural immersion.

The syllabus was centered on integral components that included the Horizons instructor and guest lectures, cultural and social immersion, personal and professional impact (Appendix G).
2.3 **Course Assignments: Journal Writing**

A portion of the students’ grade was directed at maintaining a structured journal throughout the course (Appendix H). The journal intention is to focus and reflect on their responses to lectures, their cultural and social exposure, and overall daily personal feelings toward their time abroad. There were a total of 9 journal logs that each student had to complete for the course. All journals were collected on a weekly basis by the instructors for grading and insight into the student’s experience.

2.4 **Student Blogs**

Students were to contribute to the study abroad blog site by submitting one entry on an assigned date that reflected on their experience up to that point. The submission was expected to include two pictures and a word requirement of 400-500. The blog was worth a total of 20 points. The blog is located on the following website: http://horizonspupspainmorrocco.blogspot.com/

2.5 **Class Participation & Guest Lectures**

Students were required to attend all assigned lectures and meetings. There were five lectures on Global Leadership given by Horizons leaders, 5 guest lectures, and 10 debriefing hours attached to each lecture hour. Please see below for a brief description of the guest lectures:

*Guest Lecture, Thursday, May 25, 2016-* Dr. Zakaryae Arsalane was the first guest lecturer. Dr. Arsalane is a full professor of Linguistics in the Department of Arabic Studies in the School of Arts and Humanities at the University of Moulay Ismail in Meknes. Dr. Arsalane taught students Darija (Moroccan Arabic). He provided each student with a packet of information that assisted students in developing conversation skills. Throughout his lecture, he challenged students to develop sentences aloud and provided many opportunities for group interaction. The lesson developed quickly and he maintained impressive student interaction throughout.

*Guest Lecture, Thursday, May 26, 2016 –* Dr. Abdallah Malki taught a lecture entitled “Between East and West: A View of Al Andalus from the Maghreb.” This particular lecture provided a closer
look at the relationship between Spain and Morocco. Providing students with historical context in addition to current event topics such as economy and immigration.

**Guest Lecture, Monday, May 30, 2016** – Dr. Abdelmajid Hajji instructed students on a lecture on a Western and Eastern media comparison. Dr. Hajji is Professor of Media, film, and International Communication at Moulay Ismail University in Meknes. Dr. Hajji provided a very realistic and honest summary of media in Morocco past and present. This included information that provided students insight into the evolution of media from the perspective of the United States. The holistic perspective gave students tools to view this topic from multiple lenses.

**Guest Lecture, Tuesday, June 1, 2016** – Dr. Mohssine Nachit is also a professor at Moulay Ismail University in Meknes. Dr. Nachit provided students with an eye-opening and informative lecture on immigration, specifically from Morocco to Spain. Particular from the perspective of the immigrant experience. This was one of the most talked about lectures because students often hear about immigration from the political perspective without the humanistic viewpoint.

**Guest Lecture, Wednesday, June 2, 2016** – Dr. Abdelmalek Elkadoussi lectured on Moroccan cultural progression throughout the modern era. Dr. Elkadoussi is a Researcher in media and communication studies at the Moulay Ismail University in Meknes. Dr. Elkadoussi discussed the cultural implications within a modern and ever-changing Morocco. He touched on the youth movement and how it often contradicts tradition. This provided a cultural account of one of the most liberal Muslim countries in the world.

2.6 Final Reflection Essay

Students were required to submit a six to nine page final reflection paper due by June 15, 2015 (Appendix I). The final paper was separated into six sections: personal impact, professional impact, academic impact, social and cultural impact, and re-acclimation with appropriate citations. A brief description of each section has been provided:

*Personal impact*- The personal reflection provided an opportunity for students to revisit their journal entries to sum up the most meaningful experiences they had in their four week experience
that prompted personal growth. Students were challenged to confront the expectations they had going into the trip and determine if they met, exceeded expectations, or fell short of what was expected.

*Professional impact*- The professional impact reflection pertained to the Global Leadership lectures and their summation of what global leadership means to them as it relates to their career path. Students were asked to reflect on their professional growth in relation to their development while in Spain and Morocco and in turn connect it to integrating the experience into their professional pursuits once they return to their country.

*Academic impact*- The academic impact section is a newly added component as a way to challenge students to reflect on specific information pulled from guest lectures. This prompts students to actively learn with an expectation to engage attentively in class.

*Social impact*- This section gave students an opportunity determine what impact, if any, their service learning hours had on them on a personal level.

*Cultural impact*- This section provides students with a scenario to consider as a study abroad ambassador. It prompts them to summarize the cultural impact of their month abroad and explain that impact to their peers. It challenges them to incorporate the cultural development components utilized in class in their explanation.

*Re-acclimation*- Students were asked to write their reactions to re-acclimating to the United States once they returned. After reviewing their journal entries they were prompted to determine if their perception of the experience shifted once they have been taken out of the context of study abroad.
CHAPTER 3 SERVICE LEARNING SITE

3.1 Overview

All students took part in a service learning experience as a part of the course. The service learning included work at two different sites, which were selected by the ISA staff in Meknes.

3.2 Ismalia Center

On Monday, May 30th students and staff conducted service learning hours at the Ismalia center, a disability and educational center that works with young children, teenagers, and adults. The students and staff began the afternoon with a tour of the center and were able to visit the various classrooms to observe and participate in instruction and activities. Students also toured some of the living quarters and medical facilities within the center. The center was extensive and had many amenities and services that were unexpected such as a dental clinic for their clients. While immersed in the classrooms separated by age group, Purdue students sang, danced, clapped, played, and assisted the children to learn various English words.

Although the Purdue group knew minimal Arabic and the children did not speak English, everyone utilized non-verbal communications and simple smiles. The service-learning was not extensive in length at only four hours, however a tremendous impact was made on both the Purdue students and Ismalia Center students. At the end of service-learning the Director of the Center, Ms. Ibtissam led students to a shop with hand-made articles and art for sale as a funding source for the center. These articles were made by Ismalia clients. Purdue students and staff purchased many items not only as a way to give back to the center but to take home very unique and meaningful souvenirs. A recommendation for a future service-learning experience in Morocco is to extend the time at the service-learning sites beyond the allotted four hours and possibly over multiple days.

3.3 Fondation Rita Zniber Orphanage

The second service-learning experience took place on Tuesday, May 31st at the Fondation Rita Zniber Orphanage. The Purdue students and staff spent the afternoon with Moroccan children
involved in various activities. Students interacted with the children in soccer, foosball, basketball, board games, and puzzles. The Moroccan children loved to take pictures and thoroughly enjoyed taking pictures with the Purdue student’s cameras and phones. A bond quickly grew between everyone and it was difficult to say goodbye after a fun-filled afternoon. Visiting the orphanage was incredibly impactful on many levels and it was one of the highlights of the entire study abroad experience. In similar fashion to the Ismalia Center, it is recommended to increase the number of hours of service over multiple days.
Figure 1. Natalie reads with a student at the Ismalia center

Figure 2. Horizons students and some of the kids from the Fondation Rita Zniber Orphanage
CHAPTER 4 CULTURAL EXCURSIONS

4.1 Overview

Students were given the opportunity to experience Spanish and Moroccan history and culture through a variety of cultural excursions throughout Granada and Meknes, as well as other cities in Spain and Morocco. There were six events within Granada that were organized by ISA including a walking tour, a tapas tour, a flamenco show, a tour of the Cathedral and Royal Chapel, a cooking class, and a tour of the Alhambra. ISA also planned tours of Madrid and Toledo while Purdue staff planned a weekend excursion to Lagos, Portugal. There were four events within Meknes that were organized by ISA including a walking tour, mint tea with local students, a visit to a Hamman, and a soccer sports day. Additionally, ISA planned tours of Tangier, Merzouga, and Casablanca.

4.2 Madrid Excursion

The group traveled to the Spanish capitol city of Madrid on May 9th. ISA staff member Ángel Garzón met Purdue staff and students at the airport and accompanied them throughout the entire experience. Upon arrival Ángel provided an overview of the public transportation system. Students and staff then travelled to Plaza Puerta del Sol and took part in a welcome dinner with ISA staff.

The following day ISA staff provided students and staff with a professional guide who led a walking tour of historical Madrid. The tour began at the Palacio Real de Madrid, the Royal Palace of Madrid. During the tour the group received insight into the history of Madrid and saw many of the original churches and governmental buildings in the area. Stops along the tour included the Basílica de San Miguel, a baroque style church. The group proceeded to visit Plaza Mayor, a central plaza built during Philip III’s reign. Historic buildings demonstrated the rich cultural heritage of the Spanish metropolis and provided students with a deeper understanding of the country.

The final scheduled activity in Madrid was a tour of the Prado Museum. Built in 1819 the Prado Museum is home to one of the largest collections of European artwork. A tour guide offered education and insight into some of the more popular exhibits, including works by Diego
Velázquez, El Greco, Goya, and Titian. Students were free to explore the city in the evening. Some students went shopping or bought dinner while others chose to continue exploring the city.

4.3 **Toledo Excursion**

The group departed Madrid to Toledo on May 11th. The city of Toledo is one of greatest historical jewels of Spain. Toledo is widely known for an expanse of time in which Muslims, Jews, and Christians co-existed peacefully. The guided walking tour provided staff and students the opportunity to see the tremendous cultural influences. The following landmarks were included in the tour:

- Monasterio de San Juan de los Reyes
- Santa María la Blanca, the oldest synagogue building in Europe
- Santa Iglesia Catedral Primada de Toledo
- The Burial of the Count of Orgaz
- Iglesia de Santo Tomé, the home of Goya’s most famous paintings

4.4 **Albaicín Walking Tour**

Students and staff arrived in Granada on May 13th and accompanied ISA staff for a group tour of the Albaicín. The Albaicín is a famous district and neighborhood known for its narrow winding streets. The tour progressed up the circuitous path and the participants were provided commentary about the history of the neighborhood. At the peak of the hill students found Plaza de San Nicolás, home to the Church of San Nicolás. Many from the group would return the Albaicín over the course of the next two weeks to take advantage of the sights, shopping, and dining opportunities.

4.5 **Tapas Tour**

On May 16 the group was led by ISA staff to La Gran Taberna, a local restaurant to take part in a tapas tour. Tapas are a staple of Spanish cuisine consisting of a variety of appetizers or snacks. The group was able to sample four tapas options that ranged from cheese and bread to cured meats or fried eggs. ISA staff offered insight into the cultural significance of tapas in Spanish culture and encouraged students to seek out other tapas opportunities around Granada.
Figure 3. Colin, Emma, Faith, and Jocelyn enjoy the welcome dinner in Madrid

Figure 4. Horizons students overlooking Toledo
Figure 5. Students and Horizon/PUP staff learning about the Albaicín

Figure 6. Lauren, Jocelyn, Emma, and a Horizons staff member enjoying the tapas tour
4.6 Flamenco Show
The group had the opportunity to attend a flamenco show on May 17th in the Sacromonte neighborhood at Las Cuevas de Los Tarantos. The Sacromonte neighborhood is known for its cave houses excavated on the slopes of a hill. The Gypsies performed a style of flamenco called Zambra. This is a style of dance that grew out of Romani and Andaluisan dances and music. Flamenco incorporates singing, guitar, clapping, and dancing. The intimate nature of the performance allowed students to experience an authentic flamenco performance from a close and personal vantage point.

4.7 Cathedral & Royal Chapel
An ISA staff member led the group on a tour of the Royal Chapel and Cathedral on May 18th. The group first visited the Isabelline style Royal Chapel which is the burial site of the Catholic Monarchs Queen Isabella I and King Ferdinand II. Students learned about the history of the Catholic Monarchs and the impact they had on both Granada and broader Spain. The tour continued into the 1561 Granada Cathedral. Students learned how the Spanish Renaissance and Baroque elements influenced the construction of the cathedral. The Granada Cathedral was a central point in Granada and students were excited to learn about the venerated building.

4.8 Cooking Class
Students experienced firsthand how to prepare typical Spanish dishes during a Spanish cooking class and demonstration. Students were separated into cooking class groups and visited Javier Vílchez, Escuela de Cocina over a two-day period. Students had the opportunity to prepare paella, gazpacho, and a lemon mousse. The cooking class was a hands-on experience and students helped prep all aspects of the meal including chopping vegetables, mixing ingredients, and plating the dishes. Groups left with recipes for all the dishes and the knowledge of how to prepare the meals once they returned home.
Figure 7. Students and Horizons/PUP staff at a flamenco show

Figure 8. Stephanie and Austin prepare paella
Figure 9. Alondra, Sarah, Daniel, Suzie, Madalyn, and Autumn at the Granada Cathedral
4.9  **La Alhambra Tour**

Students experienced their last tour on May 20th of La Alhambra, a palace and fortress with a very extensive history in Granada. The Alhambra was originally constructed in 889 AD and rebuilt in the 13th century by the Moors. The edifice was later converted into a palace and became the site of the Royal Court of Ferdinand and Isabella. La Alhambra is known for its Islamic architecture with a mixture of Renaissance influence. The group spent hours walking through La Alhambra as well as the outdoor summer palace and gardens. Many sights along the tour included stunning arabesque art, the Hall of the Ambassadors, and the Court of the Lions.

4.10  **Lagos, Portugal**

Horizons leaders pre-planned an excursion to Lagos, Portugal during the study abroad free weekend. The excursion to Lagos was not included in the overall study abroad cost and was optional for students to attend. Nineteen of the twenty-four students opted to participate in the excursion and on Saturday, May 21st students and staff left Granada to travel to Lagos via a convoy of rental vehicles. The staff members rented three vehicles, two cars and a van, from Europcar. While in the city the group stayed at the Villa Doris Suites, which were located a few short blocks from the beach and nearby to many tourist destinations. Students each paid $80 to cover the cost of the weekend. Meals were not included in this cost.

The Horizons leaders planned one activity for the weekend, a sea kayaking trip through Kayak Adventures Lagos. All 19 students and 3 staff members took part in the opportunity. The tour included open water kayaking, tours of natural rock formations, and time on a secluded beach. The cost of kayaking was $20 per person. During the remainder of time in Portugal students took advantage of the close proximity to the ocean and city center by spending a large portion of their time at the beach and a variety of restaurants.
Figure 10. Students and Horizons/PUP staff in from of Alhambra

Figure 11. ISA staff member Angel Gaston takes a group picture in Alhambra
Figure 12. Students and Horizons/PUP staff enjoy sea kayaking off the coast of Lagos, Portugal

Figure 13. Students and Horizons/PUP staff enjoy a hike in the foothills near Granada
4.11 Tangier Excursion

The group departed Granada on a ferry to Tangier, Morocco on May 23rd. Mouhsin (Mo) Boukharsa served as Purdue’s guide in Morocco. The group experienced their first Moroccan meal during lunch prior to a guided tour of Tangier. The local guide Abi was a delight and served as an educator and comedian throughout the experience. Tangier is a city undergoing modernization and rapid development. Abi took the time to explain the history, culture, and architecture of the city. The tour began at a Phoenician grave site overlooking the sea. The majority of the tour consisted of walking through the Kasbah, a historical portion of the city. While everyone walked through the winding streets Abi bought bread from a local merchant for the group to eat. The tour ended at Hotel Continental where students partook in enjoying a cup of mint tea on a terrace overlooking the water and the medina. On the bus ride to Meknes the students were surprised with two stops outside of Tangier. The first stop was Cape Spartel, where the Atlantic Ocean meets the Mediterranean Sea. The second stop was at the Cave of Hercules. The cave is known for its sea opening named “The Map of Africa”. When viewed from the sea the opening of the cave resembles the shape of Africa.

4.12 Walking Tours of Meknes

Meknes served as Purdue’s main point of stay in Morocco. Upon arrival the group experienced two walking tours of the city. The first tour explored the new city and the second was of the old city and medina. Mo and his brother Yahya introduced the group to restaurants, stores, and other convenient locations that students could easily find on their own when they venture out on their own. The tour of the new part of the city was also an opportunity to try some of the food and drinks of Morocco. Students adventured to try snails from a street vendor, pastries, and organic juice. The tour concluded at the ISA office with a brief safety orientation and overview of the itinerary.

During the tour of the old section of Meknes the group visited the Kara Prison, a large underground prison. While the prison is no longer in use, our group was able to see the openness of the rooms and the unique architecture. The local guide then led the group into the medina to view the many shops and markets. While exploring the labyrinth of narrow streets students were given an opportunity to see daily life in Meknes. The tour of the old city ended with a long lunch at a rooftop
A restaurant overlooking the medina and plaza. The plaza is a site of entertainment where you find snake charmers, monkeys, dancers, and music.

4.13 Mint Tea

One of the most popular and impactful excursions was when ISA coordinated a meeting of local Moroccan students for mint tea. The Purdue students and Moroccan students met one evening on a café rooftop with spectacular views. Students ordered mint tea or juice and then began to break the ice through conversation. Music ensued when one of the Moroccan students brought his guitar and began a sing-a-long session. This particular experience continued to be an impactful one as many of the Purdue students continued to interact with their new friends throughout the remainder of the trip. During their free time Moroccan students led pockets of the Purdue group through the medina, challenged students to try new food, and even invited students into their home for a home cooked meal.

4.14 Hammam

One of the most unique experiences in Morocco was the visit to a hammam, a public bath house. Students were unsure of what to expect and a number of their new Moroccan friends accompanied them to explain the experience. The group was separated by males and females and each group departed to their distinct hammams. ISA provided students with their own black soap, scrubber, and pail. The students proceeded to be scrubbed by a hammam employee until their cleanliness was satisfactory. Some students were hesitant about the hammam and felt discomfort during the process but understood that this was a cultural experience that was normative for Morocco and many other countries. It allowed students to genuinely immerse themselves into the Moroccan culture.
Figure 14. Horizons and Purdue Promise students pose with tour guide Abi

Figure 15. Nathan, Vanessa, Jocelyn, and Faith on the walking tour of Meknes
Figure 16. Marcela and Natalie eat snails as a part of the Meknes tour

Figure 17. Horizons and Purdue promise students enjoy mint tea with Moroccan college students
4.15  **Merzouga Excursion**

The excursion to the Sahara Desert was one of the most anticipated experiences of the study abroad experience and it occurred on May 28th and 29th. The bus ride was the duration of 8 hours from Meknes to Merzouga. Due to the length of the bus ride there were many stops along the way, the first stop was in Azrou situated deep in the Middle Atlas Mountains. While in Azrou the Purdue group observed and interacted with the Babary Apes. There were over twenty monkeys roaming freely and the group had the opportunity to feed them peanuts and take photographs. The second stop occurred outside of Merzouga amidst an oasis filled with hundreds of thousands of palm trees.

Upon our arrival in Merzouga and prior to departing to the desert the group stopped at the Riad Nezha, a hotel to purchase scarves and desert clothes. The Riad is a hotel that owns their own desert camp and led the students for an hour by camel to the site. The camp had large tents where the group ate dinner and slept. The Berbers who led the group into the desert also performed music while the students danced around a fire. A group of instructors and students decided to sleep outside under the stars to enjoy the cool weather. It was unique desert experience as the group experienced the rare rain shower and also the occasional wind and sandstorms. The original plan was to spend two nights in the desert, however the group woke up to a sandstorm and the locals thought it was in our best interest and safety to return to the Riad.

After returning to the Riad and checking into the hotel rooms, students had time to shower and relax before venturing on a 4x4 jeep tour of the desert and local communities. There was a stop in a nomad community where students learned about the lives and experiences of nomads. The woman and her young son provided the group with mint tea despite having so little. This proved to be a very impactful experience for everyone. The group also stopped to listen to traditional Berber music and dance with the locals. After a restful night and meals at the Riad, the students loaded their belongings onto the bus and prepared for their return to Meknes. A stop outside of Merzouga proved to be a great shopping opportunity for students. In Rissani town students visited a goat and donkey market, walked the medina as kiosk owners opened up for the day and bought souvenirs and dates.
Figure 18. Into the desert

Figure 19. Paola and Stephanie in the Sahara Desert
4.16 Soccer Sports Day

The last planned excursion in Meknes was a sports day. ISA staff reserved two soccer fields for the group to play a sport that is beloved in Morocco. Many of the local students came to play as well which created another opportunity for Purdue students to continue to build friendships that were developed during their mint tea social.

4.17 Casablanca Excursion

The students packed their bags and prepared to leave Meknes and travel to the last excursion in Morocco in Casablanca. After lunch the group toured the Hassan II Mosque, the largest mosque in Morocco named for one of the past kings. The Hassan II Mosque is the only mosque in the country that non-Muslim visitors are allowed to enter. The guided tour led students through the prayer hall and the bath areas. Once inside students were able to appreciate the enormity and grandness of the mosque. The mosque is known for its retractable roof with the world’s tallest minaret and a maximum capacity of 105,000 worshippers inside and out.

While in Casablanca students also visited the Notre Dame de Lourdes, a Catholic church. It was a unique experience to go inside a Catholic church in a country where only 1% of people practice Christianity. The remaining time in Casablanca was designated free time. Many of the students explored the medina and downtown area, ate dinner, and rested during their final evening in Morocco.
Figure 20. Soccer with Moroccan students

Figure 21. Students, Horizons and Purdue Promise staff and Mo in front of the Hassan II Mosque
CHAPTER 5 – STUDENT REFLECTIONS

5.1 Overview
Over the course of the study abroad experience students were given the opportunity to reflect on their experiences through assigned journals and their final reflection paper. The following sections contain records of the students’ assessments of the experience.

5.2 Gabriel Almonte
One of the problems in society is blindness towards ignorance. People see that things need to improve, but they don’t take action. The masses are controlled by the media. Is easier to be told what to do, what to think. The leaders are the ones who take action and take charge, making changes. It does not have to be this way, everyone could provide a little piece of the puzzle for a better society; eventually a better culture could emerge where we see each other as equals. As the world becomes more interconnected with jobs, schools and cities it’s increasingly important to respect one another and avoid prejudgment. This could be minimized by visiting other countries and studying their cultures. This study abroad experience did exactly that for me.

My perception of this experience keeps evolving. I think that I tend to more so value the time spent with people. Returning home I have been caught up in the fast paced environment in the United States. I feel as though I need to be doing something every moment. My anxiety also rises as classes start again, which led me to think about the Moroccan students we met in Meknes. They were in the midst of finals exams and still had time to spend with us throughout our trip. Returning home meant back to the rude expressions and the silences. Even though there is more time to relax, I find that I can’t. I don’t have the same motivation in Indiana that I had abroad. I don’t feel the same sensitivity and awareness, but rather feel detached.

I miss my homestay family, because they always had topics to talk about at dinner. Experiencing their different lifestyle and their desire that we might understand different lifestyles was impactful. For some reason we tend to value less what we already know. I find myself missing those long conversations with Colin and the other students, even when they weren’t talking about anything special. I discovered how much interest I have in just hearing and knowing other people. The other day I was walking out of class thinking about the homework and projects that were in my future.
Suddenly I realized that one of the other students from our trip had been yelling my name louder and louder. I wonder how much I may have missed since I have lost the sharp focus I found on the road. I want to find a balance, staying on track with what needs to be done, while at the same time making sure I am experiencing the life happening around me.

5.3 Amanda Basham

An early impactful experience I had took place on the second night of our trip. I got lost in Madrid when I went off on my own in the rain while feeling empowered. To be in a city that I didn’t know, thousands of miles away from home, with a language barrier was my first taste of what it would be like to travel on my own. I had my map pulled up on my phone and crossed my fingers that my phone wouldn’t die until I got back to the hotel. When I was walking around by myself I was able to go at my own pace and I didn’t have to worry about what another person wanted to do, or if I was walking too much. I found a beautiful fountain and took some good pictures. I remember standing in the rain near the fountain and taking in the beauty of Madrid. This moment made me feel like I was in a fairy tale and it brought back the romanticized image of Spain that I’ve had my whole life. Finding my own piece of beauty in Madrid helped me set the tone and get excited to explore the rest of the country, wondering what else I’ll find if I go off the beaten path. Even returning home I am still inspired and excited to explore other countries the same way.

The cultural impact I’ve experienced in my month abroad was incredibly eye-opening and necessary for me in this stage of my life. I’m on a college campus known for its diversity, and I’m not taking advantage of it. I’ve continued to hold on to prejudices and stereotypes that I had since I was a child, because I didn’t know how to learn about other cultures. Being in an Arab country and experiencing their hospitality first hand, and learning about topics such as media and immigration and economics from their point of view really helped me put things into perspective. I’ve been able to share my experiences and the things I’ve learned with my family and friends, and in doing so it further reinforces the growth I’m experiencing in how I view the world and interact with people.

5.4 Alondra Bonilla Cavitt

If I were asked to speak to a fellow student about studying abroad I would tell them that this was a life-changing experience that is well worth it. Many first generation college students don’t have
the chance to travel abroad with their families. It was my first time overseas, like many other students on the trip. It is an amazing opportunity to be immersed in a new culture and to also learn about oneself. Being immersed in a new culture really changed how I view so many different things.

I did not know what to expect from this trip at first. I knew it would be a great experience, but I didn’t know how much I would grow as a person. In my opinion, being immersed in a new culture is the best way to learn about it. I think the main change I notice is the way I look at people around me who are from different cultures. I want to get to know them and learn about where they are from. My perspective on different cultures is also much more positive. Instead of just minding my own business, I find myself wondering about different people. I would encourage any peer to take advantage of the same opportunity. With this program in particular, it is much more affordable than going later in life. We had amazing opportunities that we may not have if we hadn’t been with Purdue University. My older sister just graduated from Purdue. One of her biggest regrets is not studying abroad.

I was very lucky to have gone on this trip, but it may have been my only, or one of few, opportunities to travel abroad. This has made me think about my experiences more in depth and really re-reflect on them. Through this reflection I have come to appreciate my experience even more. Most of the things I was able to do I may never get to do again and most people never will. I know I will always look back on this trip and reflect on my experiences. It has made a huge difference on my perspective of both life as well other cultures.

5.5  Natalie Brooks

Throughout the four weeks abroad I thought about the experiences that impacted me while studying, but I also wondered how I would continue to be impacted when I returned home. Being home for about two weeks now, I find myself referring back to my experiences abroad more than I ever thought I would. I constantly return to the lessons learned, the service learning, and several other experiences that I was fortunate enough to be a part of. I am amazed at how this trip will forever influence the way I think about life. I am excited that I already see growth in the many areas like personal, professional, academic, social, and the cultural aspect of my life.
Since I have been home, a lot of people have been asking me a lot of questions relating to the culture in both countries. The first thing that I tell people is that these countries were nothing like I was told it was going to be like. Each country has differences, but there is so much common ground between each individual country. I have gotten a lot of questions about Morocco, specifically about if I had to wear a headscarf when I was there and what it was like to be around people who were all Muslim. It’s very difficult coming home and hearing those questions because it is hard for me now to understand why those aspects would even matter? No, I did not have to wear a headscarf and I did not feel any different than when I am home because of who was around me at that time. I would tell someone who is looking into studying abroad that people are going to try to tell you what the country is like and what the people are like before you even go there or before that person even goes there. However, being abroad is so special because you take the time individually to learn everything you can while you are there. It was not until the cultural iceberg was introduced that I began to really dig deeper into how people from Spain and Morocco act. I would encourage anyone who travels to not look at all of the surface culture like what most people think of when they hear that word, but to investigate how people react to all of life’s different turns.

I would love so much to be able to go back and visit Spain or Morocco some day in my life, but I know for me that is not realistic. The reason I say that is because now I have so much drive to go somewhere new and unfamiliar, like this trip did for me. I want to continue to grow in my global leadership skills and I think the best way to do that would be to do whatever it takes to go to a new environment and to even encourage others to go somewhere out of their comfort zone. Not only growing individually in the many areas of life, but pushing others to grow as well is, I think, another aspect that makes a great global leader.

5.6 Colin Burke

In Spain, the most meaningful experience for me was the homestay experience. By living with and getting to know a real Spaniard, I was forced to open my eyes to how people actually live there. I learned so much about the language by speaking it with “Nani”, our host mom. In addition, we learned about the politics, television shows, history, and her love for the city of Granada. Had we been in a hotel our entire time in Spain, I would not have gotten these valuable insights into Spanish
culture. Also, our homestay made me feel like I was actually living in Granada. We even got into a little bit of a routine going to class, then home for lunch and siesta, then one of our activities later on in the day. It was nice to have a home to go back to and a place where we felt welcome in a foreign country.

In Morocco, my most valuable experience was going to the “mint tea with locals” event. There, we met students like us from Morocco and were able to share our experiences and hopes for the future with them. We even had the chance to build our friendships throughout the trip by going with them to the Medina and the soccer day. There was a big change in attitude for me, and I think a lot of other people, after meeting people we could relate to. Morocco all of the sudden became a little less foreign, the culture a little less distant, and the people a lot more relatable.

Throughout both Spain and Morocco, my two most valuable experiences were getting to meet locals who welcomed me and gave me a more complete view of that country. These two experiences forced me to grow as a person. I now feel more comfortable speaking and interacting with people from different countries. I was impressed with how welcoming everyone was in both countries, and it has deeply impacted me and my views of immigration and international students in the United States.

5.7 Paola Castaneda

In my opinion Global Leadership means letting go of all the biased and assumptions of people based on where they come from and the identities they have and just appreciate their presence. I think it’s in human nature to focus on the negative and how we are different from others instead of seeking the similarities. I believe that it’s important to stay true to ourselves and not be afraid to let ourselves shine in professional environments or completely lose ourselves in a miserable daily routine that we invested so much time and money in. As I work towards my Aeronautical Engineering in Technology degree, I see myself being around a lot of professionals that I normally would not interact with outside of work. After taking this course and experiencing all that I did in a month I know that in order to be a global leader, I need to set a goal to grow professionally and open myself up to promote diversity and strive to expand our horizons beyond the U.S. and other power countries. It is important to think about humanitarianism and how we can invest in developing countries.
As opposed to the melting pot theory that so many people hold true, I believe a more reasonable approach would be a salad bowl, full of a perfect balance of greens, reds, purples, yellows, oranges, and pinks. A salad only tastes good with a mixture of vegetables and fruits of all textures, colors, and flavors, which I believe is how this society should be. We all have so much to offer from our own cultures and backgrounds, why would we ever settle for just lettuce? I think coming together to celebrate one another and really learn to appreciate our neighbors, colleagues, and associates would fill that gap that many people feel when they don’t fit in this perfect mold of the perceived definition of “American.” What does that even mean, being a true American? Liminality was introduced in our second Moroccan lecture and I believe it is the perfect term to describe the culture of the United States because of the amount of different cultures present throughout the country. For example, Florida once became Little Cuba where Cuban culture was very prominent throughout the Southern region of the state and Spanish was beginning to challenge this idea of only speaking English because we are in America. Although English is the language spoken by the majority, I think that it is important to be considerate of native languages of the residents and citizens of this wonderful country.

5.8 Daniel Cervantes

One of the most meaningful experiences that I had was during class when we talked about the Intercultural Development Indicator. I remember looking at the results for my IDI, and I felt so confused. I was in the polarizing section of the spectrum, which was eye-opening to me because I was fully convinced that I was in the minimization/acceptance phase. I didn’t realize why I was in this phase until I truly thought about it, and it was because I was in reverse polarization. It made sense because my whole life I never really fit into my own culture. I have been discriminated and discouraged by my own people, and for that reason, I tried to disregard my culture. How can I accept other cultures, when I don’t even accept my own? I think this question reflects my mindset change.

Rosa’s authenticity lecture and story solidified what I needed to do. I needed to finally conquer the demons that I have been hanging on to for so long. It was time that I got more in touch with my roots. I never liked my culture because I felt I didn’t belong, but I learned on this trip that I need to accept where I come from instead of run away from it. I learned that cultures should be
cherished. Your culture is an identity that you and many people are a part of. Although it is important to explore and understand new cultures, it is also important that you stay true to your own culture. If you don’t empathize with your own culture, how can you empathize with someone else’s culture? It’s all a balancing act that you learn while abroad.

This experience has truly given me a new outlook on life in general. I honestly didn’t think that I would experience so much in the four weeks we were abroad. Everything that we did had some merit and a lesson to learn, whether it be in the social, professional, cultural, and personal aspect of our lives. When I enter the professional world as an engineer, what I make and design will affect the world greatly, either for better or for worse. I will be alongside other engineers from a number of different backgrounds and cultures. I will need to incorporate ideas like communication, critical thinking, cognitive flexibility, willingness to engage, self-efficacy, etc. to build a healthy relationship with my colleagues. Which is why it is so important to remember the lessons I learned through this experience.

5.9 Faith Dalton

My expectations before coming on the trip, involved thinking that I wasn’t going to grow personally like everyone else was. This was because I had already went on a trip with Horizons and thought that I had already grown personally. I was really wrong. I did grow personally on my first trip with Horizons to Greece, but I grew differently on this trip to Spain and Morocco. On this trip I was able to experience a true culture shock. This was because I did not speak the language in any of the places we went so communication was always a struggle. Not being able to communicate with others is a scary thing to experience, but I was able to grow and to overcome this barrier by finding other ways to communicate. Secondly, I wasn’t expecting to grow socially. I am always the shy quiet one who doesn’t want to draw attention to myself. I like to work behind the scenes and never self-promote my successes or myself. I don’t know what happened, but on this study abroad trip I was more outgoing than I have ever been in a long time. I would say that the people on this study abroad trip really helped make this happen. My classmates were very friendly and easy to communicate and be myself around. Overall, I was quite shocked at how much I had actually grown on this study abroad trip, especially since this wasn’t my first experience abroad.
I believe all teachers should be global leaders because of the diverse classrooms we are seeing in the United States today. As a teacher, in order to be a global leader you need to be able to acknowledge cultural, religious, and racial differences in all of your students and be able to have an open mind while staying true to yourself in the end. While learning and discussing global leadership in our Purdue lectures, I was able to learn about global leadership as it pertains to my life. Of all the skills we learned about I would say that ethno-cultural empathy was one of the most difficult concepts of global leadership for me to understand. Ethno-cultural empathy is empathy that is directed towards people from racial and ethnic groups that are different from one’s own. I feel that this was the most difficult concept for me to grasp, because I was having a hard time putting myself in the shoes’ of the locals. Until you have lived the life or have had a personal narrative of someone’s life, it can be very hard to express authentic empathy towards the locals from another culture. Even though, I would say I struggle with ethno-cultural empathy, I have learned a lot and have been personally challenged to stretch my understanding of this cultural competency.

5.10   Sarah Englebert

I was not really expecting to grow much from this experience, but I was pleasantly surprised with the large involvement from the locals. I figured we would be touring buildings, going to class, trying new food, and walking around. While we did all of these things, I also got to interact with a variety of Moroccans, and this is what made the trip memorable and life-changing. Just seeing a mosque would not help me to understand the Islamic faith, but hearing about the five pillars and their concentration on tradition and peace from a practicing Muslim made me begin to understand and accept. The classes also had more impact than I was expecting. I thoroughly enjoyed the guest lecturers because I am more interested in learning about real-world issues and things involving personal stories. I went from being very uncomfortable in Morocco to feeling at home, and it was the people I met that made that happen.

The most impactful experience for me was visiting Saber’s home, who was a Moroccan college student we met the last weekend we were in Morocco. He was very inviting and I felt immediately comfortable when we arrived to his home. He showed us his pet turtle and we lounged around and
talked while his mother made us lunch. Along with having a nice relaxing afternoon, I got to see how they interacted as a family and their hospitality. His mother showed us recent pictures of her daughter’s wedding and her face lit up just like my mother’s would. Her joy with sharing the wedding pictures with us helped me to realize that although Moroccans are very different, there are still common things that unite us. When we were briefed in our security meeting when we first got to Morocco, we were told how different the culture and people were, but there were many instances where things seemed familiar. I learned that it is important to celebrate differences, but to also notice similarities to be able to connect.

5.11  Kate Forrestal
From the moment we stepped foot in Morocco, I was cognitively and emotionally challenged. The lifestyle was different, the values were different, and the social tendencies seemed incredibly sexist. I was tired and frustrated but slowly my eyes were opened. The lectures by the Moroccan professors exposed me to the lens the American media uses to show us the rest of the world. I grew emotionally and culturally on this trip and I owe it all to the opportunities provided by the Horizons and ISA staff. The change was not what I expected, but I do not think it ever is, and I could not have imagined to ask for more. I feel the need to mention that I completely owe my level of emotional intelligence to Horizons. I feel incredibly blessed that I have been able to learn the lessons taught during this trip and my previous one. I was blown away two years ago after the lectures led by Josh and Rosa. I can truly say that I am a completely different person now because I truly understand myself on a new level now. I would not say that this is the easiest competency but it is also not one that I have much of a struggle with anymore thanks to the teachings of Horizons.

While in Morocco, I was heavily impacted by our opportunity to interact with locals our own age during the scheduled “tea with locals”. This truly set this trip apart from the experience I had on our previous trip abroad. I was more than a tourist; I was more than a student abroad; I was an individual. I was able to discuss and form lasting relationships with young adults from a completely different world and because of that, I am forever connected. While I did feel connected to the area and culture both times in Spain, our Moroccan friends truly brought the culture to life and invited us into their day to day with open arms. I will continue to keep in contact with all of the beautiful
people I was blessed enough to meet in Meknes and hopefully these connections will lead me to finding myself back in that amazing place again in the future. I will no longer be complacent with one side of a story like so many in the world are. Peace and acceptance is not impossible, but with the way the world operates currently it is unattainable and sadly will likely never be reached. What we as ambassadors must do is spread the insight we have gained through our interactions, advocate for a part of the world which so many Americans are fearful or unsure about, and explain the ideals which we have come to live by. It is not weird, it is different and that is beautiful.

5.12 Marcela Foster

Before I came along on this journey I knew that I would somehow grow and perhaps change as a person. I knew I would be gaining perspective since I was going to be in new countries, but I didn’t know how much it would affect me. Even though I have been told a million times that studying abroad changes you, I didn’t really understand it until I was back from the experience. Studying abroad even for just one month has benefited me in so many ways. I have had an impact personally, professionally, socially, and culturally. To summarize the culture impact I would say I have learned a lot about cultures that I was unfamiliar with. I have a deeper understanding of not only the people, but their religion, and their way of life. I can now see with a new set of eyes because I have seen the world differently with this experience. Just because someone does something differently than you does not make it wrong and we learned to accept that and not view it as being “weird.” Another way it has culturally impacted me is by having friends globally. I now have connections to places I did not have before.

I have not gone home yet since the study abroad trip so I have not been able to re-acclimate. But, my perception of the experience has changed now that I am living in a city where there are people from all over the world. I can say that I am more culturally aware and being in a global area I can recognize differences. At work we have a lot of international guests so I have to be courteous of all and respect their ways of doing things. This experience has probably prepared me to work in a multicultural setting. I went back and re-read my journal entries and thought about how I used to perceive things and how I perceive them now. I know that I grew a lot along this trip by being immersed into new and exciting cultures.
Prior to going on the trip one of the activities I was most looking forward to was the community service portion. My expectation for the trips were that the facilities were going to be of low quality and the kids would not be in the best condition. I was completely wrong and I was so impressed of the quality of life and happiness the children had. We first went to a disability center and I fell in love with the kids there, they had so much energy and were so intelligent despite their mental conditions. There were kids with downs-syndrome who knew two languages. The disability center was so nice and even had the capability of keeping kids Monday through Friday because they had beds and all the necessary equipment to help them.

When we visited the orphanage I had this expectation of a gloomy, negative atmosphere. The moment we stepped foot inside I knew that I was completely wrong. There was so much energy and happiness radiating from the children. All they wanted to do was play with us and have fun. The language barrier did not even seem to matter. During our visit I saw how the children interacted with us and with each other. It was amazing how genuine the kids were and it was an honor to have met them. They reminded me that it’s not all about having stuff but about appreciating the little things in life. They helped me reflect on my own life and how privileged I am which changed me. I realized how lucky I was to have such a loving and supporting family. I thank the children for the huge amount of happiness they gave us.

The kids in both places were so happy and filled with optimism. Both of those visit impacted me in a great way. I thank them because they taught me that a smile is a universal language and that you do not need to know the language to interact with somebody. As the trip went on I realized how amazing my peers were and I had a great time learning and growing with them. My expectations of the trip were met, I saw a lot of beautiful places, I met amazing people and I got to try amazing food. I was able to get out of my comfort zone and experience new adventures. Now that I am at home I had time to look back at pictures and my journals to reflect on everything I did while abroad. I want to continue my growth by expanding my horizons. I aim to volunteer more, meet new friends, and start to learn a new language.
I was expecting to grow personally from the study abroad trip as a whole but I wasn’t exactly sure how I would grow. Before the trip I spoke to a lot of people who had studied abroad before and every single one of them talked about how much they grew as a person. Even after those conversations I don’t think there was any way for me to understand how greatly this trip would impact me. I expected to be more accepting, but I didn’t expect my acceptance to be so strong that I would fall in love with these countries and the people in such a short amount of time. I expected to come home and be excited to share my stories about these amazing countries, but I didn’t expect to become so passionate about what I learned and experienced. I was telling my older brother about the trip on the way home from the airport and he said my eyes lit up the entire time, and that’s how he knew this trip had affected me in a way nothing else has before. I’ve never been the type of person to correct someone when they stereotype people or talk badly about people. Since our trip I’ve found myself asking people to refrain from offensive comments.

I noticed myself struggling with minimization at the beginning of our time in Morocco. Even one of the first nights in Meknes when we met with all the local Moroccans I noticed that I kept starting conversations about similarities between our countries. I was asking if they had the same food, listened to the same music, and played the same sports. When I realized I was doing this I started asking them about things that make Morocco unique. I think one aspect that affected my acceptance of the new cultures was intimidation. I was intimidated by stereotypes and things I had grown up believing. It is crazy how wrong stereotypes and assumptions about a culture, race, or religion can be. By the end of the trip I definitely think my IDI was closer to acceptance than minimization. This trip not only impacted my perspective and acceptance of the cultures I was able to immerse myself in on the trip, but other cultures as well. This trip heightened my curiosity about our world and the many beautiful cultures within it. I still believe I will never be able to put into words how fulfilling it truly was and how it is continuing to impact my life. I have brought the open-mindedness, acceptance, and new perspectives I gained on the trip back home with me, and that’s one of the greatest gifts I could ask for.
5.15  **Hannah Keith**

Since coming back from this study abroad trip, I have discussed my trip and what it has meant to me to my friends and family. I had an extremely wonderful experience going to Spain and Morocco, especially with such an amazing group of people. My friends and family have been asking me a lot of different questions about my trip and what I loved most about it. That was the hardest to answer out of the many questions that they had asked. This is mainly because I loved everything that we did while on this trip. Although that was a difficult question to answer, one that was easier to answer was, ‘Which experiences were the most meaningful to me.?’ Being able to go to the orphanage and the disability center for our service learning days were definitely the most meaningful experiences that I was able to partake in. I have a great love for children and passion for helping others. Taking time during our trip to be a part of these service learning days was very humbling. I feel very appreciative for what I have, more so than I did before. I loved seeing the joy we brought to each and every one of the kids at the disability center and orphanage. The kids I met there were so joyful and loving, which made leaving them the hardest part of this trip. Another very meaningful experience that I had on this trip was when we were in the Sahara Desert and all of us were under the stars singing our favorite songs and dancing to the Moroccan music. That night reminds me of all the amazing people I met on this trip and the good friends that I made. We were all so carefree and able to be silly with one another. I think our group dynamic was so strong that it made the trip that much more incredible. Being in the desert that night with everyone was a moment I hope I never forget. I am so thankful for everyone on the trip and having the blessing of participating on this study abroad trip.

5.16  **Madalyn Mann**

We talked about a lot of different cross-cultural competencies, but I would have to say cognitive flexibility came easiest to me. The biggest thing for me to remember was I couldn’t control everything that was going on around me while we were out of the country. Sometimes you have to just take whatever it is that is going on and make the best out of it. One good example of cognitively flexibility took place while we were hiking in Madrid. I have never really been on a hike before so that was a new experience in itself. After we actually started walking up the mountain, I realized this was going to be more difficult than I originally thought. When I thought about hiking I never really thought about how thirsty I was going to be or how long you actually
have to hike to get up and back down the mountain or how many different paths there are so it is easy to get lost. Thinking about the hike overall, different challenges kept coming up and our plan was continually changing. We weren’t planning on hiking as long as we did, but we all pushed through and kept going. We even walked a little extra when there was something we wanted to see. Once we saw everything we wanted, it was time for us to find our way back down to go home. The only problem with that was we decided to walk a different way to get back and to say the least that was not an easy trip. Thinking back on it now we all used each other to help whether someone was holding my hand while I jumped off a little higher part of the mountain to make sure I got down safely or us all giving out opinions on how we should get down. Eventually, we got down, but this was a very difficult hike. While it was super difficult I didn’t realize it then but I see how flexible we all had to be the whole time. If I would have been close minded during the hike, then I’m not sure how it would have gone.

Now that I’ve returned home I’ve began to realize that I am less judgmental about different cultures than I used to be. In one of my journals I mentioned how I really would like to keep my eyes open to everyone, even after I was home, and not judge them based on how they look or dress. I really noticed I was not as judgmental after the shooting in Orlando happened a couple weekends ago. They said that the man was a Muslim and it didn’t change my views on anyone I had met while we were in Morocco. My family made comments about Muslims and I found myself explaining information I had learned in one of my lectures to them. I tried to explain to them that not all Muslims are bad, and I tried to open their eyes to how amazing every person I met in Morocco was. I think this trip really made me grow up too. Before the trip, I wouldn’t say I was very immature but I definitely did some maturing while we were gone. I think being able to see and experience everything we did just showed me there is so much out there and just made me realize how every little thing in life is so precious and we need to cherish everything.

5.17 Emma Mendez

When we first arrived at the orphanage I was a little overwhelmed. Mo told us that the kids run and crowd everyone. I’m not used to kids doing that, unless I’m at camp, but it was fun! I liked how they all played games with each other and let the other kids play with them. My favorite part of the orphanage was when this little boy wouldn’t leave me alone and followed me around just to
play with him. We played basketball, hula hoops, some soccer, and then took a LOT of pictures. All the kids wanted to take pictures and mess around with all of our phones.

I’m really glad we have the chance as a whole group to go to the orphanage and the disability center. Both were unique and extraordinary in their own ways. I hope everyone took something away from these activities and that it makes them feel privileged for what they have. Like Mo always says, “We are so privileged and we need to make sure we know it.” I’m also glad that Mo went to both facilities with us. You can tell he has a love for the children and makes sure they are having a good time.

As I am starting to reflect on this trip the first thing that comes to my mind is how blessed/lucky I was to go on it. I can defiantly tell I have changed since the beginning of the trip. I have grown as a person globally and as a leader. It’s funny to think that at the start of the trip no one really knew each other, but now I can tell everyone is comfortable talking with each other and sharing deep information at the debriefing sessions. The Purdue professors and ISA staff have really helped with that. From the start we could all tell Angel was an amazing guy and made us open up as a group. Same thing with Mo, he brings so much energy to the group and just making sure everyone has a great time! I can’t wait to go home and tell my friends and family of all my experiences. I have gained so much knowledge and insight from this trip and am ready to put the information learned to use.

5.18 Magaly Mendoza

Before venturing into Spain and Morocco I had absolutely anticipated personal growth as I committed to this trip for the sake of self-development in the midst of cultural immersion. Without ever being abroad for more than two weeks my anticipated change was limited to my experiences. I did not expect to have as much time as I had to extensively focus on my surroundings with greater appreciation and curiosity. This curiosity allowed me to explore beyond the visible as I was also granted the time to explore my thoughts, emotions, self-flaws and strengths. I discovered my passion for humanity, a thirst for language, and realized a fraction of my potential as an authentic leader amongst my peers. I had anticipated that I would identify with my roots as a result of my experiences aboard but rather was inspired to, and able to do so, as a result of interactions with my
peers. I was most ecstatic to further develop as a global citizen because traveling abroad has always rewarded me with a greater understanding for others while, simultaneously strengthening my communication skills; however, instead I developed into a global leader through intentional self-reflection and interactions that were guided by the structure of the course and instructors. I did not expect to experience clarity in my relationship with God as a result of being in the presence of Islam and I would have never fathomed coming to terms with failure but I absolutely did. I realized failure is failure and it is no more than that. There is so much life in this world that would even feel blessed to experience failure so it is up to me to own my path and give back in every way possible when deemed possible.

With an intention to pursue a career in engineering, global leadership is capitalizing on my knowledge and experiences across culture for the purpose of effective cross cultural communication. Such communication becomes vital in the expression of innovative ideas across diversity and for the creativity that stems from diversity. A global leader in the global world of engineering builds and strengthens a community of global engineers. I will never be able to fully adapt to any other culture because my roots will always remain prominent; therefore, I am to explore my roots so that I may identify with them strongly enough to translate such authenticity into my role as a global leader. I feel once this is achieved I will be able to learn from other cultures while simultaneously contributing with the culture I identify myself with. Global leaders above all are inclusive so I must be inclusive of my roots.

5.19 Nathan Munzt

The past four weeks in Spain and Morocco is and will be one of the highlights of my college career. Before I went on this trip, I talked about wanting something in college that I can look back on and say that it was one of the few formative experiences of my educational career. I am sure that this trip was exactly that. I learned, experienced, and saw so much. There are so many aspects of the trip that I will be able to apply to my future endeavors and I think that is the most rewarding part of this whole experience. Over the course of the trip I grew a lot more than I expected. I think that I am a lot more open to differences in culture than I was before. I had a lot of stereotypes that I had ingrained into my thinking and this trip helped me get rid of some of those. I think that I will see the personal growth of this trip come into play all throughout my college career. I don’t think
I am going to see black and white changes in myself, but rather I will see small changes in how I think about stuff and treat other people. That is the coolest part to me. That just a 4-week study abroad experience can have such an impact on me. It did not have one huge impact on me, but rather a bunch of small impacts that really are helping me change the way I think and feel about certain issues.

The academic sessions in Morocco were a highlight of the trip for me. The dehumanization of immigrants is a huge issue in the United States. I think that people tend to not think about why immigrants are coming to the United States and what happened to them in their life, but rather they are only thinking about the possible consequences it has on the United States. I think that it is the same for people around the world when it comes to the Syrian migrants. I already knew a lot of the immigration issues facing Europe and Africa, but talking with a local about it gave me a whole new view on it that I am appreciative of. I feel even more educated on the issues and now I think that I can really talk about the issue with some authority and some perspective that I did not have before.

5.20  **Stephanie Ontiveros**

In Spain, we were originally supposed to go hiking at Dehesa del Generalife on the first day we arrived to Granada; however, it was cold and rainy that day. We weren’t sure we were going to be able to put it back on our schedule, thankfully we managed to find time to reschedule it on a free afternoon. I have never been hiking and it was really hot that day. I was also feeling a bit tired, but once we met up with the rest of the group I was super excited to take on this adventure. This was probably not a huge hike compared to what others have done, but I felt accomplished hiking up the trails. This experience was meaningful to me because I was able to just stand there on top of the mountain and look at beautiful Granada, Spain. I just stood there smiling and not thinking about anything else, but just enjoying that moment. I thought about how grateful I was to be here; to be in the country I always dreamed of going since I was a child. There was enough silence that I was able to hear the other’s footsteps as they walked through the pathways of dirt and tiny rocks. I realized I needed to try new things because I am never going to know if I will enjoy something until I try it. Hiking was relaxing and allowed me to in a way, “get away” from the world.
Another meaningful and beautiful experience took place in the desert near Merzouga, in Morocco. While we were all gathered around the fire we started playing a game where people would take turns singing. Suddenly our Moroccan guides joined in with drums and songs of their own. We all began to dance and encouraged one another to close our eyes and just feel the music. There was a gentle breeze that flew across our faces as we danced. I already enjoy being goofy while singing and dancing, but having other peers enjoy it as well was a great feeling. I felt comfortable with this group of people. It was amazing being disconnected from everything back home. Later we watched the stars from the top of a sand dune and just talked about life. I would have never imagined I would be enjoying myself this much dancing in the middle of a desert in Africa.

5.21   Jocelyn Ortez

Learning and self-growth were not all that we did while participating in our study abroad. We also had the opportunity to take part in two days of service learning. I had previously worked with the disabled and found that they preferred to be treated as I would any other friend of mine. I would accomplish this by just walking in and just hold a conversation with them or join them in the activity that they were doing. When I walked into the first room I realized that the children weren't doing much and I did not speak their language. I felt a large barrier and didn't even know how to interact with them until Mo walked in and put his hat on a child and the child began tossing it in order to keep it away from Mo. This is when I realized that I didn't need to know their language but rather just interact with them. This meant so much more to them and taught me that love is the universal language.

I walked into the orphanage with the idea of love being the universe language and tried to interact with the children again. Though I walked in with more optimism during the second service learning, I felt like I couldn’t really make a connection with each child that I approached and I really couldn’t understand why. When I least expected it I came across two little boys, Mosher and Hairm, who spoke to me in French. I was able to understand them but I couldn't really speak it back then Harim realized I spoke English and broke out in conversation with me. Mosher began to give me a tour of the place and Hairm stopped me and said “we just want you to know we love you, and not like love love but like our sister thanks for coming” I did nothing more than follow them around and hear them tell me about the orphanage and I made such an impact on them. I felt
so comfortable and I felt as if they really were my siblings. I was shocked I felt this because initially I thought I’d feel sad for these kids, but then I remembered once again what Mo had said about those who have the least are usually happier than those who have it all.

Studying abroad with Horizons truly let me open my eyes, mind, and heart on things that I was closed and ignorant on. I learned so much more than I ever expected and had some of the best days of my life. I could have traveled the world on my own but I’m glad I traveled with Horizons and the specific group of people that joined me on the experience. While on the trip I knew that I was growing and becoming more self-aware. I didn’t realize how much each of the lessons and experiences I had in both Spain and Morocco would stick with me on my day to day life. Now that I have started my summer internship at LightBound as a Sales Engineer I’ve had to put in practice all of the things that Rosa, Josh, and Tommy have taught me. I have had to especially remain cognitively flexible because it seems that something changes every day. I am beyond grateful to have had this opportunity.

5.22 Vanessa Santana

Anyone with firsthand experience studying abroad can tell of the life impact and personal growth they return with. I have come back to the states with a new sense of what it means to be open to things, before this experience this often meant trying some new type of soda or having a new partner for a project. Abroad, however, I learned this means forgetting any preconceived notions you had and immersing yourself into things with a new set of lenses. Going to a hammam, or public bath, became a milestone in breaking through the shell I had been in. I went in a bit worried knowing no more than to ‘tap out if things began to hurt.’ I’m not sure I would read a book or enter a classroom with such warnings, and yet somehow I agreed to such conditions.

The Hammam has still been by far the most culturally immersive activity I’ve taken part in. I have had no experience in American or Hispanic culture that would have prepared me for this activity. For one, being in a room with other women from the trip while not wearing much clothing was slightly intimidating. When the cleansing began with flips turns and stretches over this strange woman’s lap on the wet floor of a public bath my discomfort grew. Almost chanting I reminded myself that it was part of their culture. For my own culture, yes, undeniable it was bizarre, however, I found myself remembering the importance and necessity behind not comparing, but rather taking
the experience for its own value and having the ability to be completely immersed in a different culture. I wanted to be immersed in the Moroccan culture, and this is exactly what I got. The hammam is part of the culture here, and something I had to experience for myself. In this experience alone I learned the importance of not comparing, but also how much richer the experience I had was by opening myself to something completely different from my own with no preconceptions, intimidated, or not.

Although I have left Meknes, I did not leave behind the words Josh, as well as Mo mentioned to us, something I will never forget: regardless of the language we speak, the purpose of personal encounters is to find a bridge; a bridge between two seemingly different people composed of two different experiences in order to connect. This connection can be made, whether that be through laughter, hand gestures, music or attempting to speak the very few foreign phrases you acquired.

5.23 Autumn Smolenski

Before leaving for our trip abroad everyone I had spoken with had said “You will be changed forever after this trip.” That sentence alone embodies exactly what has happened. I knew before leaving I was going to make memories that would forever dwell within me, but I didn’t know it was going to affect me like this. Our trip to Merzouga really opened my eyes to a whole new world. Driving up to the nomadic tent I saw Said, a 4-year-old who would change my perspective on the entire world. I asked Mo to translate for me because I had to talk to the little guy, and of course he said yes. What wouldn’t he have done to make us happy? I asked Said his name, how old he was, and what he was up to for the day. He responded to me briefly. But after that, it all happened. We were getting ready to return to our stay, so I pulled out a Dirham and handed it to Said—he threw it on the ground. I asked, “Why don’t you want it? Put it in your pocket and save it for a rainy day.” He replied, “I don’t need money, it doesn’t do anything for me. I’m happy.” That short remark changed me as a person, and impacted me the way nothing has ever before. That’s when I knew I was leaving my heart in Morocco, and I was going to have to return for it.

As I mentioned earlier I have changed for the better, but did I really expect to change? No, not really. I knew I was going to look at life from different cultural perspectives, and get some kind of reasoning for questions I had about the world, especially Muslim life, but I didn’t think it was going to affect me this way. It was such a pure process. I didn’t try to change, it just happened. I
started to think in terms of all mankind. I began to think about how my clothing or words affected someone else. I caught myself asking my fellow student Alondra one hundred and one questions that she repeatedly said “Do you think I would know that?” But I was just so curious. And I think that was one of the biggest changes. I thought I had settled in life. I had all I needed in America, and nothing mattered, but so many more things matter and so much less does. You see the thing I picked up the most, and changed me were the simple things. I think this trip changed me into the girl who packed 46 pounds of clothing and only wore 20. Why? Because simplicity and happiness are saturated in the minds of the people that I had the pleasures of encountering, and that’s exactly what changed me.

5.24  Jalen Snedeker

Since being home, I have done a lot of reflecting on my study abroad experience. The number of eye opening moments are countless and the knowledge I have gained are priceless. Being in Spain was very impactful for me, but one of the most meaningful experiences I had during the trip happened while we were in Morocco. Early in our time in Morocco we went to tea with Moroccans in hopes of making new friends. All of us, both Americans and Moroccans, sat intermixed at a long table. In the beginning we all were kind of awkward and didn’t know what to talk about so it was mostly just small talk, I had mentioned to my Moroccan friend sitting next to me that I sing, after he told me that he plays the guitar. So that kind of sparked a small conversation between us. Then another Moroccan came out with a guitar and Magaly, one of my fellow students, looked over at me and said “Jay, you should go sing.” I quickly refused, but she was persistent and said “Jay, do it! Just think about what you could start if you do. If anything, they will greatly admire your courage.” So I decided to give it a try and the outcome was astounding. After I started singing, everyone started singing along and smiling and the tension in the room just seemed to disappear. After that everyone was laughing and chatting and just seemed to be so much more comfortable. As I looked around, I thought “Magaly was right. All it takes for something great to happen is for one person to have courage and stand up and be a leader.” That experience was very meaningful and impactful for me. I will always remember it.

Since returning home I have noticed that I am more open-minded about other cultures and how I think about them. I have also noticed that I feel more comfortable with the idea of interacting with
people of other cultures now and I have a new desire to want to learn about their cultures and the countries they come from. When school starts back up again, I am going to be more curious and seek out information about other people and places and I’ll do this by having conversations and by research. My perception of not only the United States, but of the world has been altered thanks to this trip. I will carry out the teachings we had and the lessons I learned in my daily life and also in my future profession. I did change because of this trip. I have grown and I have advanced. I am a Global Leader.

5.25  Austin Swanson

When I think about talking to other students about traveling abroad one of my first messages is about cultural immersion. If you want to go on this trip and be completely immersed in the cultures you are experiencing, you need to wash out all of the hate and bias out of your body and just feel the emotions that come from being in a new country. You have to accept that every country is not the United States and that there are different people in this world. Culture is not just language and food, it is the media, family traditions, landscape, occupations, etc. Do not get stuck at the top of the cultural iceberg, explore down and dig deeper to better understand the culture you are in. The sooner you can do all of this, the better your experience abroad will be.

Through this experience abroad I know I have changed as an individual. I feel more adventurous, I want to do more things, and I want to travel again. I think it is unfair to live a life where you don’t explore what is around you. It seems dull to never experience what our Earth has to offer. Because of this I want to take the initiative and work harder for my goals. Never once in my life did I ever think I would leave the country, even get on a plane for that matter, but in one short month I not only flew on many planes, I visited 8 different cities from two countries and continents. That’s a lot of traveling for the kid in the 3rd grade who was asked where in the world do you want to travel and I said, California. There are so many opportunities out there waiting for us and we just need to reach out and grab them. If it weren’t for me taking a risk in applying for this trip, my summer would have been so boring, I would have gone back to my old job back home and just worked and slept for three months. But now I have the experience and knowledge of a month abroad to help widen others cognitive flexibility. I’m happy I made the right decision.
CHAPTER 6 EVALUATION

6.1 Intercultural Development Inventory

According to Dr. Mitchell Hammer, researcher and founder of the Intercultural Development Inventory (IDI), the IDI is the premier cross-culturally valid assessment for building cross cultural competence. Further, the IDI measures an individual or group’s progression along a continuum of cross-cultural competence. The IDI provides in-depth insights on how individuals and groups make sense of cultural difference and also how they respond to cultural differences (Hammer, 2015). The IDI was introduced into the curriculum during the 2016 experience to measure cultural awareness and growth that impacted student’s pre and post study abroad.

The pre IDI was given to students during their first pre-departure meeting to ensure all students completed the assessment. Each student received an individual profile that specifically measured their cultural competency prior to studying abroad. The Director, certified as an IDI administrator, ordered a group profile that compiled and averaged the cultural competency of all students as a whole. The Director provided the students an IDI group debrief while in-country to explain in detail their place on the cross-cultural continuum. Students were then provided their individual profiles and encouraged to request an individualized debriefing with the Director.

As a part of their grade, students were required to complete a post IDI assessment upon their return to the United States. In considering the measurable differences in the IDI it will be important to note some definitions. The IDI measures a person’s *Perceived Orientation (PO)*, this is where a person places themselves on the intercultural continuum. A person’s *Developmental Orientation (DO)* is a person’s primary orientation toward cultural differences and commonalities along the continuum as assessed by the IDI. The DO is the perspective a person will most likely use in those situations where cultural differences and commonalities need to be bridged. An *Orientation Gap (OG)* is the difference along the continuum between a person’s Perceived Orientation and Developmental Orientation. A gap score of seven points or higher indicates a meaningful difference between the Perceived Orientation and the assessed Developmental Orientation. The larger the gap, the more likely a person may be “surprised” by the discrepancy between their Perceived Orientation score and Developmental Orientation score (Hammer, 2012). A person can fall on the continuum in in the stages of Denial, Polarization, Minimization, Acceptance, and
Adaptation. The continuum is developmental; therefore if a person’s DO falls lower on the continuum they have the ability to progress forward. It also means that it is possible to digress.

Figure 6.1 shows the distribution of the DO for the 2016 study abroad participants along the intercultural continuum before the experience (Pre-IDI Developmental Orientation). As shown in this figure, the majority of students exhibit a DO in Minimization. Persons in minimization express one of two mindsets: 1) highlighting common observations due to limited self-understanding as being part of a dominant cultural community, or 2) highlighting these same similarities as a strategy for navigating values determined by the dominant culture group (Hammer, 2012). Minimization is a transitional frame of mind between monocultural views (lower end of the spectrum; denial and polarization) and intercultural views (higher end of the spectrum, acceptance and adaptation).

2016 Study Abroad: Pre-IDI Developmental Orientation

Figure 6.1 Pre-IDI Developmental Orientation

Figure 6.2 shows the distribution of the DO for the 2016 study abroad participants along the intercultural continuum after the experience (Post-IDI Developmental Orientation). As seen in this Figure, the predominant Developmental Orientation among students after the study abroad experience is within Acceptance. Persons in this orientation are able to value the presence of
differences and similarities between their own and other cultures, as well as willing to learn about the significance of an observed cultural behavior within different cultural communities (Hammer, 2012).

**2016 Study Abroad: Post-IDI Developmental Orientation**

Through comparison of pre- and post- analysis of the DO, the group’s pre-IDI OG averaged a score 28.3 and the post-IDI OG averaged a score of 21.6 resulting in a difference of 6.7 points. Further, 71% of students experienced a reduction in Orientation Gap. Overall, students increased in their cultural awareness by advancing on the continuum and/or closing the Orientation Gap. The shift in pre- and post- IDI distributions can be observed in Figure 6.3, below.
6.2 Non-Comparative Post Results

Figure 6.4 indicates the results of a survey for evaluating the effectiveness of the study abroad experience in student preparedness according to various topics indicated below (T1-T11). N=22
T1: Feel better equipped to become a leader
T2: Function in your host country’s culture and society
T3: Practice your discipline in different social or cultural settings
T4: Professionally collaborate with persons in your service-learning environment
T5: Work in a cross-cultural environment
T6: Approach problems from different perspectives
T7: I accept cultural differences and am tolerant of other cultures
T8: I know one or more people from another culture to the point where my ideas about that culture have changed.
T9: I am much more confident and self-reliant since studying abroad
T10: I have much more empathy for other people’s suffering
T11: I gained more from my service-learning project than I gave

As seen in Figure 6.4 above, students predominantly agreed or strongly agreed that the study abroad experience was able to contribute to their understanding of the various categories outlined above. Students were also asked to rate their overall study abroad experience, and the results of the ratings are show in in Figure 6.5. Students felt the experience was “Excellent” or “Exceptional”.

![Bar graph](image.png)

**Figure 6.5**  Student ratings for overall study abroad experience (n = 22)
Students were asked to rate how confident they are in referring to this experience in future job interviews or at career fairs. The results of this survey are shown in Figure 6.6. Students expressed they are either “very” confident or “extremely” confident at relaying this study abroad experience. n=22

![Bar chart showing student ratings for confidence in relaying experience.]

Figure 6.6  Student ratings for confidence in relaying experience (n = 22)

Students were asked to indicate which categories associated with global understanding and global leadership were important to them, and given the option to indicate all that apply. The categories and results of this survey are shown Figure 6.7, and show that the majority of students viewed importance in all of these categories. Students were also asked if they would recommend the Horizons/Purdue Promise study abroad experience to their peers, and 100% of students replied “Yes.” The results of this survey are seen in Figure 6.8.
In addition to the post-experience surveys conducted, students were asked to provide written responses to their experience with the trip. These responses are described in the following section.
The most valuable experience while abroad was:

Finally realizing what it is like to experience a culture outside of what I am used to. I loved meeting all of my new friends, with whom I have still kept in contact with. It was the experience of my life that I will never forget. I am looking forward to studying abroad again and meeting others my age!

I would say that the service learning portion of the study abroad trip was most valuable to me. The service learning taught me to be grateful for what I am blessed with even if it might not be of a high standard, because there are others who are way more grateful for much less. Also, the service learning really got me out of my comfort zone by engaging one on one with people from another culture who have a disability or are in an orphanage. This is something I wouldn't normally have done on my own in the United States, but since seeing the happy children in Morocco I have personally challenged myself to volunteer at least once a week.

Understanding that being part of a culture is not by looking at photographs or reading material, but to be immersed.

My most valuable experience while abroad was interacting with a nomadic child and seeing what his life was like while his family welcomed us into their home. I learned so much from this little boy in just a short 10 minutes.

The most valuable experience for me was meeting the people native to the country I was in. It was crazy how much I learned from them culturally and also socially.

Being immersed into a culture I had no previous knowledge on. Learning about it, and being able to first hand experience differences and similarities across cultures.

The most valuable experience while abroad was getting to immerse myself in new cultures. I felt like I had a better chance of understanding the cultures and traditions since I was in the country.

I think it would have to be the weekend when we went to the desert in Merzouga. When we stayed the night in the desert we sang and danced around the fire, it felt good to be disconnected from the world. Also we went to visit the nomads and it began to really open my eyes and see what others go through but they're still genuinely happy

Learning what it takes to become immersed in a new culture. I loved learning all the different cultures and how people act in different situations.

I think the service learning we did was some of the most beneficial experiences we had. We got to work with and get to know children of the other culture, but it also showed me how grateful I should be all the time.

The service learning projects in Morocco when we got to interact with disabled and orphaned children. Seeing their smiles was amazing and we only had to give up a few hours of our day

I think that the classes in Spain were the most valuable part of the trip. I think that once I started applying the things I learned the classes really started making a difference.

I'd have to say getting to volunteer at the local disability center and orphanage in Meknes as our service learning while abroad. It was so beautiful to see how much of an impact not only were we able to make on the children's day, but how much of a joy their smiles and laughter brought me. I had a personal connection with both places due to past familial situations, so it was a bit of an emotional time at first, but once I got to interact with the children and see how unconditionally happy they were to see us and spend time with us, my entire mood changed. As I reflected on both experiences, I realized how much privilege and blessings I have and made it my personal goal to focus on the beautiful and great
moments and things in my life as opposed to dwelling on the hardships and heartaches. Life is too beautiful to let petty things restrain us from living not only for moments that make us happy, but more importantly for the lives we're able to positively affect through our kindness and service. This is why meeting these lovely spirits was the most valuable experience for me while abroad.

The most valuable experience that I had while I was abroad was being able to bond with the children and peers that we met on this trip. There were two main activities that we had that I feel impacted me and my experience abroad. The first activity was the local tea that we all went to. We were able to meet Moroccan students and learn about them and their culture. It was great meeting people our own age and getting a feel for their culture. All of us made many new friends that day as well. The other activity was the community service learning days. We went to a disability center and an orphanage. It was fun to be around those kids and be able to brighten their day through silly faces and mini dancing parties. I loved those few hours that I got to spend with those kids. It didn't only impact them, but it impacted me and made me grateful for what I have. These were the most valuable experiences that I had while abroad and I will cherish these moments.

Staying in a home stay in order to fully immerse myself into the culture. My home stay mom prepared traditional food and spoke only Spanish, so I got a real taste of what it meant to live in Spain. I was out of my comfort zone but I knew I was safe.

The most valuable experience while I was abroad was having the opportunity to see how everyday people lived. In Spain we had a host family where we stayed with for 10 days. During those 10 days I was able to really experience how a Spanish family lived by their food, customs and interactions they had with us. In Meknes we had a tea where locals came and we were able to meet and talk with them. I was able to go to a local's house and have home cooked food. I was such an amazing experience to have that hospitality. I learned people are more than willing to open their arms to new people no matter the differences and I want to incorporate that into my daily life too.

Perspective gained was the most valuable experience as I have learned to seek the perspective of others especially, in its context for the sake of further understanding other and situations. With perspective in mind I also learned about myself as far as preconceived notions that I had before exposure to Spaniards, Moroccans, and my peers. Based on my experience with the local university students, I learned of their perspective of Americans and after expressing mine to them we were able to provide one another with greater insight. The lectures on media and immigration were also essential to this idea of perspective. I learned to empathize with immigrants given alternate perspectives and I also learned the impacts of perspective throughout the media.

Service learning

In Spain, I believe my most valuable experience abroad was the homestay. It really allowed me to feel like I fit in with the culture. There is a big difference between staying in a hotel and actually living with others from the country. It gave me the confidence with the language, culture, and everyday interactions with Spanish people that I would not have had otherwise. And in Morocco, our event meeting the locals was the most valuable experience in that country. So getting to meet and interact with the locals really lets you get to know a country in a personal way, and that is extremely valuable.

Being given the opportunity to connect with the locals in Morocco on a personal level and truly make international friends who shared their daily lives with us and that we will be able to keep in contact with.

Learning about being cognitively flexible when we first started the class and applying it to various situations that we experienced while we were in Morocco.
Getting to immerse ourselves in the home life of a Spaniard. We lived for 11 days with Nani and it helped with my Spanish and understanding the culture in Spain.

Please provide a brief comment on your experience with ISA staff, positive, negative, or both.

The ISA staff was an amazing part of my trip. They made the whole transition from America to our new countries very comfortable and easy going. I miss our instructors, but wish the best for them on whatever their future brings.

The ISA in Spain was amazing! Angel was very excited to show us his home city and encouraged us every day to just become lost in the city. While in Spain Magaly and I had a host mom who was hard to get along with. We expressed our concerns and feelings with ISA and we were moved later that day to a new family. Knowing that the ISA staff in Spain heard our concerns and acted upon them meant a lot, because from then on we knew that they really did have our back and wanted us to have the best study abroad experience yet. The ISA staff in Morocco was phenomenal. Mo and Daniel really have worked hard to make the ISA program in Morocco one of the best ones out there. Mo was so caring and always made sure we were being safe but also having fun. While in Morocco we got to experience some cultural experiences that I had never even heard of. One of those experiences was the Hammam. The Hammam was something I was very nervous about, but after having the experience I wanted to go back for round two. Overall, the ISA staff in Spain and Morocco was great. Both places made sure we would walk away with a true cultural experience and cultural understanding for the people of those cultures.

Angel and Moe were extraordinarily helpful and professionals. I learned much more than facts about the countries.

I had a very positive experience with the staff. They did a great job catering to all of our needs and keeping us happy.

The ISA staff was amazing. I didn't expect to get so attached to the staff as much as I did. They really cared about our experience abroad and really did everything in their power so that we could have an amazing experience.

ISA staff was exceptional in making us feel safe and like we had a new home away from home. I believe since our tour guides are from there, their views are different than what we experience so that could be taken into consideration for future students studying abroad with ISA. Excellent program!

I had a great experience with the ISA staff. They did an amazing job of making sure we felt comfortable and welcomed. They also made sure we got to experience the traditions in each country.

Our ISA staff, angel and Mo were both so passionate and loved their country. You can definitely see it through their personality. They were both willing to answer questions and loved that we asked them.

All ISA staff was amazing and had a vast knowledge on the country. I loved getting to know them on a personal level.

The ISA staff we had was amazing. When we first met Angel he was warm and welcoming and showed us his passion for his country. Everything about him was great and he always was helpful and positive. Mo instantly greeted us as soon as we met and had a smile on his face no matter when I saw him. I learned so much from him and cannot imagine this trip without him. The other staff members we encountered in Granada and Meknes were always helpful and very nice.

They were awesome in both countries. They made me feel safe and cared for. They were knowledgeable and I know that I could come to them with any concern and be respected.

I thought both Angel and Mo did an amazing job. They were both passionate about their job and made their countries great experiences.
The ISA staff was exceptional and left a wonderful impression on me. I would study abroad through an ISA program again in a heartbeat! I enjoyed every second of my experience abroad, of which ISA helped plan and executed beautifully, along with the Purdue staff.

The ISA staff members were very friendly and welcoming. When we had Angel, he was very positive and passionate about Spain. It made the long tours more interesting. When we were in Morocco, Mo was very friendly and vibrant. He made everything even more fun than it already was. Overall, the ISA staff members were amazing and I had a very positive experience with both of them.

All of my experiences with ISA staff, in Spain, Morocco, and Purdue, have been positive. Every one of them shows genuine interest and concern for us, and they always are willing to share their enthusiasm and knowledge and I felt comfortable to go to them if I ever had a problem.

I have nothing but positive feedback on the ISA staff. They did a great job with being welcoming and making sure that everything went well. Angel did an amazing job explaining the history about the various places and Mo did an incredible job making us feel at home in Morocco.

I loved ISA staff as they were very accommodating and enjoyable to engage with. I cannot reflect on my experiences abroad without thinking of our exceptional tour guides in both Spain and Morocco. Both Angel and Mo had a strong impact on me as a person. Angel taught me to appreciate my surroundings with a bit more perspective given the context and through perspective of others. Mo brought me to realize just how privileged we are.

All of the ISA staff were amazing

I was impressed with the professionalism, their welcoming attitude, and friendliness of all the ISA staff. Our guides in both Spain and Morocco were fantastic: knowledgeable, friendly, and always there to help.

My first experience with ISA was two years ago where our main contact was Manuel in Valencia. It may be because it was my first trip and I will always be bias because of it but he was the perfect balance of knowledgeable and personable. In Granada Ángel was incredibly knowledgeable and in Meknes, Mo was incredibly personable. I greatly enjoyed my time with both of these gentlemen even if for different reasons. Once again, ISA surpassed my expectations.

The ISA staff was very attentive to our needs and made us feel truly welcome. I have no complaints over either Angel or Mo and the rest of the office workers were just as great as those two.

Both of our ISA Staff guides were great. Angel truly loved his city of Granada and you could tell he had passion. Mo was like a friend to all of us. He treated everyone with the same kindness.

Please provide a brief comment on the effectiveness of the global leadership course and its instructors (Josh, Rosa, and Thomas).

Josh and Rosa really took charge in making sure everyone was learning about Global Leadership. I wish Tommy spoke with the other students that were there. I know him and Laura had a good connection, but he did have other Purdue Promise students on that trip. I know some of them were talking to me about that.

Since this was my second time going through the global leadership course that Horizons teaches while abroad, I felt as though I wouldn't get much from it. However, I was wrong. Hearing the material a second time allowed me to make instant connections with what I was experiencing in country at that time. Josh's portion of the lectures was educational and impactful. I loved how in the first lecture about global leadership he included examples about how globalization has impacted the world. All of the events Josh talked about were things that I sadly had never heard of before. After hearing about these events like the
Nigerian school girls and seeing how the #bringbackourgirls had become a global hashtag in a matter of hours really showed me how very globalized our world really is. Josh outside of the classroom was always encouraging us to try new foods. Because of Josh I tried about 4 different types of fish, and didn't like either one, but I kept trying them anyway. Rosa's portions of the lectures were emotional and deep. Hearing Rosa's story for a second time didn't stop me from become teary eyed again. Rosa really exposed herself to us and because of that we all became open and comfortable around each other. Her lecture about be an authentic leader really spoke to me the second time. I knew what was going to be said, so I had a chance to think before and during the lecture personally about myself and if I had been practicing being an authentic leader since hearing the lecture the first time. I was able to reevaluate myself from where I was currently at with being a global leader and where I wanted to be in the next year. Outside of the classroom, Rosa was always there to talk. In fact all of the Horizons and Purdue promise advisors were always willing to talk to us about anything. For example, Rosa allowed my roommate and I to come over to her apartment late one evening to talk about our difficulty host mom. She listened to our concerns and advised us on what we should do. Tommy's portion of the lectures was motivating. He taught us how to share our story with others once we got back to the United States. It might sound like a no-brainer to share a story, but making sure the people who hear about your experience get the true understanding that you have changed and it's because of these experiences that I had while abroad. It was amazing seeing Tommy come out of his shell while on this study abroad trip. He was an easy person to joke around and have a great time with, but also be serious with and share concerns we were having. Tommy will do great things with the Purdue Promise Study abroad trips.

The classes taught by them is what makes the trip more appreciative and reflective, I like to compare the same experience with people who don't get to experience the course- I do not believe tourists come back with the same reflective perspectives.

For me global leadership was taught through these three tremendously. I think global leadership is effective because we are able to bring it back to the States with us and display it every day on campus. While it's knowing and interacting with cultures we were familiarized with or just simply recognizing cultural differences.

I feel like I learned the most from these lectures. Josh, Rosa, and Tommy really made the information as easily digestible as they could. They also provided an open environment in case discussion was ever needed. Josh, Tommy, and Rosa all had well prepared lectures. We really had the opportunity to learn more than what global leadership is but to also practice it.

I think the global leadership course was very appropriate and effective on this trip. The course and the instructors tied all our lessons into our daily activities.

This class helped me understand that I can still be a global leader even if I am not studying abroad again. In fact, you haven't studied abroad you can still be a global leader. I also learned about the skills needed from Josh's presentation. I really enjoyed Rosa's lecture as well when she told her story. She inspired me a lot and I thank her for that. Tommy's lecture was also interesting because he talked about how we can tell our story's and all 3 of the instructors said that its okay to still be developing your story.

Each instructor provided me with lots on information on what it takes to become a Global Leader. I'm very grateful that I had the opportunity to study abroad with that group.

This course actually ended up being so much more beneficial than I thought it would. We would be in a situation and I would think back to all the things we talked about in class. It also was helpful because it tied into all of the lectures in Morocco.

They did a great job and used real life examples.
I thought the courses and instructors did a great job. The classes were immediately applicable and I'll be able to apply skills I learned in all aspects of my life.

The global leadership course was hands down one of my favorite courses thus far in my collegiate career. Not only were the classes relative to any aspect of my future in the professional world, but also applicable in present time while abroad, as well as the remainder of my time at Purdue. I know I will take the skills attained on this trip back with me to Purdue and for the rest of my life.

I really enjoyed the global leadership classes and I think we had great instructors that taught us about it. This class opened my eyes and I think it will have a positive influence in my life and my future career. I think Josh, Rosa, and Tommy did a great job choosing who will teach each part of the class. The way it was set up helped the class make the most impact on the students, including myself. I personally have had Josh in previous classes and he was just as effective in this class as he is in other classes. This was my first time having Rosa and Tommy as my instructors and they both were more effective in their teaching than I had anticipated.

The global leadership course was taught in an interesting way that I thought was effective; we had lectures and discussions in Spain, and then an opportunity to carry out the things we learned by immersing ourselves into a vastly different culture in Morocco. Having the guest lecturers also brought a different point of view to the conversations we were having as a group, which was enlightening. Josh, Rosa and Tommy all were very open with us and encouraged us to branch out of our comfort zones, while providing guidance along the way.

I think Rosa, Tom, and Josh did a great job with the lectures and I really found them beneficial. Rosa sat down with me and talked to me on my IDI results and how I can better myself.

The lectures in Morocco were very informative and eye opening to the world beyond the states. I enjoyed these lectures for the perspective they offered. I could not have internalized these lectures as effective as I did if it were not for the lectures in Spain with Josh, Rosa, and Tommy. The first set of lectures helped put myself and where I stand into perspective in order to strategically develop as a global leader throughout the trip. I enjoyed Rosa's lectures the most as they were very powerful.

I learned a lot from the global leadership course.

All the instructors had their strengths and weaknesses. But together, they all worked together in a way that I would not change at all. They were always there for us no matter what, and gave us insight into their lives and global leadership that I would not have gained without them.

The lectures were beautifully led and linked together. Looking over all we had learned and what we took away on a deeper level because of the way it was presented, I appreciate our instructors even more for their intentional planning and consideration. These lectures were so much more than just information on slides. I didn't really expect to learn as much as I did from this study abroad experience but I have gained so much from these past 4 weeks. The classes really tied in well together and were very beneficial to me.

Please provide additional comments that could help improve the Horizons/Purdue Promise study abroad program.

I LOVED everything we did on this trip! No complaints on the places we went. Only part I wish that was done differently was maybe have a few more free days to explore outside of what was planned. I also feel like from all of the traveling we were very tired at the end of our trip. I don't think everyone was really excited in Casablanca from all of our traveling. Besides that I really want to study abroad again before my time at Purdue is up!
Overall, the Horizons/PuP study abroad trip to Spain and Morocco was great. The only suggestion I have is to really emphasize the host country's language in the pre-departure meetings. Knowing some conversational phrases is essential to having a great study abroad experience.

Study abroad should be a requisite for every student, no mattering the field. Papers shows that students have lost empathy throughout the recent years since more attention is attached to media and electronics. Study abroad could bring that back to the classroom. Source: Michael Wesch

I think the instructors did a phenomenal job with us, and it was all very well thought out. I think they deserve much more credit than given.

I really loved the size of our group. I feel like it was small enough to where everyone knew about each other, but also big enough so that people would not spend every day with the same people. The number of people also spawned a wide range of diversity within our group.

I would say even though I want everyone to have this experience, not to take a larger group.

Overall, I enjoyed this experience with this group of people including the instructors. I can't really think of anything right now. Perhaps finding a way to interact with more Spaniards not just our host family.

I wish Tommy talked more with other students from Purdue Promise. I know some of them told me that he really only talked to Laura and wished they had talked to him. Josh and Rosa did a great job to talking to everyone.

I wouldn't change anything. I thought it was a very well planned trip.

I am extremely grateful for such a wonderful opportunity! I hope to advocate to anyone and everyone to study abroad and take advantage of the wonderful opportunities Purdue has to offer! The Horizons and Purdue Promise study abroad was organized so well and executed perfectly! I appreciate everyone’s time, energy and effort in making this possible for my peers and myself! Thank you!

As mentioned above, I really enjoyed getting to meet the locals. I think that if this isn't already established in the upcoming study abroad trip, they should consider adding it. I think it would be beneficial to everyone who goes on this trip to have that experience.

The only thing I would improve about this program is just having the instructors give the students a little more of a heads up as to what's going on in terms of scheduling. I understand a lot of things are not finalized until last minute, but things like bus ride lengths and stops, and plane departure and landing times well in advance so students can mentally prepare and plan and feel a little in control of these things.

The only comment to improve the study abroad experience would be having prompt questions for the debriefing to making them more beneficial. Towards the end we have really meaningful debriefs but the first ones did not have much depth to them. Other than that, I thought that the experience was unforgettable and I got a lot out of the four weeks!

I would have preferred one day of traveling to get home rather than two. Above all, this trip was excellent.

I consider myself incredibly blessed to have been able to take part in this trip. While the weather wasn't always on our side, the trip was perfect because of the spirit and flexibility of our instructors and group. I am grateful to have been molded by these experiences and now be able to apply my gained insight to my future career.

Interacting with the locals really made the experience worthwhile. That is something that should probably be implemented in every study abroad program in the future. Though we had a great homestay experience we really didn't interact with many people from Spain our age.

N/a
For me it has always been difficult opening myself up to groups of people. I have trouble talking about my personal life with my close friends but I think the lessons I have learned from this course will help me be able to tell my story.

6.4 Final Course Grades

The distribution of grades for all students who participated in this experience are shown below. The grade is for the official study abroad course which the students took for this experience.

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REFERENCES


APPENDICES

Appendix A. Site Visit Itinerary

Morocco
March 28 – April 2, 2015

- March 28th  Flight Ryanair Madrid – Fez (departure 12.25 h – arrival 13.00 h local time)** – Pick-up at the airport and transfer to hotel Menzeh Zalagh 4* by bus – Free afternoon - Optional evening activity: folklore show (price 100 Dirhams) - Dinner and overnight at the Menzeh Zalagh 4* hotel

- March 29th  Breakfast at the hotel – All day visit to the Medina of Fez – Lunch in the Medina included – Dinner and overnight at the Menzeh Zalagh 4* hotel

- March 30th  Breakfast at the hotel – Travel by bus to Erfoud - Lunch stop close to the Ziz Oasis - Travel by jeep 4x4 from Erfoud to Merzouga in the desert of the Big Dune – Arrival at the camp in the desert at nightfall – Dinner and lodging in “haimas” (tents) in the desert.

- March 31st  We get up early to see the sunrise in the desert – Breakfast at the camp – Camel walk through the desert and visit a typical town – Rest of the day free to enjoy the impressive landscape offered by the Sahara desert – Lunch, dinner and lodging at the camp.

- April 1st  Breakfast at the camp – Travel by jeep to Erfoud - Continue from Erfoud to Meknes by bus– Lunch stop (lunch not included) – Arrival to Meknes in the late afternoon and overnight at the Rif 4* hotel.

- April 2nd  Breakfast at the hotel – Travel by bus from Meknes to the airport of Rabat ** – Flight Rabat-Madrid (departure 15.20 h local time – arrival 18.05 h).

Price of the trip departing from Madrid Barajas airport: 620€, airfares Madrid-Fez and Rabat-Madrid included**. In order to guarantee this price, you have to sign up through the ISA Austin office prior to December 31st and pay the NON-REFUNDABLE deposit*** of $300. The number of seats is limited: first come, first serve. You can only pay the deposit through the ISA student portal until December 31st, 2014. After that date, payments have to be made in cash (euros) once in Spain.

The deadline to pay the rest of the trip and to buy Dirhams is March 1st, 2015.
If you want to sign up after December 31st, please contact ISA Austin or your on-site director in order to confirm the availability of seats and the price (price will be subject to change depending on the airfare available).

**Included:** transportation by bus and jeep, 4* hotels in Fez and Meknes and "haimas" (tents) in the desert, 5 breakfasts, 5 dinners and 3 lunches (the drinks with the lunches/dinners are not included), visit of Fez, local guides during the visits, escort by ISA directors, airfares Madrid-Fez and Rabat-Madrid **

**Baggage:** Checked baggage is NOT included, the price includes one carry-on bag weighing up to 10 kg with max. dimensions of 55cm x 40cm x 20cm, plus 1 small bag up to 35 x 20 x 20 cms per passenger. Oversized carry-on baggage will be refused at the boarding gate, or where available, placed in the hold of the aircraft for a fee of 50€. You have the option to check an additional bag weighing up to 15 kg for a fee of 45$ / 35€ (roundtrip), you have to inform ISA that you want to check a bag when you pay your deposit and add this extra fee to your $300 deposit. Students are responsible for their own baggage fees.

**Important:**
** The airports of arrival and departure in Morocco are subject to change depending on the availability of seats.
** The $300 deposit, once submitted, is non-refundable. There will not be any exceptions, including illness or academic conflict, as the plane ticket is non-refundable, once purchased.
Appendix B. Final ISA Proposal

Custom Program Proposal

Purdue University
HORIZONS in Granada & Meknes
Summer 2016

Proposal prepared for:
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Faculty Programs Coordinator
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Proposal prepared by:
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About International Studies Abroad

For over twenty-five years, International Studies Abroad (ISA) has been helping students learn about their world. ISA currently offers study abroad programs in Argentina, Australia, Belgium, Brazil, Chile, China, Colombia, Costa Rica, Cuba, the Czech Republic, the Dominican Republic, England, Fiji, Spain, Germany, Greece, Hong Kong, India, Ireland, Italy, Japan, Jordan, Mexico, New Zealand, Peru, Scotland, Singapore, South Africa, South Korea, Spain, and Holland.

With its diversity of programs at more than 50 academic institutions throughout the world, and the dedication of its experienced Resident Directors, ISA provides support for an extraordinary range of faculty-led programs, including art history, business, literature, marketing, mathematics and modern languages.

Since its first Custom Program in 1995, ISA has:

- Partnered with more than 150 U.S. universities to develop custom study abroad programs for their students;
- Successfully developed and administered more than 300 custom programs;
- Sent more than 7,000 students abroad on programs developed in collaboration with U.S. universities.

ISA is a Global Partner of NAFSA: Association of International Educators, and supports NAFSA’s efforts to advance international education and exchange. ISA is also a member of EFCA’s Forum on Education Abroad and has been recognized and certified by the Forum through its Quality Improvement Program (QIP). ISA is also accredited in Spain & Morocco.

The ISA Custom Programs Advantage

As a benefit to partnering with ISA on a custom program in Granada & Morocco, Purdue University will:

- Maintain full oversight of the program academically;
- Have custom itinerary options for student housing, cultural activities, and excursions;
- Work with an experienced ISA Custom Program Manager, who is dedicated to making your program a success;
- Count on the support and expertise of full-time, local Resident Directors in Spain;
- Depend on 24/7 emergency support of ISA Austin and ISA Granada & Morocco;
- Receive marketing and recruitment assistance of ISA Representatives on campus and throughout your region.

Purdue University in Granada & Morocco Program Overview

Minimum enrollment: 25 students

Number of Purdue University faculty/staff leaders: 3

Arrival date at Madrid–Barajas Airport (MAD): May 9, 2016
Departure date from Mohammed V International Airport in Casablanca (CMN): June 4, 2016

Three Purdue University faculty members will accompany a group of students to Granada & Morocco for a four-week long intensive program focusing on Global Leadership. The Purdue University in Granada & Morocco program academics will be complemented with ISA–arranged cultural activities, day trips and excursions outside the host city.

Minimum Enrollment Policy

ISA program fees are set with a minimum of 12 students for this program. This policy enables ISA to offer a high quality program and avoids the risk of cutting out essential components such as cultural events, in order to finance an under-enrolled program. Purdue University and ISA may elect to run an under-enrolled program with modifications to the program components; for example, faculty support such as housing, on-the-ground transportation, and entry fees may be removed from the student fees and paid directly by Purdue University.

If fewer than 12 students enroll in the program, the university may cancel the program and encourage the prospective students to participate in an ISA catalog program. For an overview of ISA program options in Granada & Morocco, please visit our website for more information. ISA will facilitate this process and work directly with students to expedite the application process as much as possible. Should students choose to enroll in an ISA program, students will pay the standard program fee, but ISA will waive any applicable site fees.
PROGRAM PRICE

The Purdue University program in Granada & Morocco will be $3,300 per student if at least 25 students enroll. Please note that all ISA program fees are given in U.S. dollars and will not vary despite currency fluctuations.

<table>
<thead>
<tr>
<th>Number of students</th>
<th>Per-student program fee</th>
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<tr>
<td>25+</td>
<td>$3,300</td>
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</table>

ISA understands the importance of affordability in designing your program. We have made every effort to offer you a cost-effective, fully customized portfolio of services, tailored to the unique needs of your program. Should you receive another proposal for the program that comes in below the price quoted above, please know that ISA is very willing to work with you in an effort to achieve this price, when possible. If you would like to discuss modifying any aspects of this proposal to better meet your needs, please contact your Custom Program Manager.

ISA STANDARD SUPPORT SERVICES OVERVIEW

All ISA custom programs begin with the foundation of the following support services:

➢ Pre-departure support services
  - A custom-designed, full-color promotional flyer and provision of 25 copies to market your program on campus;
  - ISA University Relations Regional Director to promote your program on campus and regionally;
  - Pre-departure orientation materials including an interactive, site-specific online orientation;
  - Preparation, distribution, and tracking of required student forms and documentation;
  - Final pre-departure packets, including airport arrival instructions; student housing description, address, and contact information; students’ flight information; and a final program itinerary.

➢ Health, safety & liability support on-site
  - Orientation meeting upon arrival to address cultural adjustment, health and safety, housing, academics, excursions, and the program itinerary;
  - International health insurance for students and faculty;
  - Liability coverage for Purdue University for the duration of the program;
  - Emergency support from onsite staff who will be on call for the duration of the program, including support for participants who must visit the hospital or doctor; on-site staff will help schedule appointments, accompany the student on the visit, and assist in any other way possible.

➢ Post-program support services
  - Welcome back email sent to students with cultural adjustment tips, information on internship opportunities, and more;
  - Comprehensive program evaluations completed by students and faculty, reviewed by ISA and shared with the Purdue University Study Abroad Office and faculty member once the program is complete.

Purdue University in Granada & Morocco CUSTOM SUPPORT SERVICES OVERVIEW

In addition to the services listed above, the Purdue University custom program in Granada & Morocco will include the following:

➢ Academic Support
  - Classroom space for the Purdue University-taught course for a maximum of 15 contact hours over the duration of the program in Granada;
  - Student participation in local service learning opportunities for 2 half days over the duration of the program (including donations);
  - 3 academic visits and/or guest lectures, including housing, transportation, and interpreters (if necessary), with exact topics to be determined at a later date, but may include the following:
    - Global leadership
    - Current Events
    - Historical Perspective
    - Economics
- Use of the ISA Granada & Meknes offices, including computer/internet access and working space for Purdue University students and faculty upon request.

**Student Housing & Meals**
- Student housing with families in Granada (shared rooms), including 3 meals per day, and laundry services once per week.
- Student housing in shared rooms at hotels in Morocco. Breakfast will be included at the hotels each day.
- Welcome group meal in Granada and farewell group meal in Meknes (food only included).

**Faculty Support**
- Faculty housing in an individual room(s) with a family in Granada, including 3 meals per day, and laundry services once per week.
- Faculty housing in individual rooms at hotels in Morocco. Breakfast will be included at the hotels each day.
- Local cell phone and SIM card to be used by the Purdue University faculty leaders over the duration of the program in Granada & Meknes.

**Cultural Activities and Excursions**
- Cultural activities and excursions as listed, including entry fees and hotel accommodations for overnight excursions as indicated below:
  - **Madrid (2 nights)**
    - Guided tour of El Prado
    - Walking tour: Madrid de los Austrias
  - **Toledo (1 night)**
    - Guided city tour
  - **Granada (3 nights)**
    - Guided visit to the Alhambra
    - Bike tour of city
    - Lunch tour
    - Flamenco Show
    - Guided tour of La Capilla de los Reyes
    - Flamenco Class
  - **Tangier (1 night)**
    - Guided tour of the medina
  - **Meknes (8 nights)**
    - City tour
    - Hammam visit
    - Service-learning (2 half-days)
    - Visit to winery
    - Sports day - Water
  - **Marrakech (2 nights)**
    - Camel ride
    - Fes
  - **Casablanca (1 night)**
    - City tour including Hassan II Mosque

* ISA Granada & Meknes staff will welcome students and faculty upon arrival, lead all excursions, facilitate the program, and serve as a cultural liaison for the group throughout the program.

**On-site Transportation**
- Group pick-up & drop-off at Adan axis Madrid-Granada Airport and drop-off at Muhammad V Casablanca airport on designated program arrival and departure dates.
- Private-chartered buses will be utilized for excursions outside of Granada & Meknes.
- Vehicle transportation will be utilized between Spain & Morocco.

Detailed descriptions of each of the support services listed above are found in the sections of text that follow. If you have any questions or would like to make any modifications to your proposed program's inclusions, please contact your ISA Custom Program Manager.
Program Academics

The Purdue University program in Granada & Morocco will have an academic focus of Global Leadership and will provide students with academic credit upon successful completion of the program.

Purdue University Global Leadership in Granada & Morocco

While in Granada & Morocco, Purdue University students will enroll in Global Leadership to be taught by the accompanying Purdue University faculty members. In order to best understand and support the curriculum for the program, please provide a copy of the course syllabus to ISA upon approval of this proposal of support services.

Class Meeting Space

ISA will arrange classroom space for a total of 10 hours over the duration of the program for the Purdue University taught course in Granada. Upon revision of the proposal, faculty members will have the opportunity to request specific classrooms and/or instructional technology.

Academic Visits and Guest Lectures

In addition, ISA will work with the faculty members to set up five discussions led by local professionals in Morocco as a complement to the Purdue University academic coursework, including seminars and workshops (if necessary).

- Global Leadership
- Current Events
- Historical Perspective
- Economics
- AR

* ISA will make every effort to secure these lectures and academic visits. Specifics cannot be guaranteed at this time.

The Purdue University faculty members should provide guidance, potential contacts, and detailed academic objectives for each lecture, discussion, or visit in advance to assist ISA in preparing local experts for the types of questions that may be asked by the students. The academic visits and guest lectures will be confirmed 4 to 6 weeks prior to departure, within the timeframe in which local professors, professionals, businesses, and organizations are able to commit to the requested activities.

TRANSCRIPTION

Purdue University will be responsible for course registration, tuition billing, grade reports, and transcripts for all courses offered in conjunction with this program.

Student Accommodations and Meals

HOST FAMILIES

Students will be able to experience the unique culture of Granada by living with host families while on the program. In addition to having an opportunity to be immersed in the Spanish language, students will observe and experience aspects of the Spanish lifestyle that are inaccessible to most visitors. The homes are located throughout the city within walking distance or via local bus, 10-45 minutes from where classes will be held. Most of our families are made up of individuals who do not speak English. Some of the households do have English-speaking members, and all are experienced in hosting students with all levels of Spanish. The families will provide 3 meals per day and laundry service weekly over the duration of the program.
**ISA Host Family Quality Assurance**

ISA is well established at our program sites and we have long standing relationships with our host families. Host family housing is typically one of the best-rated components of ISA post program surveys, with students frequently commenting that their host family had a positive impact on their overall experience abroad. ISA ensures high quality homestay experiences by the following:

1. When contracting host families at each site, ISA conducts an extensive application and interview process including a home visit. How host family applicants are chosen is selected by their level of satisfaction by host families, indicating a high level of satisfaction with housing ISA students.
2. ISA maintains a detailed database of all host families, including family members living in the home, their ages and occupations.
3. Each ISA student that stays with an ISA host family completes a detailed evaluation at the end of their stay so we can ensure that conditions within the homestay continue to meet our high standards.

ISA makes every effort to meet housing requests of universities and individual students. Individual homestay matches are based on questionnaires students complete prior to departure, which outline any applicable health or nutritional requirements as well as personal preferences and roommate requests. Housing assignments are confirmed approximately two to four weeks prior to departure.

**HOTELS**

Students will be housed in standard rooms at a hotel for the duration of the program in Morocco (typically 2 students per room). If there is an odd number of students of the same gender, students may be housed in triple-occupancy rooms. Breakfast will be provided each day at the hotel. Students will be responsible for lunch and dinner meals with the exception of group meals as noted on the program itinerary.

**GROUP MEALS**

ISA will arrange two group meals in Spain & Morocco for the Purdue University students and faculty. A welcome meal helps establish a sense of community among the group and serves as an introduction to the Spanish gastronomy and culture. Likewise, a farewell dinner acknowledges the importance of the experience and provides a sense of closure to the program. Group meals may be part of a buffet-style. Contact your ISA Custom Program Manager for details.

**CELL PHONES**

While ISA does not provide international cellular phones, we can provide guidance and assistance to students wishing to obtain one for use while in Spain & Morocco. Students will receive detailed information on the variety of cell phones available during their on-site orientation upon arrival in Granada & Morocco.

**Faculty Accommodations and Support**

All costs for three Purdue University faculty members, including housing, excursions, cultural activities, health insurance and group meals as outlined in the program itinerary, are included in the per student program price.

**HORSEBACK RIDING IN GRANADA & MOROCCO**

The Purdue University faculty members will stay with a Spanish family in a private room for the duration of the program. The faculty members will be provided with 3 meals daily and laundry service weekly.

The Purdue University faculty members will stay in individual rooms at hotels in Madrid, Toledo, and during the program in Morocco. Breakfast will be provided each day at the hotel, and the faculty members will be responsible for lunch and dinner meals with the exception of group meals as noted in the program itinerary.
CELL PHONE & SIM CARD

ISA will provide the Purdue University faculty members with one mobile phone and SIM card upon arrival in Granada & Morocco, to aid in communication with ISA on-site staff, as well as Purdue University Study Abroad Office staff. Should an emergency arise, the cost of the phone service and rental is included. If the faculty member utilizes all of the minutes, data and/or data provided, the faculty member will be responsible for paying out of pocket for any minutes, texts, or data. It is the responsibility of Purdue University to ensure each faculty member is aware of this policy. Please contact your ISA Custom Program Manager for details.

FACULTY FORMS

All participating faculty are required to complete and submit ISA policy forms regarding medical history, housing, flight itinerary, accommodation, and academic responsibilities. The faculty members will also receive an ISA Faculty Handbook which outlines general ISA protocol as well as an application for recruitment and on-site group management. Advance copies of this handbook are available upon request.

FAMILY OR OTHER ACCOMPANING PARTIES

ISA will comply with Purdue University policies regarding accompanying person(s) for faculty-led programs. Should the university permit the accompanying of faculty members, ISA requires all accompanying persons to be approved and continued by Purdue University. Purdue University is responsible for providing ISA with details of the accompanying person(s) by February 23, 2023. Faculty members are required to submit the CF Faculty Accompaniment Information, including which activities the accompanying person(s) will participate in, within one week of notifying ISA of their participation. All accompanying person(s) must submit a waiver of liability to ISA.

ISA will then invoice the faculty members directly for costs associated with the accompanying person(s) prior to departure. Payment is due 15 days prior to departure of the program. If payment is not received prior to the program departure, the accompanying person(s) may not be able to participate in the program activities as planned. The faculty members will not receive any refund for any changes made to the accompanying person(s) attendance of program activities while on-site. Additional details about these policies are available upon request.

Cultural Activities and Excursions

As a complement to the program academics in Granada & Morocco, the Purdue University students and faculty members will broaden their understanding of Spain & Morocco through their participation in cultural activities and excursions as listed below. ISA will arrange group transportation and entry fees for students and faculty members during all program activities and excursions. On overnight excursions, the group will be housed in a hotel with students in double rooms (or triples if there is an odd number of students) and the faculty in single rooms.

MADRID (2 NIGHTS)

Madrid (pop. 3.5 million), the capital and geographic center of Spain, is a wonderfully vibrant city with intense cultural, artistic, and intellectual activity. Students will be captivated by Madrid’s impressive universities, royal palaces, pristine parks, and world-famous art museums. The city itself is a unique combination of old and new. Certain areas of Madrid are filled with modern high-rise apartments and bustling commercial zones, while other areas offer traditional landscapes with picturesque neighborhoods and quaint cafes. Residents of the Spanish capital refer to as “madrileños” seem to celebrate life at every turn, enjoying the company of friends and making the most out of each picturesque day they’ve afforded. Madrid’s cultural diversity, world-famous art and architecture, and dynamic nightlife are sure to satisfy international students of all types.

- Guided tour of El Prado
- Walking tour: Madrid de los Austrias
TÓLEDO (1 NIGHT)

Students explore Toledo, the first capital of Spain, which has remained relatively unchanged since the end of the Middle Ages. Toledo is known as the "City of Three Cultures" for the legacy left by Jewish, Muslim and Christian cultures.

- Guided city tour including:
  - La Catedral
  - Santa Irene
  - San Juan de los Reyes
  - Synagogue of Santa Maria de la Blanca

GRANADA (3 DAYS)

Students wanting to study abroad in Granada can experience a city which overflows with cultural and architectural remnants of an illustrious past. At the same time, the modern aspects of this vibrant city are ever-present. Granada was the last Muslim stronghold to be conquered by the Christian monarchs (1492), and although officially Spain's capital, its symbolic importance in the creation of modern Spain has made it a familiar name to historians and tourists alike.

- Guided visit to the Alhambra
- Bike tour of city
- Tapas tour
- Flamenco show
- Guided tour of the Cathedral y La Capilla de los Reyes
- Cooking class

TANGER (1 NIGHT)

The port city of Tangier has captured the imagination of travelers, writers and artists for centuries. Located at the strategic Strait of Gibraltar, this international city exhibits cultural influences from both Europe and Africa. From Tangier’s shores, one can easily view Spain’s southern coast, just nine miles to the north across the Strait. While in Tangier, students will explore this historic medina, Jewish, Andalusi, and the breezy seacoast promenades.

- Guided tour of the medina

MARRAKESH (8 NIGHTS)

Marrakesh, one of Morocco’s historic imperial cities, is home to a beautiful blend of the Arab, Amazigh, Jewish and French cultures composing modern Morocco. The diverse and distinct districts of Marrakesh, such as the bustling El Fnaa (Fnaa or new city), labyrinthine Medina (medieval city), and relaxing plazas and green spaces, speak true to the diversity of Morocco. Due to its cultural and historical remedy of the medieval city, UNESCO devotes Marrakesh a World Heritage site in 1985 (one of eight within Morocco). With its myriad opportunities for exploration, Marrakesh provides an ideal setting for study abroad.

- City tour
- Hammam visit
- Service-learning (2 half-days)
- Mint Tea with locals
- Sports day - soccer
**Merzouga Camp (2 Nights)**
Ride camels to your campsite amidst the sweeping desert landscape of the Sahara. Spend a festive evening under the stars dancing to Moroccan music and feasting on a meal of couscous and roasted meats and vegetables. Rise before dawn to witness the most incredible sunrise as the sun transforms the Sahara into a sea of reds and oranges. During the day ride 4x4s through the desert, stop to dance to Gnawa music, visit a desert-dwelling family, and hike through a fossil bed.

- Camel ride
- 4x4s

**Casablanca (1 Night)**
Students will arrive in Morocco via Casablanca, Morocco's largest city and economic hub. Tour the Hassan II Mosque, the world's second-largest religious monument and home to the world's tallest minaret (210 meters). After, explore the city and marvel at its exquisite masterpieces of Art Nouveau architecture.

- Walking tour and visit of Hassan II Mosque

**Passports & Entry Requirements**

**Passports**
All international travel requires a valid passport. ISA will collect virtual copies of each program participant's photo and signature page of their passport. For any program which includes domestic air travel within the host country or international travel once abroad, ISA requires Purdue University to submit all collected passport copies (photo and signature pages) to ISA with the final roster of participants.

**Spain & Morocco Entry Requirements for US Citizens**
Spain and Morocco may require a visa, a payment of a residency fee, or other entry or exit fees. Any such fees are not included in the ISA program price. If the proposed program is approved, during the admissions stage, ISA will provide a description of Spain and Morocco’s visa requirements and, if applicable, will provide information on the visa application process and provide supporting documentation as necessary. Ultimately, Purdue University students and faculty members are responsible for applying for and obtaining appropriate visas and paying all applicable entry and exit fees. Students who are not US citizens will be responsible for researching visa requirements and ISA will provide additional documentation as necessary.

**Transportation**

**International Flights**
International airfare is not included in the ISA program price. Purdue University students and faculty may book airfare individually, or Purdue University may choose to book group airfare through a travel agent. Should Purdue University prefer to have students and faculty book airfare individually, ISA will provide all program participants information on which airlines to book and the normal time window for ISA airport pick-up.

Should Purdue University prefer to book group international airfare for the program in Granada & Morocco, ISA has launched a partnership with STA travel and can connect Purdue University with STA dedicated group agents for an estimate. Please note however, that airline schedules are not released until approximately 300 days prior to the travel dates. If you are interested in working with STA travel, or for additional information, please contact your Customs Program Manager.
ON-SITE TRANSPORTATION

ISA will arrange airport pick-up at Adolfo Suarez Madrid Barajas International Airport and drop-off at Casablanca Mohammed V Airport at specified times on the designated program arrival and departure dates. If students are booking their own flights, ISA will provide specific information prior to departure about airport pick-up times and protocol.

For the duration between dates, ISA will arrange ground transportation on private chartered buses.

In addition, ISA will arrange transportation via ferry between Spain & Morocco. Tickets for each Purdue University student and faculty member will be purchased in advance by ISA.

Purdue University students and faculty members will be responsible for all other individual transportation while in Spain & Morocco. ISA will provide information on the public transportation system in Andalusia & Morocco prior to departure, and ISA Granada & Morocco staff will also advise students on transportation options during the orientation upon arrival.

Proposed Program Itinerary

The following itinerary is tentative and for planning purposes only. ISA will begin confirming the final program itinerary approximately four to six weeks prior to departure in close collaboration with Purdue University faculty and staff. Should unforeseen circumstances compromise the agreed-upon program itinerary, the ISA Granada staff and ISA Athens will work closely with the Purdue University faculty and staff to identify appropriate alternatives.

Sunday, May 8
Depart US for Madrid, Spain

Monday, May 9
ISA Airport pick-up in Madrid
Orientation
Welcome dinner
Overnight in Madrid hotel

Tuesday, May 10
Breakfast at Madrid hotel
Walking tour Madrid de los Austrias
Guided visit to El Prado
Overnight in Madrid hotel

Wednesday, May 11
Breakfast at Madrid hotel
Depart for Toledo
Walking tour Toledo
Santa Iglesia
Gothic Rome
San Juan de los Reyes
Overnight in Toledo hotel

Thursday, May 12
Breakfast at Toledo Hotel
Depart for Granada
Walking tour of Granada, lunch in homestay

Friday, May 13
Purdue Lecture & Decorting Session (2 hrs)
Guided visit to the Alhambra

Saturday, May 14
Sports day - Bike tour of city
Free day

Sunday, May 15

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<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Monday, May 16</td>
<td>Purdue lecture &amp; Debriefing Session (2 hrs)</td>
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<td>Topas Tour</td>
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<tr>
<td>Tuesday, May 17</td>
<td>Purdue lecture &amp; Debriefing Session (2 hrs)</td>
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<td></td>
<td>Tour of Sidi Driss</td>
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<td>Wednesday, May 18</td>
<td>Purdue lecture &amp; Debriefing Session (2 hrs)</td>
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<td></td>
<td>Guided visit to La Kasbah (la Casbah) and Regal Casbah</td>
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<tr>
<td>Thursday, May 19</td>
<td>Purdue lecture &amp; Debriefing Session (2 hrs)</td>
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<td></td>
<td>Cooking Class</td>
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<td>Free weekend</td>
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<td>Sunday, May 22</td>
<td>Free weekend</td>
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<tr>
<td>Monday, May 23</td>
<td>High speed train to Algiers (Algés)</td>
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<td></td>
<td>Ferry from Algiers to Tangier</td>
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<td></td>
<td>Medina Tour</td>
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<td>Overnight in Tangier hotel</td>
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<td>Tuesday, May 24</td>
<td>Breakfast at Tangier hotel</td>
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<td>Depart for Melhous</td>
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<td>Safety orientation</td>
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<td>Melhous City Tour</td>
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<td>Overnight in Melhous hotel</td>
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<td>Wednesday, May 25</td>
<td>Guest Lecture 3 w/ debriefing session</td>
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<td>Visit to Hammam</td>
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<td>Thursday, May 26</td>
<td>Guest Lecture 4 w/ debriefing session</td>
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<td>Sport day - soccer</td>
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<tr>
<td>Friday, May 27</td>
<td>Breakfast at Melhous hotel</td>
</tr>
<tr>
<td></td>
<td>Bus to Merzouga</td>
</tr>
<tr>
<td></td>
<td>Overnight in Merzouga Camp</td>
</tr>
<tr>
<td>Saturday, May 28</td>
<td>Breakfast at camp</td>
</tr>
<tr>
<td></td>
<td>Camel ride</td>
</tr>
<tr>
<td></td>
<td>4x4 tours</td>
</tr>
<tr>
<td></td>
<td>Overnight in Merzouga Camp</td>
</tr>
<tr>
<td>Sunday, May 29</td>
<td>Breakfast at camp</td>
</tr>
<tr>
<td></td>
<td>Return to Melhous</td>
</tr>
<tr>
<td></td>
<td>Overnight in Melhous hotel</td>
</tr>
<tr>
<td>Monday, May 30</td>
<td>Guest Lecture 5 w/ debriefing session</td>
</tr>
<tr>
<td></td>
<td>½ day Service-learning</td>
</tr>
<tr>
<td>Tuesday, May 31</td>
<td>Guest Lecture 6 w/ debriefing session</td>
</tr>
<tr>
<td></td>
<td>½ day Service-learning</td>
</tr>
<tr>
<td>Wednesday, June 1</td>
<td>Guest Lecture 7 w/ debriefing session</td>
</tr>
<tr>
<td></td>
<td>Visit for local</td>
</tr>
</tbody>
</table>
Thursday, June 2

Day 1 in Marrakech
Tour & dinner

Friday, June 3

Depart Marrakech to Casablanca
Walking Tour Casablanca with Hassan II Mosque
Overnight in Casablanca hotel

Saturday, June 4

ISA drop-off at Casablanca airport
Depart for US OR regional flight to Madrid, return to US

ISA Support in the U.S.

The ISA Custom Programs team is made up of twelve full-time staff members, one of whom will manage the Purdue University program in Canada & Morocco. The ISA Custom Program Manager for your program in Morocco, Shannon, will serve as the primary contact for Purdue University faculty and staff throughout all phases of the program, especially during the pre-departure and post-program phases. While abroad, the Purdue University faculty and staff will work closely with the overseas staff on site to troubleshoot any potential problems and manage the day-to-day program operation.

24/7 EMERGENCY SUPPORT

The support of ISA Austin is available to Purdue University advisors, students, faculty, and parents throughout all phases of the program. ISA Austin offices can be reached at 1219-689-5322 during regular business hours:

- Monday-Thursday: 7:00 AM – 5:00 PM CST
- Friday: 7:00 AM – 5:00 PM

During weekend and evening hours, the ISA Austin telephone answering machine will provide the caller with the ISA Austin emergency phone number, which is available 24 hours per day, seven days per week. For additional support in case of emergency, the ISA Austin staff is trained to assist emergency calls and respond according to ISA emergency protocol. ISA Austin should be included in any pertinent emergency communications and will remain the point of contact for the U.S.-based Purdue University program coordinators.

ISA Support in Granada & Morocco

On-site, ISA's resident directors will assist students and faculty with all aspects of their experience abroad. ISA Resident Directors are local and are highly knowledgeable about the available facilities, customs, support, activities, and local people. The ISA Resident Directors manage program orientation, academic support, excursions, weekly meetings, cultural activities, and other services. ISA staff members are trained to ensure the well-being of each program participant and make every effort to make themselves accessible to students at all times. In the event that a program participant must go to an hospital or a doctor, the ISA on-site staff will assist in scheduling the appointment, accompanying the student on the visit, and aid the student in any other way necessary. Additionally, the ISA Granada & Morocco staff will ensure that the student is aware of all procedures required to file an insurance claim for medical services.

ON-SITE PROGRAM ORIENTATION

Upon arrival in Granada & Morocco, the ISA on-site staff will conduct a program orientation to address:

- Cultural adjustment
- Health and safety and medical insurance procedures
- Housing
- Academics
- Program itinerary and upcoming cultural activities
- Acquiring cell phones in Granada & Morocco
These orientation meetings allow students a chance to become familiar with the ISA Resident staff immediately upon arrival. During the orientation meeting, each student and faculty member is provided with an emergency contact and upon arrival, which includes the ISA Resident Director's office phone number, cell phone number, and email address.

ISA GRANADA & MOROCCO OFFICE AND STAFF

While in Granada, the University of Georgia students and faculty members will have access to the ISA Granada office and the support of its seven staff members. Ideally, just steps away from the University of Granada’s Center for Modern Languages, the convenient location of ISA’s Granada office makes it easily accessible for ISA students. The office is also in the heart of historic Albaicín district of Granada, nestled amongst light, cobblestone-streets and alleyways. Cafés and tea shops abound in the area, making perfect spots for afternoon study or conversation with a friend. Students are merely a walk away from all the shops and lovely plazas and sites that Granada has to offer. The two floors of this beautiful, brand new facility house a computer lab, classrooms, resident director offices, and lounge/study areas. During normal office hours (Mon-Fri, 10am-23h), students may visit the office to use the internet, receive tutoring, find out about upcoming excursions and activities, utilize various travel and academic resources, or simply visit with the ISA staff.

The Resident Director in Granada is María Benitez Vences. María was born and raised in Granada, and recently returned to her hometown to join the ISA Granada team after many years of international experiences. She first gained an appreciation for American culture while living in Colorado, where for ten years she taught Spanish at the University of Denver. Later, she broadened her horizons as a foreign language teacher in Belgium, where for seven years she worked for the University of Louvain La Neuve, near Brussels. She holds a Bachelor’s degree in English Language and Literature, as well as a Doctorate in Pedagogy and Didactics, both from the University of Granada. She has also worked as an au pair in England, and as a film producer for educational videos. When not on the job, she enjoys scuba diving, skiing, and the outdoors. María is proud to be part of an organization where students are shown kindness, patience, and individualized attention, and she looks forward to using her experiences in ISA Granada to enrich her students’ experience with American culture.

While in Morocco, the Purdue University student and faculty members will have access to the ISA Meknes office and the support of its four staff members. ISA Meknes office is located in the Ville Nouvelle, the modern center of the city, just minutes from many ISA apartments and homestays. At the office students will have access to WiFi as well as to the ISA computer lab. The office provides ISA students with a central place to reference travel materials and other books, practice their Arabic via language exchange in the morning, or simply visit with other students and our friendly resident staff. Our helpful resident staff is available to you during office hours and on call after hours.

The Resident Director in Meknes is Daniel Chagné. Daniel has gained a passion for international education, travel, and cultural understanding through his own adventures throughout North America, Latin America, Europe, Asia, and Africa. Daniel has been involved with ISA in several different roles. As a college student, Daniel studied abroad with ISA in Granada, Spain, an experience that significantly influenced his studies in the fields of Spanish Language, Cultural Anthropology, and Linguistics. In 2014, Daniel joined the ISA Granada team as Coordinator of Student Services. Since then, he has put his passion for international education to work by overseeing the day-to-day operations of ISA Granada. His role includes ensuring a positive experience for both residents and visitors.

Program Marketing Support

ISA is dedicated to making your program a success. A crucial step to being able to implement your custom program is recruiting students, and ISA would love to help you to market your program on campus and at nearby colleges and universities. All ISA marketing support services are both complimentary and optional.
PRINTED AND PDF PROGRAM FLYERS

The ISA graphic design team can custom-design a promotional flyer for the Purdue University in Canada & Morocco program. ISA will provide 75 full color copies of the 8.5"x11" flyer along with the PDF file for your use should additional copies be required. Alternatively, if Purdue University designs flyers or other graphic imagery in-house, Purdue University may elect to share the final PDF file with ISA for distribution.

ISA REPRESENTATIVES ON CAMPUS

The ISA University Relations Regional Director for NASPA Region V, Abby Miller, can help promote the Purdue University program in Canada & Morocco. Helps visiting your campus and others throughout the region, Purdue University and faculty members can have with your ISA Representative to promote the Purdue University program in Canada & Morocco:

- Study abroad fairs
- Information tables
- Meetings with students, advisors, and faculty
- Classroom and student organization presentations

REGIONAL MARKETING

If Purdue University is able to accept non-degree seeking students on the program in Canada & Morocco, your program may be eligible for additional promotion off campus at nearby colleges and universities. If Purdue University is part of a consortium or consortium within which Purdue University would like ISA to help promote this program, please speak with your Custom Program Manager for more information.

Next Steps

Thank you for your consideration of International Studies Abroad. ISA views each Custom Program as a collaborative effort and we hope to have proposed the program that suits your academic and cultural objectives. If you would like to make any revisions to the current proposed program, please contact your ISA Custom Program Manager to update the proposal and the program price accordingly.

Should your institution decide to partner with ISA, ISA will provide a contract that confirms the proposal as well as the finalized program components and support services. The proposal does not serve as a contract for your program; the contract will outline program admissions and financial policies, including the option to cancel the program without financial penalty, and will require signatures from ISA and Purdue University. Below is an outline of deadlines that will be further defined in the contract.

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>75 Days Prior to Program Departure</td>
<td>45 Days Prior to Program Departure</td>
<td>45 Days Prior to Program Departure</td>
<td>14 Days Prior to Program Departure</td>
</tr>
<tr>
<td>Official Decision Deadline, Receipt of all program participants sent to ISA. Refunds for withdrawals of any participant after this date will be subject to non-refundable incurred costs</td>
<td>Final Forms and Payment deadline, Full Program Payment Due to ISA from Purdue University. All administrative forms and applicable payments are due to ISA. Withdrawal of any participant after this date will result in a penalty of 50% of the participant’s applicable program fees.</td>
<td>Withdrawal of any participant up until this date will result in a penalty of 50% of the participant’s applicable program fees.</td>
<td>Withdrawal of participation after this date will not receive a refund.</td>
</tr>
</tbody>
</table>
In order for ISA to provide the optimum housing and academic support, we are hopeful that you will finalize your decision as soon as possible, ideally seven to twelve months prior to the program departure. Please notify ISA when a decision has been made in the interim, please do not hesitate to contact us with any questions or revisions.

Thank you,

Hernan Lizondo
Custom Program Manager
512.495.5222
hliconzo@studiesabroad.com
cp@studiesabroad.com
Appendix C. Student Study Abroad Application

Granada, Spain & Meknes
Morocco Study Abroad Application

Applicant Information

Full Name: ____________________________ Date: ____________

Last First M.I.

Campus Address: ____________________________ Apartment/Unit #

Street Address ____________ City ____________ State ____________ ZIP Code

Cell Phone: ____________________________ Email ____________________________

Purdue College of Enrollment: GPA:

Eligibility and Requirements

Applications Due by 5PM on January 15, 2016
Please turn in application materials directly to:
Rosa Villarreal, Josh Milligan, or Sam Walter in the Horizons Office

- In order to apply you must be on Good Academic Standing beginning Spring 2016
- Seniors who apply cannot be May 2016 graduates
- A copy of your passport or proof of initiation of passport application is required (i.e. receipt)
- $200 Deposit is due upon submission of application. The $200 will be applied to the overall study abroad cost and once participation is confirmed it is non-refundable. For those students not chosen to attend the study abroad experience, your $200 will be refunded to you.
- All students who are chosen must attend ALL four pre-departure meetings.
- All students who are chosen must agree to join a closed Facebook Group for the study abroad experience.

Essay

Please include typed essay responses on a separate document. The responses are to be in 12 PT Font, Times New Roman, and double spaced. There is a minimum of 500 words and a maximum of 1000 words per question response.

1. What would it mean to you to study abroad with Horizons Student Support Services?

2. What interests you about the specific locations of Granada, Spain and Meknes, Morocco?

3. How do you see this experience supporting your plan of study and/or your professional aspirations?
4. Students will be put in unfamiliar, challenging environments and are often outside of their comfort zone. What challenges do you foresee while participating in this program and how will you overcome these challenges?

5. For the most part you will not know the majority of students attending the study abroad trip, what steps will you take in becoming acquainted with your peers?
## Appendix D. Student Study Abroad Application Scoring Rubric

### Study Abroad Application Rubric

<table>
<thead>
<tr>
<th>Response to questions:</th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Points:</strong> 0</td>
<td>The student's response is poorly thought-out, or does not answer the question. Lacked commitment/connection to Horizons and the purpose of the study abroad program.</td>
<td><strong>Points:</strong> 10</td>
<td>The student's response lacked depth but addressed the questions at hand and included commitment/connection to Horizons and the purpose of the study abroad program.</td>
<td><strong>Points:</strong> 20</td>
</tr>
<tr>
<td><strong>Question 1:</strong> “Why would you like to study abroad with Horizons Student Support Services?”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Question 2:</strong> “What interests you about the specific locations of Granada, Spain and Meknes, Morocco?”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Question 3:</strong> “How do you see this experience supporting your plan of study and/or your professional aspirations?”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Question 4:</strong> “Students will be put in unfamiliar, challenging environments and are often outside of their comfort zone. What challenges do you foresee while participating in this program and how will you overcome these challenges?”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Question 5:</strong> “For the most part you will not know the majority of students attending the study abroad trip, what steps will you take in becoming acquainted with your peers?”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Length, style, grammar, & spelling: | Points: 0  
Essay was not long enough to fully address questions, with many spelling and grammatical errors. | Points: 5  
Some spelling or grammatical errors. Essays were adequate in length but lacked depth. | Points: 10  
Essay well written and well developed, with minimal spelling and grammatical errors. |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Past Participation:</td>
<td>Points: 0</td>
<td>Points: 5</td>
<td>Points: 10</td>
</tr>
<tr>
<td>If the student previously partook in a Horizon’s study abroad program what was their overall level of participation? (Past instructor perspective only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Points:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes

_________________________________________________________________
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_________________________________________________________________
Appendix E. Program Itinerary

PURDUE UNIVERSITY
HORIZONS IN GRANADA & MOROCCO
SUMMER 2016

Sunday, May 8th
Depart US for Madrid, Spain

Monday, May 9th
ISA airport pick up in Madrid 7:00am (Landing at 6:30am Terminal 4)
5:30PM – Orientation
8:00PM – Welcome dinner
Overnight in Madrid. Hotel NH Zurbano

Tuesday, May 10th
8:30am - Breakfast at the hotel NH Zurbano
10am lobby. Bus from hotel to Palacio Real
10:30am Local guide. Madrid de los Austrias from Palacio Real (outside). Walking tour
1PM & 1:30PM Guided visit to El Prado
Overnight in Madrid. Hotel NH Zurbano

Wednesday, May 11th
7:30am - Breakfast at the hotel NH Zurbano
9am lobby – bus. Depart for Toledo
10:30am – Puerta Bisagra. Local Guide
Panoramic bus & walking tour (Sinagoga, Catedral, Santo Tomé, San Juan de los reyes)
Overnight in Toledo. Hotel Hesperia

Thursday, May 12th
9:30am - Breakfast at the Hesperia hotel, Toledo
11am – Depart for Granada
5pm – Settle into homestays and meeting your host families

Friday, May 13th
10am – Meeting at the Isabel la Catolica square.
10am-11am – Walking tour of Granada
11:30am – 1:30PM Purdue lecture Y debriefing session (2H)
1:30PM – 6:30PM – lunch (picnic bags), sport day (hiking Dehesa del Generalife. We’ll bring soccer ball to have a game with the students! :)

Saturday, May 14th
Free weekend
Sunday, May 15th   Free weekend

Monday, May 16th   9:30-11:30AM - Purdue lecture Y debriefing session (2H)
Tapas tour (lunch or dinner)

Tuesday, May 17th  9:30-11:30AM - Purdue lecture Y debriefing session (2H)
19H – Meeting Isabel la Católica
20H – Flamenco show

Wednesday, May 18th  9:30-11:30AM - Purdue lecture Y debriefing session (2H)
11am – Visit to the Cathedral & Royal Chapel

Thursday, May 19th  9:30-11:30AM - Purdue lecture Y debriefing session (2H)
13H/14H – 16H Cooking class (1/2 group)

Friday, May 20th   13H/14H – 16H Cooking class (1/2 group)
17H – meeting at the ISA office. Visit to the Alhambra

Saturday, May 21st  Free weekend

Sunday, May 22nd   Free weekend

Monday, May 23rd   AM - Depart Granada for Algeciras
Ferry from Algeciras to Tangier (Moushine)
Medina tour
Overnight in Tangier hotel

Tuesday, May 24th  Breakfast at Tangier hotel
Depart for Meknes
Safety orientation
Meknes City Tour

Wednesday, May 25th  Guest Lecture 1: Dr. Zakaryae Arsalane - Darija (Moroccan Arabic)
Mint Tea w/ Locals

Thursday, May 26th  Guest Lecture 2: Dr. Abdallah Malki - Between East and West: A view of Al Andalus from the Maghreb (w/ debriefing session)
Visit to Hammam
Friday, May 27th
Breakfast in Meknes hotel
Bus to Merzouga
Overnight in Merzouga Camp

Saturday, May 28th
Breakfast at camp
Camel rides
4x4 tours
Overnight in Merzouga Camp

Sunday, May 29th
Breakfast at camp
Return to Meknes

Monday, May 30th
Guest Lecture 3: Dr. Abdelmajid Hajji - Western and Eastern Media Comparison (w/ debriefing session)
½ day Service-learning: visit orphans & handicapped children

Tuesday, May 31st
Guest Lecture 4: Dr. Mohssine Nachit - Immigration Issues across the Mediterranean (w/ debriefing session)
½ day Service-learning: visit orphans & handicapped children

Wednesday, June 1st
Guest Lecture 5: Dr. Abdelmalek Elkadoussi - Moroccan Cultural Progression throughout the Modern Era (w/ debriefing session)
Sports day - soccer

Thursday, June 2nd
Free Day in Meknes
Farewell dinner

Friday, June 3rd
Depart Meknes for Casablanca
Tour Casablanca and Hassan II Mosque
Overnight in Casablanca hotel

Saturday, June 4th
ISA drop-off at Casablanca airport
Depart for US or regional flight to Madrid, return to US
Appendix F. Post Evaluation

Non comparative Post Study Abroad Survey 2015

Name:

General Knowledge, Abilities, Skills
Please rate your CURRENT CONFIDENCE in the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Not Confident (1)</th>
<th>Somewhat Confident (2)</th>
<th>Moderately Confident (3)</th>
<th>Very Confident (4)</th>
<th>Extremely Confident (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Setting</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Navigation through unfamiliar environment</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Cross-cultural communication</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Cultural Sensitivity</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Ability to solve problems</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Ability to solve conflict</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Knowledge of your discipline in a global context</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Ability to get a job in your field of study</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Ability to perform your job in a global context</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Ability to make a difference in the world</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Ability to lead others</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Achieving your life's aspirations</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Taking action to help others in need</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
The following is/are important to you (check all that apply):

- Learning a foreign language (1)
- Knowledge of other cultures and ways of thinking (2)
- Knowledge of global events (3)
- Knowledge of your academic discipline in a global context (4)
- Global Leadership (5)

Please rate your overall study abroad experience:

- Poor (1)
- Fair (2)
- Good (3)
- Excellent (4)
- Exceptional (5)

How confident are you that you will be able to refer to this experience in future job interviews or at career fairs?

- Not Confident (1)
- Somewhat (2)
- Moderately (3)
- Very (4)
- Extremely (5)

Would you recommend the Horizons study abroad program to your peers in this program?

- Yes (1)
- No (2)
- Maybe (3)
Please answer the following questions in regard to your study abroad preparedness and how accurately they describe you:

<table>
<thead>
<tr>
<th></th>
<th>A. Strongly Agree</th>
<th>B. Agree</th>
<th>C. Indifferent</th>
<th>D. Disagree</th>
<th>E. Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feel better equipped to become a leader (1)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Function in your host country’s culture and society (2)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Practice your discipline in different social or cultural settings (3)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Professionally collaborate with persons in your service-learning environment (4)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Work in a cross-cultural environment (5)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Approach problems from different perspectives (6)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I accept cultural differences and am tolerant of other cultures (7)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I know one or more people from another culture to the point where my ideas about that culture have changed (8)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I am much more confident and self-reliant since studying abroad (9)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I have much more empathy for other people’s suffering (10)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I gained more from my experiential learning than I gave (11)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Q10 The most valuable experience while abroad was:

Please provide a brief comment on your experience with ISA staff, positive, negative, or both.
Please provide a brief comment on the effectiveness of the global leadership course and its instructors (specifically Josh, Rosa, and Tommy).

Please use the space below for any additional comments that could help improve Horizons/PuP study abroad experience.
Appendix G. Course Syllabus

EDPS 490: Global Leadership in Granada, Spain & Meknes, Morocco

Instructors:  
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Rosa Villarreal  
Thomas Van Norman
Office: Krach 329

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Office Hours:  
By request

Course Description:
This course will include didactic content on global leadership while immersed in the cities of Granada, Spain and Meknes, Morocco. The instructors and guest lecturers will develop student understanding of global leadership success strategies and the skills to enhance leadership effectiveness as well as instruction on incorporating their experiences in career development. As students explore Spain and Morocco together they will be exposed to a breadth of diverse cultural experiences in which students will be challenged to reflect on their emotional response and active participation within Spanish and Moroccan culture and integrate these into their personal and professional world view.

Course Objectives:
1. To provide a framework for the concept of global leadership.
2. To enhance student understanding of cross cultural competencies as it relates to:
   a. A willingness to engage
   b. Cognitive flexibility and emotional regulation
   c. Ethnocultural empathy and tolerance of uncertainty
   d. Intercultural development
   e. Self-efficacy
3. Through investigating leadership across various cultures students will have an opportunity to reframe their definition of leadership through multiple lenses.
4. Through a discussion of cross cultural experiences students will learn to incorporate their study abroad experience into a networking context.
5. To provide classroom based opportunity for students to debrief on the impact of their cultural immersion.

Assignments and Grading Rubric:

Mandatory Participation 100pts

Students will meet as a group at various times (see calendar) throughout the semester and are expected to attend all in class and out of class activities such as cultural events and experiential learning. Students are expected to fully participate in all designated gatherings. Please note, unless otherwise discussed with the instructor, every tardy beyond the first you will lose five points. Please see the participation rubric below:

| Participation in discussion, actively engage the material and apply it to the overall learning process, ask questions. | 100 |
Has some hesitation when engaging in activities, but demonstrates effort; listens and participates. 80

Inattentive, unfocused, but still participates and successfully completes activities. 70

Demonstrated lack of effort, does not take class and participation seriously. 60

Disruptive, distracted, failure to demonstrate ability to listen and engage. 50

*Open to instructor interpretation

Journals 90pts

Students will be required to complete 9 journal entries outlining their experiences; you will receive supplementary information on journal topics in a separate assignment sheet. Please see the due dates below:

- Wednesday, May 11, 2016
- Friday, May 13, 2016
- Monday, May 16, 2016
- Wednesday, May 18, 2016
- Sunday, May 22, 2016
- Wednesday, May 25, 2016
- Wednesday, June 1, 2016
- Saturday, June 4, 2016

Blog Assignment 20pts

Students will be required to submit one blog write-up that will include picture submissions. It is to be turned into Rosa Villarreal by 9pm the day of the student's designated blog date. The purpose of the blog is to document the entire experience from the perspective of the students and be accessible to the public (Horizons/Purdue Promise students, Purdue staff, Department of Education, friends and family). It will allow students to reflect on their time in Spain/Morocco that may include but are not limited to their travel, service learning, social, language, food, culture, and classroom experiences. Supplemental assignment information will be provided in a separate assignment sheet.

Final Reflection Essay 100pts

Students will be asked to complete a well written 6-9 page paper that provides a summary of their overall experience. Students will be expected to reflect on their performance, revisit journal entries, classroom lessons, readings, cultural events and activities, and provide a cohesive statement about their thoughts and experience within the framework of global leadership. Supplemental essay prompts will be provided in a separate assignment sheet. **Due date: By 5pm on Monday, June 20, 2016**

Pre and Post Assessments 40pts
Students will be required to complete the following assessments provided to them at the start and end of the study abroad experience. In addition, you will receive a course incomplete until all assessments are submitted.

Pre Departure Evaluation 10 Pts  
Post Abroad Evaluation 10 Pts  
Pre IDI assessment 10 Pts  
Post IDI assessment 10 Pts  

Due June 10, 2016

Grading Scale

315-350 A  
280-314 B  
245-279 C  
210-244 D  
0-175 F

*Students requesting any accommodations should contact their instructor prior to the start of the course.
Appendix H. Journal Assignments

**EDPS 490: Global Leadership in Granada, Spain & Meknes, Morocco**

Journal Assignment Guidelines

**Journal Reflections:**
- 500 word minimum, 750 word maximum
- Due by 9:00pm on the due date
- Email all journal reflections to your assigned instructor

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Journal #1</th>
<th>Journal #2</th>
<th>Journal #3</th>
<th>Journal #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>What are your personal expectations for study abroad and how do you suppose you will be impacted both socially and culturally? What was your overall impression of Madrid and Toledo?</td>
<td>In thinking about the next four weeks abroad, what are your expectations as it relates to the academic component of global leadership? Reflect upon your first class based on the introduction of global leadership. What two concepts are most important to you and your future endeavors? Please describe your initial impressions of the following: • Your homestay • The city of Granada • The ISA Spain Staff</td>
<td>Please reflect on your first week in Spain and describe an instance where you demonstrated cognitive flexibility. Based on the activity on emotional hot buttons, what were the most irritating and difficult behaviors for you? What cultural influences might be at the root of these feelings? Which of your behaviors might be irritating to someone who is culturally different from you?</td>
<td>Please look at page 6 of your IDI profile located in your folder. What is your overall developmental orientation and perceived orientation?</td>
</tr>
<tr>
<td>Date</td>
<td>Journal #</td>
<td>Content</td>
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| May 22nd   | Journal #5 | Reflecting back on the Purdue lectures in Spain and understanding that we will be immersed in a new cultural experience in Morocco, what are three important lessons that you have learned?  
  - Identify two things that you will **start** doing as a result of these lessons.  
  - Identify two things that you will **stop** doing as a result of these lessons.  
  - Identify two things you will **continue** to do as a result of these lessons. |
| May 25th   | Journal #6 | Describe two evident cultural differences between Spain and Morocco.  
  Please explain your initial impressions of the following:  
  - ISA Morocco Staff  
  - Guest lecture I on Moroccan Arabic  
  - Mint tea with locals  
  - Your hotel accommodations |
| May 30th   | Journal #7 | Please reflect on the following:  
  - Since arriving in Morocco what have been your highs and lows and why?  
  - What has been the most impactful cultural experience and why?  
  - How are you feeling physically and emotionally? |
| June 1st   | Journal #8 | What were your overall impressions and feelings about your community service experiences at the orphanage and at the disability center?  
  We have all had shared experiences and have grown closer to one another over the last few weeks. As the study abroad trip winds down, reflect on your experiences with fellow classmates, instructors, and ISA staff. |
|           | Journal #9 |                                                                                                                                            |
| June 4\textsuperscript{th} | Now that you have experienced visiting multiple cities within multiple countries, what cultural similarities and differences did you notice? What was the major highlight of your overall experience?

In a week you will be reflecting on this trip in its entirety for your final assignment. However, what is your immediate summarization of the study abroad experience? |
Appendix I. Final Reflection Assignment

EDPS 490: Global Leadership in Spain & Morocco
Final Impact Paper
Due Date: Wednesday, June 22, 2016 by 5pm

Please write a 6-9 page paper to include all of the following topics. For every day the paper is late, 10 points will be deducted from your final score. Please see the grading rubric for specific grading guidelines.

1. Personal Impact
   a. Review your journals and reflect on your study abroad experience in its entirety.
      i. What were the two most meaningful experiences you had during the past four weeks?
      ii. Utilize these salient experiences as a lens, how have you changed/grown as an individual?
   b. Were you expecting to grow personally from the study abroad experience as a whole?
      1. If you were expecting to change, was the change what you expected?
      2. If you weren’t expecting to change, were you surprised?

2. Professional Impact
   a. Please provide us with your personal definition of Global Leadership as it pertains to your intended career path.
   b. In considering your in-country experience and the cultural competencies discussed in ALL Purdue lectures, please respond to the following prompts:
      i. Which aspect of Global Leadership came most naturally to you?
      ii. What was the most difficult aspect of Global Leadership for you to conceptualize?
      iii. Describe a situation in which you experienced one of the cultural competencies first-hand?
   c. How has this experience impacted your professional growth?
      i. Have you developed any professional relationships with individuals while abroad (think broadly)?
      ii. How might you incorporate these professional relationships that you achieved once you return to the States?
      iii. How do you plan on integrating your study abroad experience into future interviews?

3. Academic Impact
a. Guest Lecture 2 & 4  
i. Reflecting back on guest lectures 2 and 4, consider the dehumanization/humanization aspect of immigrants as demonstrated in the video *Crossings* by Leila Alaoui. Describe the impact on your views of immigration in the United States.

ii. The notion of liminality was introduced in guest lecture 2, what is an example of liminality as demonstrated in the U.S.? (Can be either international or domestic).

b. Guest Lecture 3  
i. How did the class on media support the lessons you learned on global leadership? (Cite specific examples).

c. Guest Lecture 5  
i. Using information from the final lecture and your interaction with Moroccans, discuss the youth culture in Morocco and how it may impact Morocco’s place in the world in the future.

4. Social Impact

a. What were your expectations for the community service portion of our trip?  
b. Reflect upon the service you performed and discuss any personal impact you may have experienced.  
i. If you did not experience any such impact, please elaborate on why you feel you did not.

5. Cultural Impact

a. Now that you have completed the study abroad experience, imagine that you are an ambassador of this program speaking to a peer. How would you summarize the cultural impact of your month abroad? (Consider all of the cultural revelations and learning that you experienced, digging deeper within the IDI and cultural iceberg).

6. Re-acclimation

a. After reading your journal entries, how has your perception of the experience changed as you have re-acclimated to being home?