

# ACCENT International

The George R. Muirhead Center for International Education

CENTRAL CONNECTICUT STATE UNIVERSITY  
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## SAVE THE DATE!

CCSU's Annual  
International Festival

## "Global Voyage"

Sunday, April 19

12 - 4 pm

Alumni Hall,

Student Center,

CCSU

## Bridging Cultural Identities: CCSU Hosts Conference for Language Teachers

The Third Annual Conference for Language Teachers was held at CCSU Student Center on Saturday, March 7, 2009 from 8:00 am to 4:30 pm. This year's theme "Bridging Cultural Identities" contributed to the collaborative spirit of the conference, attracting about 200 participants, including language teachers, students, and representatives from school districts and language organizations.

The main objective of the conference was to promote understanding of cultural differences and to offer current and prospective teachers an opportunity for stimulating conversation on the subject. A total of 27 presentations and 14 workshops were offered in four rounds of parallel sessions, held in seven different languages: Chinese, English,

French, German, Italian, Portuguese and Spanish.

Welcoming remarks by Lilián Uribe, Chair of the Modern Language Department, and Jaya Vijayasekar, CT COLT President, were followed by key-note speaker Dr. Timothy Reagan, Professor of Educational Leadership at CCSU. At lunch time, additional remarks by Mary Ann Hansen from the State Department of Education, followed by a second plenary session by Prof. Anthony Tamburri, AATI President. Brief informal meetings provided information on TESOL, CT COLT, and Summer Institutes for Teachers of Chinese, Italian and Spanish. The Organizing Committee from the Modern Language Department (Carmela Pesca, Jimia Boutouba, Paloma Lapuerta and Tina Wu) collaborated with

Peggy Schuberth and Richard Cheney from Continuing Education, and with Christie Ward, Director of the Intensive English Language Program, to successfully coordinate the event.

Co-sponsoring organizations were: CCSU Modern Language Department, Center for International Education, Intensive English Language Program, Chinese Culture Center, CT Association of Teachers of Spanish and Portuguese, CT Council of Languages Teachers, Connecticut Italian Teachers Association, Italian American Committee on Education, Italian Resource Center, Latin American and Caribbean Center, Summer Institute for Teachers of Spanish. CEU credits were generously offered to language teachers by Continuing Education.

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Conference for Language Teachers Keynote Speaker, Dr. Timothy Reagan, delivered a strong argument in favor of supporting World Language Education in Connecticut's public schools. A copy of his Presentation is available at [http://www.ccsu.edu/cie/ACCENT\\_Newsletters/WorldLanguageEducationinCT.pdf](http://www.ccsu.edu/cie/ACCENT_Newsletters/WorldLanguageEducationinCT.pdf)

## CCSU Signs Partnership Agreement with Oldest University in Spain

Building upon a successful graduate-level partnership that has been in place for nearly ten years, CCSU recently signed an agreement with the University of Salamanca (Spain) expanding study abroad opportunities to CCSU undergraduate students. The University, founded in 1218, is Spain's oldest university and one of the oldest and most prestigious universities in Europe. It was once among a group of four universities – also including those in Oxford, Bologne, and Paris – known collectively as the "four leading lights of the world." Today, the

University employs over 2,100 faculty and enrolls over 38,000 students and enjoys full accreditation by the Spanish Ministry of Education.

Through *Cursos Internacionales*, a unit of the University dedicated to teaching Spanish as a foreign language, CCSU students will take courses in Spanish language and culture alongside students from around the world. is intended to offer CCSU students an opportunity to enhance their knowledge of the Spanish language and culture.

Established as a one-way study abroad program, participating CCSU students pay all tuition and fees to the host university and arrange room and board locally at the host site. Credits earned abroad are transferred back to CCSU as residency credits. Students may study full time for a single semester or full academic year, beginning in Fall 2009.

The CCSU Faculty Liaison to the University of Salamanca is Dr. Lilián Uribe, Chair and Professor of Modern Languages.

## Unreal City: London in January *by Jason Jones and Aimee Pozorski, Dept of English*



The group enjoys a ride on The London Eye.

Unreal City,  
Under the  
brown fog of  
winter dawn,

A crowd flowed  
over London  
Bridge, so  
many...

—T. S. Eliot,  
*The Waste Land*

About 35 hours after leaving Vance Academic Center, nine CCSU students sat down at the Royal National Theatre to see the rarely-performed *Every Good Boy Deserves Favour*, by Tom Stoppard. Although excitement was high, it competed also with jet lag, and with the rigors of the first day's combination of archival research and a multi-hour walking tour. The students could easily have been forgiven the thought that Eliot was right: London is an Unreal City.

But then the former music major perked up as the orchestra was seated. (That's why it's rarely performed: the play requires a full orchestra, with some members capable of acting.) As the lights were starting to dim, she made a connection to John Cage, who, like Stoppard, is an exemplary postmodern artist who builds on the innovations of the modernist poets and novelists she'd been studying for nearly a month.

The voices of CCSU undergraduates rang out across London this winter. Our program, Anglo-American Literary London, featured two classes: Aimee L. Pozorski's "American Expatriates in London," focused on the re-birth of American poetry on the far side of the Atlantic, and Jason B. Jones's "Victorian and Modernist London" focused on canonical representations of the

city of London itself. This overarching framework was enriched considerably by our students' varying backgrounds: One is a citizen of Greece, another lived for a time in France, several had never traveled internationally, and some had never been on a plane. Most were English majors, but not all, and some had only been majors for a semester.

Recognition of the students' diverse backgrounds emerged every time we left our flats. On the penultimate night of the trip, we visited Tate Modern. While viewing the deliberately uninviting later works of Mark Rothko, one student proclaimed she couldn't really appreciate art that she apparently could create herself. Another student balanced this perspective by pointing out the philosophical motive behind the work – that Rothko, at the very least, believed in what he was creating, citing his dictum that anything worth doing is worth doing over and over and over again.

That repetition probably also contributed to the students' experience of London as Unreal. Every day, we were out of the flat by 9am, ready to walk the city and negotiate the Tube, ferociously combining sights and scholarship. The first two mornings were spent in the archives of the British Library, looking at unpublished manuscripts of the authors they had, until that point, only studied in the classroom: Charles Dickens, Alfred Tennyson, and Ezra Pound, to name a few. Though the shopping districts of Leicester Square and Oxford Street were but a few tube stops away, the students dutifully studied the manuscripts and the other treasures on display there, before turning their attention to the "other" side of London life – double-decker buses, high-end (and low-end) shopping, and the changing of the guard.

The moments the students ran after the foot guard, pounding their bass drums on the way to Buckingham Palace, rated al-

most as highly as their awe at standing on the graves of some of the most famous British intellectuals buried at Westminster Abbey. While the changing of the guard, at first glance, does not appear likely to advance students' knowledge of "Anglo American Literary London," this morning carried with it the lucky circumstance of standing right beside a former British soldier – one who, for a ½ hour on a gray morning, regaled the students with stories of his experiences fighting abroad, in a decaying empire, for the Queen--as well as performing in this well-known and highly scripted daily ritual. He left after giving us a bag of British candies; we accepted, happy, in this case, to take candy from a stranger.

The trip that began in the Unreality of postmodern Stoppard theatre ended in something apparently more grounded: walking over London Bridge with countless others on their way into the City's financial district. But that walk also reproduces the movement of T. S. Eliot's *The Waste Land*, and as we walked, we paused to note all the aspects of early 20<sup>th</sup> London that are still visible today, as well as to fill in those destroyed by the Blitz. Eliot was the source of good-natured sparring on the trip: Pozorski claims him as American, due to the accident of his birth; Jones as British, since the poet turned his back on the United States in the 1910s, living for the remainder of his life in England.

During this walk, we envisioned ourselves as Americans and Londoners; we envisioned ourselves as living in the present moment, but also in the past; we saw in the crowd faces of modern-day London, but also the faces of those who lived and walked one hundred years ago, and the faces of the war dead, as did Eliot as he walked to work every morning, thinking about the Unreal City of London, but also the unreal movement of history carried within the faces in the crowds.

## CIE Initiates Undergraduate Student International Research Grants

Matriculated CCSU undergraduates who have been admitted to or recently completed study abroad on a Central-administered Course Abroad or Partner University program are eligible to apply for a student research grant for \$300 to \$700 to support projects that engage diverse communities overseas or in the U. S. The grant opportunity is also open to groups of students who apply together for funding for a collaborative project. In all cases the funded project must be for work that will eventually receive credit and that has CCSU faculty sponsorship.

In general, preference will be given to projects that connect

overseas learning experiences, such as community engagement projects, service learning, or internships abroad, with CCSU degree requirements. They can support internationally-focused learning projects that are begun overseas and completed post return in local or area neighborhoods. The funds can also be used for projects that connect what is learned or initiated abroad in the arts, sciences, business, education, engineering, and technology with research that is completed upon return to campus.

Examples of community-based projects include those that address world health issues, hu-

man rights, the education of women and children, indigenous cultures, ethnic rituals and festivals, famine and the environment, community expressions of art and music, etc. Opportunities might also include engagement with local museums, galleries, archives, libraries, or art projects such as murals; they could encompass digitally-based projects; or involve interactions with government agencies, non-profit organizations, or local small businesses. They might consist of the interview of local citizens, the compilation of oral histories or digital records, the pursuit of science-based investigations, or field study conducted in international settings.

Upon return, the study abroad experience may form the basis for a credit-bearing CCSU thesis, research project, internship, or capstone experience in the major.

Student research grant proposals must be complete and should be submitted to the Center for International Education (CIE) in hard-copy format and sent electronically by email to Lisa Marie Bigelow (bigelow@ccsu.edu). The CIE will accept applications on a rolling basis. Students with questions may direct them to Lisa Marie Bigelow, CIE Associate Director, (860) 832-2042.

### Kansai Gaidai University Sends English Language Students to IELP

In 2008, Kansai Gaidai University in Hirakata City, Japan, selected the Intensive English Language Program (IELP) at Central Connecticut State University to be one of its affiliated partners for Kansai Gaidai's ESL/Regular Course Program. Under this program, the Center for International Education at Kansai Gaidai University selects 160 Japanese students to study at an affiliated Intensive English program in the United States during the fall semester. These students return to Kansai Gaidai to take regular undergraduate classes in the spring semester.

During the Fall 2008 semester, IELP welcomed its first group of 8 Japanese students from Kansai Gaidai. They were fully integrated into the regular IELP program, lived on campus, and became actively involved in the international student community at CCSU.

Recruitment for Fall 2009 ESL/Regular Course Program has recently begun, and the IELP looks forward to welcoming another group of students from our Japanese partner school.



Kansai Gaidai University in Japan is a popular study abroad destination for CCSU students

## International Students at Central



From Left to Right: Kamolrat Changngam, Wael Al-turkistani, Ali Alanazi, Allison Stephens & Bachiter

New incoming international students arrive on campus for the experience of a life time, consciously having made the decision to study in an environment and culture foreign to their known cultural background. As these students settle into their new environment at CCSU and in the United States, we at CCSU need to play a part in

making their experience as memorable and pleasurable as possible.

Most international students will experience "Culture Shock" at some point during their academic experience in America. Culture Shock is the feeling of anxiety experienced by an individual when operating within a different culture (Wikipedia).

Culture is learned and very particular to each group of people. It has been in existence from time immemorial and will continue to be that way. It serves as a guideline for human behavior and existence, which is embedded and ingrained in the conscious and subconscious of individuals that belong to that community or that have bought into those values. This can help create some normalcy and rules for existence and, at the same time, it creates a bond by which a group of individuals can co-exist.

For this reason, international students journey to the United States of America ill prepared to deal with the culture in America and have no cultural reference point to function effectively in this new environment. For these new incoming international students, introduction to and experience of the culture in the states, comes as a total Culture Shock.

As you walk by, interact with or teach an international student in class, actively learn about their unique cultural background as they are an essential part of internationalizing the campus.

## My Days at CCSU:

### Gao, Yan, a visiting scholar from Northwest University in China



Management & Organization Chair Margaret Mitchell, Visiting Scholar Yan Gao, and School of Business Dean Siamack Shojai.

Time is flying. I have been at CCSU as a visiting scholar for three months. CCSU's teaching and academics, as well as its beautiful and quiet campus, impress me so much. I am an associate professor at Northwest University in China, where I teach courses and do research in the field of human resource management. Studying and doing research abroad will be greatly helpful to me when I go back to my university to teach and do research. Last year I was awarded financial support funded by the China Scholarship Council (CSC) to pursue my study in the USA as a visiting scholar for one year.

Before I came to the USA I learned that CCSU is a sister university to my university and that its School of Business is excellent in business management. In addition, Professor Margaret Mitchell at the School of Business has outstanding research achievements in human resource management. So I think it is one of the best study places for me abroad. Thus, it was my great honor to be invited to CCSU's School of Business to do study and research as a visiting scholar under the guidance of Professor Margaret Mitchell.

My career goal is to enhance my academic level in teaching

and doing research in the field of human resources and to get rich research achievements. Learning the latest developments in the field of my research interest and the theories and the teaching methods related to human resource management encouraged me to go abroad and choose CCSU. It also gives me a good chance to tell the American people what the Chinese people have achieved and what has happened in China in the past years. Meanwhile, it gives me a good opportunity to exchange and discuss some topics and issues with the teachers at CCSU and set up a close connection and future cooperation with each other. Doing research and studying at CCSU will enhance my research level and enrich my academic knowledge, making me more competitive in getting project support for my research at my university.

During the past three months at CCSU I have received lots of help and support from CCSU, especially from teachers of CIE and the School of Business. After I arrived at CCSU I was provided with a nice office and a laptop with the help of Dean Siamack Shojai and Secretary Joanne Carroll. With the guidance and arrangement of my advisor Margaret Mitchell, I

attended the three courses related to my research interest in the School of Business at CCSU last semester. Through attending these classes, I not only obtained the information of these courses, but also the differences in teaching ideas and teaching methods between CCSU and my university. I found that CCSU's teachers pay more attention to teaching and training students in analyzing and problem solving. For example, the teachers encourage the students to ask questions and give their different opinions in the classrooms. Teachers' professional spirits and the advanced teaching facilities made a deep impression on me.

Besides attending classes, I also read some papers and books related to my field of research in the university library and on the internet on campus, which help me a lot in choosing my research topics. Now I am preparing a paper regarding international human resource management in Chinese small and medium businesses for the CSU academic conference in 2009, in cooperation with my advisor. Also some teachers at CCSU and I have the desire to cooperate for our common interests in the future. I also met and discussed different issues with many teachers at CCSU like Margret E. Mitchell, Anne J. Rich, George Kawecki, Leslie Leone, Jose Oak, David Freeman, Chester Labedz, Michael Raphael, Daniel J. Miller, Brian Osoba, Khoon Y. Koh and Min Fang etc. I learned a lot about the U.S not only in aspects of economy, management, law, education, science and technology but also in the differences between China and the U.S in these areas.

In addition, I took part in some academic seminars and social activities. For example, I attended the Seventeenth Annual Japan/Korea/China Week at CCSU, CCSU Homecoming 2008, the School of Business Presentation, the Ceremony Honoring the 2008 Merit Award Recipients, and the various

parties in celebration of the holiday of Thanksgiving and Christmas. I visited Yale University in New Haven, Stanford University in California and Wall Street in New York. On January 20, 2009, like most Americans I watched the inauguration of President Barack Obama on TV. These activities gave me a chance to understand the USA better and enriched my life as a result. I am beginning to realize that the USA has advantages in many areas.

Here are some of the important experiences that have left the most positive impression on me. For example, Internet and the use of Internet for different businesses and purposes are very popular in the USA. People can pay for everything on the Internet including air ticket, hotel, insurance, phone card and so on. There is free water to drink in many public areas. There are gate buttons for handicaps in the entrance of every building, which embodies human-oriented spirit. Pedestrian and car drivers give respect to each other. People abide traffic rules conscientiously; car drivers stop and wait for people to cross the road. People are very polite to greet on the road, no matter if they know you or not. I often heard people say "How are you?", "Excuse me.", "I am sorry.", "Thank you.", "You are welcome".

To sum up, the past three months have been busy but happy because I have learned a lot and made many new friends. Now I feel that I have made significant progress in both my English language ability and my academic research. I would like to express my sincere thanks to CCSU for giving me the opportunity to have this great experience.

Gao, Yan, Visiting Scholar  
Northwest University in China

## *Social Work Majors Enjoy Experiential Learning Trip to Peru by Dr. Catherine Baratta, Social Work*



It was an extraordinary and serendipitous opportunity to bring nine of our social work majors (and one psychology major from Southern Connecticut State University) to participate in an experiential learning opportunity with the people of *Villa El Salvador* in Lima, Peru this past January. In partnership with *Cross Cultural Solutions* (CCS), the premier international volunteer organization, we spent two weeks volunteering in this desert shanty town of approximately 600,000 of the most resilient, hospitable and gracious people any of us have ever met not only in *Villa El Salvador*, but Lima, as well.

Begun as a "land grab" by impoverished families in 1971, *Villa El Salvador*, a newer district of Lima that is located on the southern cone, is "a self-organized, self-managed community" which is entirely dependent upon citizen participation for its existence. Like all the volunteers before them, our students had the opportunity to partner "shoulder to shoulder" with the residents as they build and live community. On the other hand, despite the successes and accolades (even being nominated for a Nobel Peace Prize), it is a community of extreme poverty, characterized by a lack of food, access to water, electricity, adequate shelter and toilet facilities, and with streets lined with garbage.

By selecting this opportunity, not only did our students com-

mit themselves to an intense and often uncomfortable experience (this was the first two weeks of summer and it was hot and dirty in the middle of a desert) working with people living in extreme poverty, each student, in his or her own unique ways, was challenged to the core. I am delighted that this course abroad opportunity was able to extend the continuum of social work experiences and knowledge that students have had at CCSU, into the global community and, most importantly, the experience of the everyday lives of people.

We stayed together in a large beautiful home in a residential neighborhood (near to everything we would need—a grocery store, internet café, pastry shop, laundry, photo shop and banks, parks etc.) in *Santiago de Surcco*, staffed by dedicated and caring people. During the first week it was just us, with one other volunteer from Australia. The second Saturday, 11 volunteers from around the world, ranging in age from 75 to 22 years spent the second week with us. It was very interesting to learn about the various reasons why each was volunteering, why Lima, and, for some, why they keep coming back.

We ate authentic homemade Peruvian food for every meal, served family style in a large dining room and prepared by fantastic cooks, who took into consideration everyone's likes

and dislikes. Every meal was "out of this world" and that is not an exaggeration. The kitchen was fully stocked and available to us whenever we felt the need to eat. The Lima staff was led by the magnificent and passionate Kique Bossio, the Lima program director, who has assembled the most impressive, dedicated and supportive staff who attended to our every need.

We woke up Monday-Friday between 6:30 and 7:30 to eat, dress, and get in the vans to depart to our jobs at 7:45. All the job sites were no more than 15 minutes away from our home base, and each trip was full of laughs and excitement as our experienced drivers took great care to deliver us to our sites in one piece. (Driving through Lima is one cultural experience that none of us will soon forget). Approximately four and ½ hours were spent at each site which proved to be the perfect length of time to be working. We were placed at three different sites based on a detailed inventory of skills and interests, and discussion with CCS staff prior to our departure.

*Los Matincitos*, is a community-based initiative sponsored by the Catholic Church in *Villa El Salvador*, where Kim Sprong, Kyle Robbins and I assisted. Three times a week approximately 160 of the poorest senior citizens or *abuleos* come together to enjoy each other's company and receive basic services (two hot meals, medical care, personal hygiene assistance, recreation, etc.) For many of the *abuelos*, *Los Matincitos* is their only source of food (or contact) in *Villa El Salvador*. Enough food is served to each, so that there would be enough food to last the next day. (Everyone arrives with containers to fill with the leftovers of their meal.) Some of our responsibilities included assisting in the preparation of food and serving the meal, cleaning up, participating in the recreation activities, and always offering an arm to help an *abuleo* walk to the nurse's office.

Tuesdays and Thursdays, home visits are made to check on the well-being of those who were not at the program the day before, or who have been experiencing difficulties. Our principle role was to listen, and "just be" with each of them, much like we would do as we visit with senior citizens in the United States. Stories were told, photographs were shared, but most told us that they had encountered a problem, i.e. not coming to the program because of a fear of falling or running out of money to be able to keep their husband in the hospital, that needed the assistance of program staff to resolve.

Ben Chaback, Kristy Fredrickson, Tim "Timetao" Huff, and Lauren Vitale were assigned the *National Institute for the Welfare of Infants and the Family*, referred to as INABIF. The state supported agency assists the poorest children and families in Peru. During the school year it functions as a public school, but now that it was summer, it became a day care center for a lot of children ranging in age from infancy to 16 years. While Lauren was primarily in the room for three year olds, Ben, Kristy and Tim spent the majority of their time developing and implementing activities for the 5 -16 year olds.

Like *Los Martincitos*, the provision of hot meals was a centerpiece of the program. For many of the children this was the only place where they were fed. The students' responsibility during breakfast and lunch was to make sure and encourage children to eat everything. This was very difficult for some children who were physically unable to eat because of a lack of food, and as the students would attest, it wasn't very appetizing.

Some of the other activities included teaching English to  
(continued on page 6)

## Social Work Students on Experiential Learning Program in Peru (continued from page 5)

the children who were curious and eager to learn and in exchange, the children assisted the students in learning Spanish. The students also initiated and participated in sporting events such as volleyball and basketball, arts and crafts, and singing and dancing (the children's favorite activity).

*The Anjo Gabriel School*, an educational program for children primarily diagnosed with Autism, Down 's syndrome , and Cerebral Palsy was the site for Jessica Velerdi, Samantha Russell, Maria Millburg and Stephanie Zarnetske. This was the first time CCS placed volunteers here because of our students' level of knowledge, experience and interest in working with children diagnosed with disabilities. While this was very exciting to hear, it did not match the groups' exhilaration during a discussion we all had with Anibal Yilesca, the founder and director of the school. He proceeded to tell us that because of our students' willingness to volunteer, a two week summer program was developed specifically for families who had little, if any economic resources, so that their children could receive services for the first time ever.

In Peru, there is no governmental support for persons with disabilities. Parents must pay "out of pocket" for any assistance. With the exception of two children, who had briefly attended public school, this was the first time any of the children (ages 4 to 10 years) ever participated in a program. Two of our students are planning to return here upon graduation for

three months.

Lunch, the largest meal of the day, was served at 1:30 every day and everyone including our cooks, housekeepers, drivers, security and office staff all ate at this time. We chatted about the days' events, and brainstormed about the activities to be implemented the next day.

The time period following lunch (2:30 – 5:30) was set aside for cultural events and feedback meetings. For example, we had a tour of downtown Lima, which included a tour Cathedral of San Francisco, and the catacombs, which provided a wonderful orientation for our future excursions downtown. Pre-Columbian ruins located in the middle of a residential neighborhood, provided the opportunity to be introduced to the rich and lengthy history of Peru and its people. We also spent an afternoon at the National Museum to see the Photo Exhibit: *Yuyanapaq. To Remember* produced by the *Commission for Truth and Reconciliation* of the 1980-2000 violent campaign of the Shining Path which targeted the indigenous populations of the Andes and urban poor in Lima. This assisted in the students' understanding of the experiences of *abuleos* who were victims of the horrific violence and fled from the Highlands to Villa El Salvador, only to be attacked again.

Before dinner, 6:30-7:30 we had discussions with a variety of guests, from both the work sites, and community. We met with an activist who discussed the role of NGOs in Peru, and

the women's movement, a U.S. journalist for *The Economist*, on the politics of Peru, and an activist who discussed race and discrimination, which all provided lively discussion topics during dinner that began 7:30.

One of the most provocative and poignant moments occurred when we had visited *La Casa de Panchita*, "a meeting place for domestic workers" of Lima on a Sunday afternoon. We had come to meet with the director and founder of this organization established to "defend the rights of all persons over the legal age in domestic service and prevent minors... from entering the profession"(see [www.gruporedes.org](http://www.gruporedes.org) for more information.) As we toured the agency, we walked into what resembled a second grade classroom (one of two rooms), filled with the sound of chatter and giggling, to meet girls, the youngest about 7 years old, which had been recruited into domestic service.

The girls had been bought from families in the Highlands (Andes) with not only money, but the promise of an education and better life. Contrary to what is promised, the reality is that exploitation and abuse of all types occurs, and Lima is not immune. Our students are well aware of modern day slavery, all having read **Disposable People: New Slavery in the Global Economy** by Kevin Bales that included information on the practice of selling girls into domestic service, in one of our foundation courses. Ironically, the girls we saw on this day are deemed the "lucky ones;" their employers adhere

to the legal rights afforded to domestic servants, and are allowed to participate in La Casa programming. Despite being deemed "the lucky ones" it shook each of us to our core. It remains difficult to reconcile our expectations of childhood and the reality for the girls we met enjoying their day off. To date, about 125 girls have been identified and 50 are currently participating.

Friday, January 16<sup>th</sup> was a day that none of us wanted to come—the last day of work. As much as we wanted to see family members, it was extremely difficult to leave all our new found friends. As expected, when the vans came to each site to pick us up, a LOT OF TEARS were shed by everyone--students, the *abuleos* and children we assisted, and staff of each agency. While students have been a bit hard on themselves -- stating in their journals and learning contracts, that they must not be good professionals, because they cried -- I disagree. I believe each of them are the best kind of social work professional—the ones who passionately take risks to develop authentic relationships with people who are different than themselves, while never losing a sense of themselves, and the mission of social work. I believe that this should be the essence of study abroad opportunities for our students.

*Dr. Catherine Baratta*  
Associate Professor  
Social Work



### Are you working with the United Nations?

If you currently have contacts at the United Nations or are already working with UN Information Centers/Services or other parts of the UN System on collaborative educational programs for CCSU students and/or the broader campus community, the CIE would like to know about it, since your work might help us with a U. N. affiliation initiative. Please send the details of your UN-related program to Lisa Marie Bigelow, Associate Director, CIE at [Bigelow@ccsu.edu](mailto:Bigelow@ccsu.edu).

## CCSU Student Reflects on Studies Abroad in Three Asian Countries by Casey Casserino

This past year, I was fortunate enough to study abroad in not one country, but three. My journey, which started as a course abroad in China in summer 2007, had finally come to an end this past summer. Though generally, students tend to spend a year in the same university, through the CIE I was able to travel and study in China, Japan, and Korea. The result was a year of experiences that have made it the most exciting and fulfilling year of my life. From traveling to Tokyo, climbing Mount Tai, experiencing earthquakes and creating an NGO, my experiences studying abroad this past year have tested me in ways that no class ever could.

My year abroad started with a course in Shandong China, where I traveled with several CCSU students and professors to study Asian literature. We traveled throughout Shandong, visiting important cultural sites such as Confucius' birthplace, Baotu springs, and Weifang. I was simply taken with the beauty of China's historic architecture, and the kindness of the Chinese people. This course abroad also allowed me to improve my Chinese speaking skills I had learned while studying in Taiwan a year before. I left this trip with a better understanding of Chinese culture through literature and through meeting with poets and writers.

Directly from China, I set off for a semester at CCSU's sister school Kansai Gaidai, in Osaka, Japan. I was immediately im-

pressed with the selection of courses in English, the intensive Japanese language program, and the faculty. The Japanese language program was challenging, and I found myself soon able to communicate with the local people, which gave me a great sense of accomplishment, whether it was asking for directions, or ordering ramen at a restaurant. I was also able to visit several other cities in the region including Nara and Kobe. I also took a trip to Tokyo when the semester had ended. Though my time in Japan was amazing, and I was thrilled to be improving my Japanese, at the same time I realized that my Chinese was suffering after not having practiced for so long. It was this realization that led me to make the decision to spend my spring semester in China, instead of Japan as I had previously planned.

After a long winter break I set out for Northwest University, in Xi'an China. I was excited to be going back to China and to have a chance to go somewhere I had never been before. Xi'an, an ancient capitol, is an amazing city, and though the pollution definitely took some getting used to, the architecture of the ancient city and the rich combination of cultures made the city one of my favorites in China. Studying in Xi'an helped me improve my Chinese dramatically; since the local population has little interaction with English speakers, the people of Xi'an were always very friendly and eager to speak with a foreigner in Chinese. For

example, I would often find myself discussing the 2008 election with taxi drivers or tea vendors who were anxious to get an American perspective on the different candidates. I was becoming more comfortable with my Chinese, and as a result, made many friends. Unfortunately, my time in Xi'an was cut short after the May 12<sup>th</sup> earthquake in Sichuan. Luckily, no major damage had been reported in Xi'an; however we were advised to spend the night outside rather than risk going inside the building in case of aftershocks. Two weeks later, after several aftershocks, another strong earthquake hit, and it was then I realized that it was time to return home.

I spent the next month at home, preparing for a one-month summer program in South Korea, at the beautiful Kyung Hee University. The Global Collaborative Program was something I had been looking forward to for months. The program brought scholars and experts from prestigious universities, the United Nations, and non-government organizations to teach about global governance, civil society, international relations, and Asian Studies. I chose to study UN and Global Governance as well as Civil Society Capacity and Management. Both courses were taught by UN and NGO past presidents and were extremely challenging. The classes were three hours long, and since I decided to take two, I didn't have much time to explore the city of Seoul as much as I would have liked. I was, however, able to participate in

the various on campus activities and excursions to the Demilitarized Zone, and Seoul Tourism Festival. The highlight of my time at Kyung Hee was the final assignment for my Civil Society class, which was to create an NGO. I was put in a group with four other students from Kyrgyzstan, Uzbekistan, China, and Korea. Together we had to create a realistic NGO, and a presentation that would cover aspects such as budgeting, fundraising, management, programs, and advertising. The outcome was an NGO focused on sustainable development of the Aral Sea region in Uzbekistan. Our group was very satisfied with the final product, and our professor encouraged us to continue developing our NGO and perhaps, someday, make our project a reality.

I feel unbelievably privileged to have had these experiences. I never believed that I would have been able to learn as much, or meet as many wonderful people as I have in the span of a year. And, though my journey wasn't an easy one, I am grateful for every step of it. There is an old Chinese proverb that says: "Walking ten thousand miles of the world is better than reading ten thousand scrolls". Now I feel that I can truly appreciate the meaning of that, and I hope that those of you who have the opportunity to study abroad will too.

*Casey Casserino, Junior  
Psychology Major, CCSU*

### RECOMMEND A STUDENT FOR KYUNG HEE UNIVERSITY'S 2009 GLOBAL COLLABORATIVE SUMMER PROGRAM

Kyung Hee University's Global Collaborative Summer Program in Global Governance and East Asian Civilization gives students the opportunity to study under faculty members from prestigious universities in Asia and the United States, including Peking University, Ritsumeikan University, Moscow State University, and the University of Pennsylvania. Students can choose from two tracks of courses: Track I is titled UN and INGOs while Track II is titled Global Governance and East Asian Civilization. The program is one month long, and students can earn up to six credit hours.

Central Connecticut State University students are invited to apply, and financial support is available through the Center for International Education, including two full tuition scholarships. This program is open to all students but would be particularly of interest to **International Studies, Business, Political Science, East Asian Studies, and Peace Studies** majors. Students are asked to inform the Center for International Education of their interest, and apply directly to Kyung Hee via their online application process.

If you would like to recommend a student for this exciting program, please contact Christie Ward at [wardc@ccsu.edu](mailto:wardc@ccsu.edu) for more information. Details about last year's program and a link to the online application available on the Kyung Hee website at : <http://gc.khu.ac.kr/main.html>



Future leaders from around the world attend the Global Collaborative Program at Kyung Hee University in Seoul

## CCSU University Singers Conduct Concert Tour in China

During the recent Spring Break, the 18-member University Singers ensemble, directed by Dr. Pamela J. Perry, Professor of Music, conducted a concert tour in China. Adjunct Professor Tina Wu served as the delegation's cultural expert. The group's official in-country host for the tour was Shandong Normal University, CCSU's newest university partner in Asia.

Highlights of the group's performance tour included giving a joint performance with the Student Choir of Shandong Normal University, performing at the Shandong University of the Arts, observing music education

classes at the elementary school level, and visiting Confucius's Temple, the Great Wall, and other World Heritage Sites in China. The Singers' concert tour program included three Chinese folk songs, sung in Chinese. Dr. Wu coached the students in pronunciation and dialect, and created a Blog to help students prepare for their international experience. Fundraising efforts, which included a benefit concert held recently at the Trinity on Main Performance Center in New Britain, donations, and grants from the CCSU's U.S. China Business

Center and the Center for International Education made the concert tour possible.



### Chinese Scholar Chooses CCSU as Host Site for Research

Prof. Ling "Jane" Zhang, Vice Dean of the School of Education Science at Ningxian University (People's Republic of China) is currently in residence in the CCSU Department of Engineering and Technology Education, under the supervision of Dr. James DeLaura and Dr. Michele Dischino. While at CCSU, Prof. Zhang is observing classroom instruction, conducting research in the area of curriculum design and blended learning approaches, and learning about best practices in the area of online teaching. Prof. Zhang's visit to CCSU was made possible by a research grant from the Chinese government. Prof. Zhang will return to Ningxia University in June, following the completion of her research. Prof. Zhang may be reached at zhanglin@ccsu.edu.

### US Department of State Issues Travel Alert for Mexico

On February 20<sup>th</sup>, the U.S. State Department issued a Travel Alert suggesting that all travelers to Mexico exercise great caution (see [http://travel.state.gov/travel/cis\\_pa\\_tw/pa/pa\\_3028.html](http://travel.state.gov/travel/cis_pa_tw/pa/pa_3028.html)).

Other relevant State Department documents include information and guidelines aimed specifically at U.S. college students planning to travel to Mexico for Spring Break (see [http://travel.state.gov/travel/cis\\_pa\\_tw/spring\\_break\\_mexico/spring\\_break\\_mexico\\_2812.html](http://travel.state.gov/travel/cis_pa_tw/spring_break_mexico/spring_break_mexico_2812.html)) and the Consular Information Sheet on Mexico (see [http://travel.state.gov/travel/cis\\_pa\\_tw/cis/cis\\_970.html](http://travel.state.gov/travel/cis_pa_tw/cis/cis_970.html)).

If your plans include travel to Mexico, we strongly recommend that you read the State Department information noted above and that you continue to monitor what seems to be worsening conditions in order to determine whether your travel plans should be altered altogether.

## Meet the CIE Staff: Erin Beecher International Education Assistant



Erin Beecher is the assistant to the international education coordinator and has been at the Center for International Education since 2007. Prior to working at the CIE, Erin taught English in public high schools in France for two years. Erin has a Bachelor degree in French from CCSU and was a participant in the study abroad program at the University of Caen while she was an undergraduate student.

Erin recruits CCSU students for University sponsored semester

and yearlong study abroad programs. She assists students with all aspects of studying in a foreign country and offers them support while away and upon returning to CCSU.

Erin loves working with CCSU students. Knowing they are going to learn so much about themselves while they're away and seeing the changes in them when they return is her favorite part of the job.

*You're Invited  
to the  
International Festival  
at CCSU  
Sunday, April 19  
12:00—4:00 p.m.  
Alumni Hall,  
Student Center*

## Note of Caution about Outside Study Abroad Program Providers

There are hundreds of outside study abroad program providers (OPPs) vying for the attention (and money) of American college students. Many of these programs are of high quality and offer excellent educational experiences for our students at affordable rates. Some of them, however, are poorly organized and administered, place students in unsafe situations, and offer very little academic substance for premium prices.

OPP representatives commonly approach individual faculty members seeking sponsorship for on-campus visits, purposefully sidestepping the campus's international education office, which has access to valuable information about the quality of their offerings.

In order to safeguard the continued safety and well-being of our students and ensure that they have quality

education experiences abroad, the Center for International Education requests that all inquiries for sponsorship of an on-campus visit by an outside study abroad program provider be directed to the Center for review and, when appropriate, sponsorship. Accordingly, we have asked the Office of Events Management to refer all facilities requests for study abroad events to the Center as well.

Individual faculty members who market and promote outside study abroad programs which have not been vetted by the Center for International Education assume personal liability for making such referrals, and may not be indemnified by the State, should an unfortunate incident occur.

## VOLUNTEERS NEEDED FOR IELP CONVERSATION PARTNERS PROGRAM

Would you like to help your students have an international experience at CCSU without leaving the campus? If so, then you might consider encouraging them to volunteer to become a Conversation Partner for the Intensive English Language Program (IELP).

Being a Conversation Partner offers American students an opportunity to share their ideas and interests with a peer from another part of the world. CCSU faculty and staff members and their families are also welcome to volunteer.

The IELP staff pairs volunteers with IELP students who are interested in improving their English conversation skills and learning more about life in the United States. Volunteers and partners usually meet for just one hour per week, but the connections they make can be long lasting.

Working with IELP can be an easy way to add an international dimension to your class; you might choose to offer extra credit to students who volunteer, or you can take the relationship a step further by partnering with an IELP class for a shared group activity.

**For more information, please contact:**

**William Toftness \* [st\\_toftnessw@ccsu.edu](mailto:st_toftnessw@ccsu.edu)**

**Christie Ward \* [wardc@ccsu.edu](mailto:wardc@ccsu.edu)**

## Enhanced CIE Website Launched—Special Section “For Faculty Use”

The Center for International Education's website has been enhanced to include more information and resources for CCSU faculty. Interested in developing a Course Abroad? Wondering what faculty exchange is all about? Seeking (limited!) funding for an on-campus event with an international focus? Want to learn more about internationalization at CCSU? Thinking about hosting a visiting scholar in your department? Check out the CIE website at [www.ccsu.edu/cie](http://www.ccsu.edu/cie) and click on For Faculty Use (user authentication required; instructions provided).

## Faculty Curriculum Development Grants for Courses Abroad

The CIE is also pleased to announce the availability of funds to support faculty who develop 2010 Courses Abroad that meet certain criteria and promote increased student interest in learning about our world. Sponsored by the CCSU Foundation, the Grants will offer \$500 - \$1,000 to faculty who develop Courses Abroad that 1) target the countries and concerns of Africa or Latin America and 2) engage students in the issues of local communities in those countries. Examples of such engagement might include opportunities for students to come to know the cultures of

indigenous peoples, including national heritages of art, music, literature, and historical artifacts; activities related to the environment and local ecology; issues that pertain to the work of local NGOs in areas such as human rights, the education of women, and the welfare of children; projects that involve the study and recording of community spaces, cultures, and institutions, etc. To learn more about the Faculty Curriculum Development Grants for Course Abroad, visit the CIE website at [http://www.ccsu.edu/cie/faculty/FacultyUseWebpages\\_new/CourseAbroad/](http://www.ccsu.edu/cie/faculty/FacultyUseWebpages_new/CourseAbroad/)

[CoursesAbroadHome.htm](#) or contact me.

All faculty submitting 2010 Course Abroad proposals – including veteran Course Abroad program directors – are strongly encouraged to read the revised *Guidelines* and Course Abroad Proposal Form carefully and well in advance of the Deans' May 1<sup>st</sup> submission deadline.

If you have questions about the Course Abroad program, or would like to arrange a meeting to discuss the development of a new Course Abroad program, please contact Lisa Marie Bigelow, CIE Associate Director, at extension 22042.

## Internationalization Survey for Faculty

Beginning in March and continuing throughout April, the 20 members of the Internationalization Laboratory will be attending more than 40 departmental meetings to discuss and distribute the *Faculty Survey on Internationalization at CCSU*. The survey, which focuses primarily on course content and desired student competencies, will, for the first time, provide information about the international content of our curriculum as a whole. If you have questions about the Survey or its scheduling, please contact Nancy Birch Wagner (CIE) or Lilian Uribe (Modern Languages).

# CIE Welcomes 2010 Course Abroad Proposals

The Center for International Education welcomes proposals for **2010 Course Abroad programs**. Faculty who wish to propose a Course Abroad program for Winter Session, Spring, or Summer 2010 must submit their completed proposal to their Dean's office no later than May 1<sup>st</sup>; proposals are due in the Center for International Education (hard copy and electronic version) by Friday, May 29, 2009. Late submissions cannot be accepted.

The 2010 Course Abroad Proposal Form, which contains a condensed version of the *Faculty Guidelines for Courses Taught Abroad*, is available on the CIE's website ([www.ccsu.edu/cie](http://www.ccsu.edu/cie)) in the section titled For Faculty Use (user authentication required). The full *Faculty Guidelines for Courses Taught Abroad* are available online at

[http://www.ccsu.edu/cie/faculty/FacultyUseWebpages\\_new/CourseAbroad/GuidelinesHome.htm](http://www.ccsu.edu/cie/faculty/FacultyUseWebpages_new/CourseAbroad/GuidelinesHome.htm). The *Guidelines* are designed to inform faculty of the regulations that apply to all Courses Abroad, outline the Center for International Education requirements and resources available to support these programs, and articulate the relevant University policies and CIE procedures that guide the University's short-term educational programs abroad.

This year, the CIE is pleased to announce several priorities for 2010 Courses Abroad and the availability of a Course Abroad Curriculum Development Grant program designed to complement one of the priorities. The priorities are:

(1) Course Abroad proposals that utilize the academic facilities (classrooms, guest faculty lecturers and accommodations) of any of

CCSU's 22 overseas institutional partners (see <http://www.ccsu.edu/cie/Studyabroad/Partners.htm> to learn more about our partner universities);

(2) Course Abroad proposals for programs offered in Latin America and Africa, two geographic regions that are educationally important yet under-represented by our international education programs; and

(3) Course Abroad proposals that evidence clear opportunities for increasing students' awareness of cultural diversity and provide meaningful engagement with local communities while abroad.

In addition to the priorities stated above, faculty are encouraged to develop collaborative, interdisciplinary programs, involving faculty from other CCSU departments or CSU campuses.



## CCSU Partner Universities Abroad

Study abroad through one of CCSU's overseas partner universities is one of the most affordable ways for CCSU students to study abroad for a semester or a year.

Most partnership agreements allow full-time CCSU students to pay tuition and fees to CCSU and room and board expenses locally; students at the partner universities pay tuition and fees to their home university and room and board to CCSU, and the students "exchange" places, each taking a full-time course load for the duration of their studies abroad. There have recently been additions and deletions to the list of CCSU's official overseas partnerships.

Our current partnerships, now seeking applications for the 2009-2010 academic year, are listed on the right and presented in detail on the CIE's website at <http://www.ccsu.edu/cie/Studyabroad/Partners.htm>.

### Asia

- Northwest University (China)
- Shandong Normal University (China)
- Kansai Gaidai University (Japan)
- Kyung Hee University (Korea)

### Africa

- University of Cape Coast (Ghana)

### Europe

- Université de Caen (France)
- Baden-Württemberg Exchange Program (9 universities in Germany)
- University of Pécs (Hungary)
- University of Foreigners, Perugia (Italy)
- Wrocław University of Technology (Poland)
- University of León (Spain)

- University of Salamanca (Spain)

- Växjö University (Sweden)

- University of Bolton (United Kingdom)

- University of Central Lancashire (United Kingdom)

- University of Hertfordshire (United Kingdom)

- Queen Margaret University College (United Kingdom)

### Middle East

- Eastern Mediterranean University (Cyprus)

- University of the United Arab Emirates (UAE)

### South America

- University of Santa Catarina (Brazil)

- Federal University of Rio Grande do Sul (Brazil)

- Universidad de Concepción (Chile)

## CCSU SUPPORTS INTERNATIONAL EDUCATION

(previously published in the Hartford Courant's iTowns Section)

Central Connecticut State University's President Jack Miller knows the value of a global education. Because international education can have positive influences on career paths, world views, and self-confidence, President Miller championed international education programs this year by initiating and subsidizing a new program, Passport to Global Citizenship, a non-credit seminar offered only to first-year students.

This program afforded 70 first-year students the opportunity to spend a week in January in England, studying its history and culture and perhaps acquiring an appetite for further international study. "By requiring the students to obtain their first passports, the program also strengthens the possibility of their continued international education," states Dr. Nancy Birch Wagner, Director of The George R. Muirhead Center for International Education (CIE) at CCSU.

Last year Central identified international education as one of its distinctive core identities, and President Miller's support helps advance the University's effort to internationalize its educational programming by introducing students to opportunities early in their freshman year.

Two other well-established CIE programs include: a course abroad program and a partnership program.

"The course abroad program is one of the cornerstones of the CIE," says Lisa Marie Bigelow, CIE Associate Director. "Due to growing popularity with both faculty and students, we have seen exponential growth in the course abroad program over the past ten years."

The course abroad program has grown to 37 courses with 50 faculty members representing 19 academic departments and over 400 student participants.

Courses abroad can run from 10 days to one month and can be conveniently taken during Winter Session, Spring Break, or the summer. Winter Session destinations and courses this year included: Anglo-American Literary London; and Community Resiliency: Villa El Salvador in Lima, Peru. Students may earn three, four, or six credits for the courses. Tuition assistance, travel assistance, and scholarships are available.

Many of the Passport students traveled outside the US for their first time. Since these short courses are led by CCSU faculty, students receive support that enriches their international experience. Generally, faculty members who teach the courses are very familiar with the destination countries. New destinations this year included Egypt, India, Nicaragua, and the United Arab Emirates.

According to Nancy Weissmann, CIE International Education Coordinator, students enrolled in the study abroad program make longer commitments of six months to one year and attend classes in partner universities such as Shandong Normal University in China, the University of Pécs in Hungary, or Kung Hee University in Korea. CCSU has formal affiliations with 25 universities in 18 countries around the world.

This year 85 students are enrolled in the study abroad program, up from 42 students five years ago. "Without exception, students who return from studying abroad say that they have had a life altering experience," says Weissmann. "Plus, graduates with unique international study or internship experience are set apart and have distinct appeal to employers." And it can begin as early as their first year.

### MAY WE COME TO YOUR CLASS?

Classroom announcements have proven to be the most effective way of recruiting students to study abroad. If you would like a member of the CIE staff to come to your class(es) to make a 10-15 minute presentation about study abroad opportunities, let us know. **Please contact Nancy Weissmann, International Education Coordinator, at x22217.**

*CCSU international students at the 2008 annual International Festival. The 2009 Festival will be held on Sunday, April 19.*



### Faculty Course Abroad Workshops

Faculty who are considering – or are in the process of preparing – Course Abroad proposals for 2010 (Winter Session, Spring Break, or Summer) are cordially invited to attend one of two **Faculty Course Abroad Workshops** offered by the Center for International Education (CIE).

Each Workshop will provide advice regarding the preparation of the proposal, answers to the most frequently asked questions, guidelines for pricing and structuring your Course, suggestions for student recruitment and funding opportunities, as well as important information about risk management and the policies and procedures that pertain to emergencies and incident reporting abroad. Veteran Course Abroad faculty will also participate in the Workshop and share their experiences and offer tips regarding best practices.

By April 14, please contact Carol Lummis in the CIE (ext. 2-2040) or [lummiscaj@ccsu.edu](mailto:lummiscaj@ccsu.edu) to sign up for one of the Workshop dates below. Dinner will be provided.

**Tuesday, April 21, 5:30 p.m. – 7:30 p.m. in the Nutmeg Room, Memorial Hall**

**Wednesday, April 22, 5:30 p.m. – 7:30 p.m. in the Nutmeg Room, Memorial Hall**



CENTRAL CONNECTICUT  
STATE UNIVERSITY  
WWW.CCSU.EDU/CIE

Center for International Education  
Henry Barnard Hall, Room 123  
1615 Stanley Street  
New Britain, CT 06050 USA

Phone: 860-832-2040  
Fax: 860-832-2047

## CIE FULL-TIME STAFF

### CONTACT INFO AND RESPONSIBILITIES

#### **Dr. Nancy Birch-Wagner, Director**

(832-2050 / wagnernab@ccsu.edu)

- Overall Center planning, management, budget, staffing, and reporting

#### **Ms. Lisa Marie Bigelow, Associate Director**

(832-2042 / bigelow@ccsu.edu)

- Course Abroad Program administration, bilateral partnership negotiations and renewals, CCSU employment-based immigration, Special Initiatives, and CIE webmaster

#### **Ms. Christie L. Ward, Associate Director, CIE and Coordinator, IELP** (832-2703 / wardc@ccsu.edu)

- Curriculum design, instructor hiring and supervision, student testing and placement, marketing and student recruitment for the Intensive English Language Program

#### **Ms. Toyin Ayeni, Coordinator, International Student and Scholar Services** (832-2052 / ayeni\_olu@ccsu.edu)

- Immigration advising, programming, and orientation for F-1 and J-1 international students

#### **Ms. Nancy Weissmann, International Education Coordinator** (832-2217 / weissmannn@ccsu.edu)

- Marketing, recruitment, placement and administration of study abroad program

#### **Ms. Carol Lummis, Secretary II, CIE**

(832-2044 / lummiscaj@ccsu.edu)

#### **Ms. Carmetta Williams, Secretary II, IELP**

(832-3376 / williamsc@ccsu.edu)

Comments or questions about the CIE Newsletter? Contact the co-editors:

**Lisa Marie Bigelow (bigelow@ccsu.edu)**

**Christie Ward (wardc@ccsu.edu)**

Center for International Education  
Central Connecticut State University  
Henry Barnard Hall, Room 123  
1615 Stanley Street  
New Britain, CT 06050 USA