



Virtual Campus Internationalization Solutions

“I found the global presentations and the cultural labs to be highly effective in providing different perspectives of very current events from a global view.”

Dr. Pam Kaylor
Professor of Instruction
Women’s and Gender Studies & Communications
Ohio University



You’re Going Places

INTRODUCTION

CIS Abroad is an international education organization with over 20 years of experience connecting students with global learning opportunities through semester and summer term study abroad and experiential learning programs, and through facilitating customized faculty-led programming for our U.S. university partners. We provide innovative education programs that broaden academic perspectives, promote global awareness, and encourage personal development while laying the foundation for participants to become engaged world citizens.

Higher education, and international higher education in particular, has been undergoing rapid change - changes accelerated by the recent events surrounding COVID-19. However, CIS Abroad has been transforming, too, in light of the trends that are shaping our field. We've been creating new opportunities to support students in their efforts to internationalize their college experience, both at home and abroad. And, we've designed new programs that support institutions in their efforts to internationalize their campuses efficiently and effectively. We look forward to sharing those with you as we work together to forge a path forward through this changing landscape.

The academic division of CIS Abroad provides consultative services related to comprehensive campus internationalization, as well as specific programming in support of faculty development and collaborative, virtual global learning. In addition, CIS offers virtual learning options for individual students in the form of professional internship experiences and online skill building. An initial conversation with CIS Abroad can help university faculty and staff assess their basic needs, challenges, and goals relative to campus internationalization. In follow up, a plan can be developed based on institutional needs, preferences, and budgetary allowances.

CIS Abroad has developed **customized offerings to immediately and efficiently help university partners initiate or expand internationalization efforts on campus** (*blue headings*) in addition to the stand-alone program offering for students to enroll in directly through CIS Abroad (*orange heading*).

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“While physical travel isn’t available in the foreseeable future, there are numerous virtual global connections that can be made at the curricular, co-curricular and extra-curricular level that will support the university’s mission of creating global leaders. By innovating now, OHIO will be able to maintain student and faculty interest and engagement in global problems and solutions.”

Keely Davin
Associate Director, Office of Global Opportunities
Ohio University

GLOBAL IMPACT PROJECTS

As a way of providing students with the opportunity to apply theory to practice, and provide assistance to an organization abroad in need of specific skills and support, the CIS Abroad group-based, community-focused consulting projects match faculty members and their classes in the U.S with organizations (clients) located in one of our program sites across the globe. This structured learning experience can be integrated into an existing course. Impact projects are organized such that each class has one client that they work with over the course of the term. Additional projects can be added for larger classes and/or if smaller project teams are desired.

Students (and their instructor) meet virtually with their client (a community agency, non-profit/NGO, business, or other professional organization) to understand its specific needs, define the project that students will work on over the course of the term, and gain feedback on their progress. Once matched with a partner organization, faculty take the lead on arranging meetings between the client and the class throughout the term and oversee progress, ensure positive communication, and obtain feedback from the client. At the end of the term, students provide concrete deliverables to their client abroad, thus helping their partner organization expand their work. The project, and how it addresses community-defined priorities, is clearly articulated as part of the matching process. Because this experience is global in nature, students are exposed to the local culture of their partner organization in addition to gaining concrete, real-world technical experience.

STUDENT LEARNING OUTCOMES

Students will:

- Gain professional experience in an internationally oriented setting, engaging in direct service with a different culture and community from their base in the U.S.
- Synthesize classroom-based and community-based learning.
- Gain skills related to project management, service-oriented communication, and the nature of remote work.
- Engage in professional skill-building while contributing to the growth of their partner organizations and reflecting on larger issues within their “host” communities.

EXAMPLES

Social Entrepreneurship /Innovation/ Education & Training

In consultation with a non-profit organization in **Buenos Aires, Argentina**, support the launch of a new, virtual, environmental education training program - moving this product from concept through development. Conduct a SWOT analysis to understand the current target market, the product details, and program content. Create an implementation plan for the new product launch, including identifying a new target market(s), strategies for optimal reach and student engagement, necessary changes to the current in-person training program, and effective delivery methods to fit current needs. Determine how this program may be sustainable in the long term, analyzing profitability and economic sustainability.

PR & Communications	Provide communications support for a South African NGO focused on community intervention and empowering the lives of girls in high risk areas through sports. Develop a 12 month digital marketing and PR strategy to build a strong and engaging online presence in the local community and internationally, allowing the organization to expand its reach as well as identify and build strong partnerships with established organisations, clubs and potential donors.
Environmental Sustainability & Policy	Collaborate with a neighborhood organization in Quito, Ecuador to convert forgotten, dilapidated, and unused public park space into a sustainable, organic, community vegetable and fruit garden while educating the local community. Involves employing technical aspects of agriculture, creating and disseminating educational materials, and researching local policy and regulations that may positively support, or potentially negatively impact, the repurposing of land within the city for sustainable gardening initiatives.
Non-profit Management	Learn about the inner workings of a non-profit NGO based in Buenos Aires, Argentina whose mission is to improve children's quality of life in marginalized areas by generating opportunities for a better future; providing meals, clothing, crafts, and events that bring children and the community together; and enhancing the community through education and improvement of their physical environment. Then develop an effective and coherent volunteer recruitment and communication strategy for identifying, engaging, and recruiting ideal volunteers in alignment with the organization's value proposition and needs.

CIS ABROAD INCLUSIONS

- Initial consultation with faculty to determine scope of course, desired student learning outcomes as they relate to the project, timeline, etc.
- Identification of partner organization abroad with project needs that align with the US faculty member's course content and objectives.
- Facilitation of initial launch meeting between faculty member/class and client point of contact to discuss overall project, goals/course learning objectives, and anticipated final deliverables, thus ensuring a clear fit between faculty member/course and host organization/client.
- Ongoing support to ensure smooth progress over the course of the semester, should an issue arise.
- Facilitation of a mid-term and a final meeting between faculty member/class and host organization lead to present student deliverables and final feedback.
- Post-semester evaluation.

FEES

\$1,890 per Global Impact Project

WORKING ACROSS CULTURES MASTER CLASS

This master class introduces students to what is meant by culture and how culture impacts our ability to effectively communicate with others. A series of online modules, combined with supplemental lectures and cultural engagement lab activities, expose students to the concept of culture in its various forms. By completing the tasks associated with each module, students will be on their way to identifying the key skills they will need to effectively work - and lead - across cultures both domestically and internationally.

In addition to the module content, students and their faculty/advisors have access to a catalog of pre-recorded lectures by subject matter experts (SEMs) from around the world as well as engaging, virtual cultural activities that expose students to different cultures through the eyes of a local. If used in conjunction with an academic course or as co-curricular programming, faculty/advisors have the flexibility to utilize these lectures and cultural activities to emphasize specific cross-cultural concepts. The accompanying CIS Abroad *Critical Reflection Guide for Facilitators* includes reflection activities as well as additional enrichment activities and resources. The *Student Guide to Cultural Engagement* helps students prepare to make the most of each SME lecture or cultural activity.

STUDENT LEARNING OUTCOMES

Students will:

- Understand what culture is, how it is defined, and how it affects our interactions with others.
- Recognize the differences between surface culture and deep culture.
- Develop an awareness of the skills that one must cultivate in order to be successful intercultural leaders.
- Begin to reflect on how their own identities, values, beliefs, and cultural frames of reference influence their relationships with others.

Module	Description
What is Culture Really? (Minimum of 2 contact hours)	An introduction to the concept of culture as well as the different types of cultures and subcultures that exist, with a focus on why understanding culture is so critical to future career success. Explores the idea of organizational culture and the ways in which organizational/work culture and national culture/subcultures intersect.
The Cultural Iceberg (Minimum of 3 contact hours)	This module delves deeper into the idea of culture. Students review the Cultural Iceberg Model theory and develop an understanding of the different types of cultural expression that exist, from the visible to the invisible. Students are prompted to utilize this model to reflect on and help interpret their experiences communicating and working across cultures, domestically and/or internationally.
Intercultural Communication (Minimum of 5 contact hours)	Culture is a lens through which we interpret the world and a framework for making meaning of what we see, hear, and feel. It is also the basis for how we express ourselves and how we interpret the expression of others. This module expands on these concepts, and guides students toward understanding the key ways in which culture affects communication as well as reflecting on how our own culture shapes our reactions and relationships with others.

Intercultural Leadership (Minimum of 5 contact hours)	Culture plays an essential role in the success (and failure) of organizations of all types - not just in business, but in non-profit work, health care, education, engineering, social work, etc. To be effective at working across cultures - and leading within culturally diverse environments, both internationally and domestically - students need to understand the role that culture plays and be able to effectively navigate the various elements of culture at play. This module guides students toward identifying the key skills successful intercultural leaders must have and learning how competent intercultural leaders approach their work.
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EXAMPLES OF LECTURES & CULTURAL ENGAGEMENT LAB ACTIVITIES	
Gendered Communication in Italy	How does gender influence our communication? And how is gender reflected in communication in Italy and Southern Europe versus in the U.S.? This lecture explores communication within and across gender identity groups through verbal and non-verbal means, using a cross-cultural comparative approach.
Argentine Food Culture: Chocotorta!	An introduction to making Chocotorta (a popular Argentine dessert), incorporating Spanish vocabulary, differences in pronunciation, and Argentine food traditions (like how to serve and drink mate).
Women's Movements in Argentina	An introduction to gender issues in Argentina through an overview of the topics addressed by women's movements in the region, as well as their progressive inclusion in the governmental agenda.
Virtual Site Exploration: The Prague Trail for Peace & Non-Violent Resistance	The Prague Trail for Peace and Non-Violent Resistance runs through sites connected to the lives of people who, without violence, have defended life and human rights against dehumanizing evil, fear and indifference. One of the creators of the Prague Peace Trail will guide students along a section of the trail, explaining the significance of the sites and individuals in the context of Czech history and politics.
The Health Care System & Public Health in Thailand	A discussion of Thailand's healthcare system, including a comparative review of Thai vs US healthcare. A brief cultural and historic overview of Thailand, and Thai-US relations, is provided for context.

CIS ABROAD INCLUSIONS

- Curated course content in alignment with the learning outcomes.
- Access to pre-recorded lectures by international subject matter experts and cultural engagement lab activities.
- *A Critical Reflection Guide for Facilitators* that includes reflection activities, enrichment activities, and resources.
- *A Student Guide to Cultural Engagement* to help students prepare to make the most of each cultural engagement lab activity or lecture.
- Digital certificate of completion upon request.

FEES

\$2200 for 0-25 student enrollments; \$3900 for 26-50 student enrollments. Bundled in packages of 25 student enrollments. Volume discount options are available.

GLOBAL CAREER SKILLS SERIES

This series of online career preparation modules addresses key competencies that today's employers are looking for. Ranging from how to develop your personal brand to working effectively across cultures, each module prompts students to consider how they can effectively convey their skills and experiences to future employers. Campus student services offices such as Career Centers and Education Abroad Offices can offer students this series as comprehensive training as they apply for jobs or to graduate schools.

STUDENT LEARNING OUTCOMES

As a result of completing this series and the tasks embedded in each module, students - particularly those with previous international experience - will be able to better articulate their experience in a way that clearly translates resulting skills into a framework that employers can easily recognize. Learning outcomes for each module are defined below.

Module	Description & Learning Outcomes
The Future of Remote Work (10 contact hours)	Students learn the fundamentals of working in a remote environment in preparation for the future. Learning outcomes include: <ul style="list-style-type: none">• Understanding how to create a professional remote persona;• Becoming familiar with the hardware and software necessary to work remotely;• Understanding the nuances of remote communication, client management, project management and productivity;• Clarifying expectations, roles and accountability in a virtual work environment.
Build Your Self Brand (Minimum of 10 contact hours)	Students are guided through the process of reflecting on their personal drivers, their values, and how they want to be perceived as professionals entering the workforce. They are exposed to the critical skills necessary for the dynamic future of work, including communication, networking, and technology. Learning outcomes include: <ul style="list-style-type: none">• Gaining a clear, in-depth understanding of the importance of self-brand and modern workplace environments;• Identifying their online "voice" and ways to amplify it;• Creation of a professional, online profile ready to impress employers and recruitment managers
Working Across Cultures (Minimum of 15 contact hours)	While we are familiar with our own culture, what happens when we shift across cultures and the rules suddenly seem to change? Students are exposed to the concept of culture with the understanding that in order to be successful in navigating cultural differences, both internationally and domestically, certain knowledge and skills are necessary. Learning outcomes include: <ul style="list-style-type: none">• Understanding what culture is, how it affects our interactions with others;• Ability to recognize the differences between surface culture & deep culture;

	<ul style="list-style-type: none"> ● An awareness of the skills that one must develop in order to be successful intercultural leaders.
<p>Own Your Career (Minimum of 10 contact hours)</p>	<p>The goal of this module is to empower students to articulate their experience, enhance their employability, and take charge of their career. As a way of synthesizing learning, students are exposed to the concept of effective feedback and guided through individual reflection utilizing various frameworks. Learning outcomes include:</p> <ul style="list-style-type: none"> ● Understanding how to gather and apply feedback to improve future performance; ● Ability to translate their experience into content for their digital profile and augment their self brand in order to increase employability; ● Utilize feedback and self reflection to define the next steps of their career development.

CIS ABROAD INCLUSIONS

- Curated content in alignment with the learning outcomes specific to each module.
- Digital certificate of completion upon request.

FEES

\$5400 for 50 student enrollments. Volume discount options are available.

REMOTE INTERNSHIP PROGRAM FOR STUDENTS

Beyond the virtual campus internationalization solutions we provide to enhance existing courses and co-curricular activities on your campus, CIS Abroad also offers the following stand-alone program directly to students. Let us know if you are interested in reviewing **potential customizations of this virtual internship program** or if you would like to discuss how CIS Abroad can collaborate with your campus stakeholders to promote this virtual global learning opportunity to students.

VIRTUAL GLOBAL INTERNSHIPS

Remote work isn't the future of global business - it's the present. With a virtual internship, students work on projects for an international organization from their home base in the U.S. - while adding a global perspective to their professional work experience. They apply their in-class knowledge to real-world meaningful work, gain hands-on experience, expand their skill base, and learn what it is like to work remotely across time zones and cultures. Although not a substitute for a traditional on-site experience, virtual internships can serve as an important stepping stone for students to build up their skills, resume, and cross-cultural understanding.

Virtual internships are project-based, with students working remotely on tasks and assignments that meet the needs of their internship organization. Once placed, in addition to gaining work experience, students will receive mentoring and instruction on topics including: establishing one's personal brand; intercultural communication; remote communication challenges; and navigating the world of expanding digital opportunities. Upon completion of their virtual internship, students produce a final video, presentation, or similar deliverable which presents the outcomes/results of their internship experience.

This program can be taken either for credit, or not for credit. Students can earn credit via CIS Abroad and our school of record Plymouth State University, or homeschool credit can be pursued based on the syllabus provided. Each VGI program is worth 3 U.S. credits; students can "stack" VGI programs by enrolling in two different internships over the course of a semester and thus earn 6 credits total. A digital credential in *Working Remotely Across Cultures* is awarded for successful completion of the credential requirements.

STUDENT LEARNING OUTCOMES

As a result of their virtual internship experience, and in combination with the program curriculum, students will:

- Have actively engaged in the learning process, both within and outside of the internship placement.
- Be able to apply their academic learning to practical experiences.
- Have explored, examined, and/or clarified career goals.
- Have identified the basic nuances of working in a cross-cultural context.
- Gain practical skills, technological savvy, and an understanding of the remote work environment.
- Be better able to approach life with a high degree of adaptability, independence, and self-confidence.
- Demonstrate the ability to think critically, solve complex problems, and cope effectively with ambiguous and unfamiliar situations.
- Display an understanding of values, beliefs, traditions, and perspectives different from their own.
- Demonstrate an appreciation of, and open-mindedness toward, other cultures.

FEES

\$1690 per Virtual Global Internship.

Additional \$600 fee per VGI if pursuing official transcript and credit via CIS Abroad or additional \$250 fee per VGI if only a CIS Abroad Grade Report is required.

For more information, visit: <https://www.cisabroad.com/programs/type/virtual-internship/>

MICRO-CREDENTIAL PROGRAM

A micro-credential is a competency-based, digital form of certification indicating that an individual has demonstrated competency in a specific skill or set of skills - and a way for students to showcase their specific skills and competencies. Micro-credentials allow employers to more easily recognize the skills students have developed through experiences such as virtual or on-site internships, thus enhancing employability. Once students have earned a micro-credential from CIS Abroad, they can share it widely across various social media platforms, with their contacts, and the greater community – thus enhancing their professional profile. Students can also list it on their resume, refer to it in their cover letters, and use it as a talking point during interviews to introduce the skills they have developed.

CIS ABROAD MICRO-CREDENTIALS

- Working Remotely Across Cultures, earned via the Virtual Global Internship Program
- Working Across Cultures, earned via the Intern Abroad program
- Cross Cultural Competency (coming soon!)

FEES

None!



TESTIMONIALS

- *"The Cultural Labs and Lectures offered a valuable resource that was particularly tailored to my course topics and countries I wanted to highlight... the lecturers provided quality visuals and provided outstanding content about the topics I requested... I was excited about the prospect of incorporating additional voices and cultures into my lesson plans but I received much more than I anticipated."* - [Ohio University Faculty](#)
- *"The students were overwhelmingly positive about their experiences. Their feedback consistently included words like 'insightful,' 'enjoyable,' 'helpful,' and 'relevant'."* - [Ohio University Faculty](#)
- *"I found the global presentations and the cultural labs to be highly effective in providing different perspectives of very current events from a global view... I have traveled extensively but students deserve to hear multiple perspectives and voices in the classroom – and not just the instructor's voice... When students use "fantastic" and "fascinating" and "relevant" to describe your class, you have tapped into a valuable asset for your course materials."* - [Ohio University Faculty](#)
- *"I also feel really blessed to have been able to use my classroom learning, things like 3D modeling abilities and knowledge of the design process, to actually work on a project that is having a positive impact on real people."* - [Biomedical Engineering Project Design Intern](#)
- *"Throughout this internship, I was very impressed by my own personal growth, as I have become more independent and built on my ability to handle any problems that are thrown at me."* - [Finance and Investment Intern](#)
- *"I appreciate every aspect of culture; it is what makes us individuals different and a topic you can dive into to understand the individual better. When I reviewed the culture of Maori with my supervisor, I felt like I could understand her and the company better. Being culturally competent is to appreciate an individual's way of life and truly understanding the why behind everything."* - [Hospitality and Tourism Marketing Intern](#)

CIS ABROAD ACADEMIC AFFAIRS

The academic division of CIS Abroad is led by [Jennifer Engel, Ph.D., Vice President of Academic Affairs](#). As VPAA, Jennifer provides leadership in the areas of student learning and assessment; curriculum, program and partnership development; and innovation in education abroad. Prior to joining CIS Abroad, Jennifer served as the Executive Director of International Programs (SIO) at Loyola University Chicago, responsible for partnership cultivation, program development, general administration and the functional areas of: education abroad; international student and scholar services; English as a second language; the International House; and recruitment and support for the University's three Global Centers. Prior to Loyola, Jennifer was the Executive Director for Global Learning at the University of South Carolina where her primary responsibilities included: education abroad policy and program development; safety and risk management; assessment and strategic planning for education abroad; and campus internationalization. Jennifer previously held administrative and teaching positions at Marygrove College. She earned a Ph.D. in educational leadership and policy from the University of South Carolina and an M.A. in College Student Personnel from Bowling Green State University. An Endeavour Fellow, Jennifer has been involved with NAFSA, The Forum, and AIEA, holding leadership positions and presenting nationally and internationally.