

MAIS

MASTER of ARTS in
INTERNATIONAL STUDIES

SCHOOL OF BUSINESS AND PROFESSIONAL STUDIES



CONCORDIA
UNIVERSITY

PROGRAM HANDBOOK -2012



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The Masters of Arts in International Studies (MAIS) Program Specifications, Requirements and Guidelines (described here in this document) are subject to the interpretation of and may be modified as deemed appropriate or necessary by Concordia University, Irvine.

SECTION I: General Information

INTRODUCTION

WELCOME TO THE SCHOOL OF BUSINESS AND PROFESSIONAL STUDIES GRADUATE PROGRAMS

We are pleased that you have selected to pursue your graduate degree at Concordia University Irvine's School of Business and Professional Studies. The following pages will help to provide you with needed information about the program.

SCHOOL OF BUSINESS AND PROFESSIONAL STUDIES (SBPS) PURPOSE STATEMENT

The School of Business and Professional Studies (SBPS) seeks opportunities to extend the educational mission of the university by serving adult and non-traditional students. While staying within the mission of the university, SBPS serves these students using varied delivery models and structures that respond to the learning needs of these constituencies. The MAIS program is one among many at Concordia University's SBPS (ranging from Adult Degree Completion to Sports Management & Leadership to MBA programs) that produce cultivated, wise and honorable individuals who are servant leaders both at home and abroad. In addition to our domestic offerings, SBPS continues to develop international partnerships and initiatives that are innovative, engaging and sustainable – as a result we remain relevant and pioneering in rapidly changing time.

SCHOOL-WIDE TARGETS AND GOALS

1. SYSTEMATIC INQUIRY

GOAL: Students will acquire and continue to use systematic skills for encountering knowledge. They will articulate a problem, structure an investigation, gather suitable resources, organize and manipulate qualitative or quantitative data, and think critically to reach appropriate conclusions.

2. CLEAR COMMUNICATION

GOAL: Students will acquire and continue to use knowledge and skills for sharing thoughts, data and feelings through writing, speaking, selected technical media and information management.

3. HEALTH AND WELL-BEING

GOAL: Students will acquire and continue to use knowledge and skills which enhance their physical, economic, psychological and spiritual well-being and environment, laying the groundwork for satisfying and responsible leisure as well as vigorous and purposeful work.

4. SOCIO-CULTURAL RESPONSIVENESS

GOAL: Students will acquire and continue to use knowledge and skills for effective, respectful and positive interaction with the variety of the world's peoples, cultures, societies and traditions.

5. AESTHETIC RESPONSIVENESS

GOAL: Students will acquire and continue to use knowledge and skills for perceiving the elements of human feeling, their synthesis, and their expression in artistic media. Students will shape their own affective response through selected media including writing, drama, music and visual arts.

6. CHRISTIAN VALUES

GOAL: Students will acquire knowledge of, and appreciation for, Christian faith, biblical and confessional principles, God's creation, God's redemption, Christian witness and humanitarian service.

7. SERVANT LEADERSHIP

GOAL: Students will acquire and continue to use knowledge and skills to perceive the needs of others, stimulate a vision for positive response and collaborate within communities to achieve the desired results.

Questions about the School of Business and Professional Studies Graduate Programs should be directed to:

Dr. Timothy Peters, Dean of School of Business and Professional Studies
1530 Concordia West; Irvine, CA 92612
tim.peters@cui.edu, (949)214-3363

GENERAL UNIVERSITY INFORMATION

ACCREDITATION

Concordia University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, P.O. Box 9990, Oakland, CA 94613-0990, (510) 632-5000. Students and other interested parties may review accreditation documents by making a request to the Office of the Provost.

BOOKSTORE

The campus bookstore is open during the regular academic year Monday–Thursday from 7:30 am–6:30 pm and Friday from 7:30 am–4:00 pm. Textbooks and school/study related items may be obtained as well as stationery items, gift items, cards and casual clothing carrying the university emblem. Additional hours and/or changes in hours will be posted. Summer hours vary. Please call the bookstore at ext. 3454 for a summer schedule.

FOOD SERVICES

The university employs a professional food service to prepare food and provides an excellent dining service program for all students, employees and guests. The Eagle Rock is open Monday through Thursday until 8:00 pm during the fall and spring semesters. Summer hours may vary. The Eagle Rock serves a variety of grill items, salads, snacks and beverages. The Café (main dining hall) is open during regular meal hours during the fall and spring semesters and features a variety of “from scratch” entrees including a salad bar and made-to-order choices. Services in the Café also include a New York-style deli, full beverage bar and desserts ranging from fresh fruit to frozen yogurt. Money can be placed on one’s student I.D. card through the campus bank. Students must be sure to specify that they want “flex” dollars put on their I.D. cards in order to use them in the Café and Eagle Rock. Cash is also acceptable in both places.

HEALTH/SECURITY RELATED ISSUES

Please refer to the Concordia University Off-Campus Programs Safety Manual which you can receive from the MAIS office. In reference to China and the area of Asia, it is strongly recommended that you have vaccinations for Hepatitis A and B and Typhoid. Please check with the Centers of Disease Control and Prevention (CDC) at: <http://www.cdc.gov/travel/destinat.htm> for further information on this area of the world (mainland China, Asia).

LIBRARY AND LEARNING RESOURCES

In this age of high technology and information, the library plays an essential role in providing the resources students and faculty need to achieve academic excellence. Located next to the main parking lot, Concordia’s library services provide rich on-campus collections complemented by many public, academic and research libraries in the area. Our librarians and student assistants will be happy to acquaint you with the computer programs available for research. These include InfoTrac, ERIC, ALTA Religion Database and Unicorn (Online Catalog). Databases are accessible from any network port on campus or they are also available to registered students from off campus through a proxy server. Students must have a password to use these databases off campus. Passwords are available from the charging desk at the library. Passwords cannot be given out over the phone or through email. VCRs and monitors are provided for your convenience as well as personal computers and copy machines. Conference rooms and a teacher resource room are also available on a first come, first serve basis. Please visit <http://library.cui.edu/lib/index.htm> for the most up-to-date library hours. Students must have a current student I.D. in order to check out library materials. (Graduate students may obtain their I.D. cards during registration hours of the fall semester. At other times the I.D. cards can be obtained in the Security Office during regular hours 8:00 am–4:30 pm).

PARKING FACILITIES

The student and visitor parking lots, located on the west side of the campus close to the Library Arts Building, have adequate parking for students. Parking permits are required for on campus parking. Permits may be obtained from the Security Office on the east end of the first floor in Admin Building in Rm 106.

APPLICATION INFORMATION

(See www.cui.edu/mais for application forms)

A student must be admitted into the master's program prior to registering for any courses. To be considered for admission to the master's program, a student must:

1. Have a bachelor's degree from a regionally accredited institution or an international evaluation verifying the equivalent of a regionally accredited U.S. bachelor's degree; Has a minimum undergrad cumulative GPA of 2.75.
2. Be a Native English speaker, or demonstrate adequate ability/knowledge to the satisfaction of MAIS program.
3. Be physically & psychologically eligible for a Chinese Work Visa (per P.R.C. physical/mental health requirements).
4. For US domestic applicants, submit an online/paper application with nonrefundable application fee of \$50.00; for eligible international applicants, submit a paper application with nonrefundable application fee of \$150.00 (see www.cui.edu/mais for form).
5. Submit a statement of intent including short and long term goals and career objectives (see www.cui.edu/mais for form).
6. Forward to the MAIS office **ONE** official transcript from **EACH** college or university attended, showing all previous undergraduate and graduate work. (*Transcripts must be received in an official SEALED envelope. E-scripts are acceptable- please set our admissions email address as the recipient.*) If from a non-U.S. institution, applicant must provide an official, detailed transcript evaluation from an approved international credential evaluation service ((www.ierf.org or www.ece.org) that shows the equivalent of a regionally accredited U.S. degree
7. Submit two current recommendations, on forms provided by Concordia (see www.cui.edu/mais for forms), from an acceptable reference source such as professor, employer, immediate supervisor, pastor or colleague.
8. Submit a complete and up-to-date resume.
9. Submit a copy of college/university undergraduate diploma.
10. Submit a copy of your valid passport (with at least 18 months of remaining validity from expected date of departure).
11. After completion of your admission file, an admission interview (in person/on Skype) will be scheduled.

POST ACCEPTANCE REQUIREMENTS

The items listed below will be sent and/or requested of the student with the acceptance letter:

1. Once a student is accepted into the MAIS program, a signed MAIS acceptance form along with nonrefundable tuition deposit (\$300) is required from the student.
2. A signed copy of the Risk Release and Participation Agreement and a signed copy of the MAIS Student Contract are required from the student. All said documents are included in your MAIS acceptance packet.

ON CAMPUS HOUSING

Housing is available to MAIS students during their summer course work but on-campus housing, though encouraged, is not a requirement for summer semester attendance. An application form is available at MAIS office. Details of meal plans and options are included in your on-campus housing application form.

FINANCIAL AID INFORMATION

Obtaining a quality education today represents not only an investment of time and energy, but a growing financial commitment as well. Concordia University participates in programs of financial aid to university students which have developed nationally, within the state of California, and within the church. For the latter, contact your congregation and the LCMS district office of the district in which you reside for information on aid that may be available to you. (For the appropriate contact person in each District, go to the LCMS website and click on “LCMS Churchbook” in the left hand column; then click on “District Contact.” Most Districts give aid ONLY for undergraduate students going into full-time church work, but there are exceptions.) Federal student loans are also available to eligible post baccalaureate students. Financial aid is distributed according to university policies, and counselors will assist students in the completion of the appropriate forms. Forms are available online or in the Financial Aid Office (Grimm Hall).

1. TUITION AND FEES

- Application fee is a one time payment of \$50.00. The application fee is due with the application for admission to the program. Payment may be made by cash, check or credit card. Tuition rates for the 2012-2013 academic year have been set at \$590.00 per unit. Although a few courses may have special fees, generally the only further costs are for textbooks and housing at CUI in the summer, if needed.
- The 2012-2013 tuition rate applies to the 2012-2013 academic year (May, 2012 through May, 2013).
- Tuition rates are subject to annual review by the Concordia University Board of Regents and traditionally have increased annually each year. This means that MAIS courses not taken in the 2012-2013 academic term will probably have higher per unit costs associated with them as they will be taken in future academic terms. Specifically this will be the case with the MAIS 600 Research Writing course that begins in the summer of 2013, which is the start of the 2013-2014 academic term.
- If you drive to campus, registration of your vehicle is required.

2. PAYMENT POLICIES AND PROCEDURES

Full payment of tuition and fees is due prior to the beginning of class. Payment may be made by cash, credit card or check. Payment plans are available at www.cui.edu/paymentplans.

3. REFUND POLICY

Enrolled students may cancel enrollment and receive a refund of all monies paid (with the exception of the application fee and deposit) prior to the first day of classes for the course(s) in which they are enrolled.

REFUNDS AFTER CLASSES BEGIN: Students who withdraw from school after classes begin may apply in the Bursar's Office for refunds (i.e., tuition, room and board). Concordia University's refund policy is determined by a weekly percentage until 60 percent or greater in the semester is reached. For further information, please go to the Refunds section under www.cui.edu/bursar.

4. RETURN OF TITLE IV Federal Financial Aid Policy

This policy is in effect as a result of the Higher Education Amendments of 1998 (HEA 98). The Federal Title IV programs covered under this policy include Federal Pell Grant, SEOG, Federal Direct Stafford Loan and Federal Direct Plus and Grad Plus Loans. A student withdrawing from Concordia University during a semester must file an Official Withdrawal Form with the Office of the Registrar. If a student is not able to visit the office, he/she may contact a staff person in the Office of the Registrar regarding the withdrawal date. The student's official withdrawal date will be determined by the university as: 1) the date the student began the university's withdrawal process; 2) the midpoint of the semester, if the student withdraws without notifying the university; or 3) the student's last date of attendance at an academically related activity, as documented by the university.

If the student begins the withdrawal process and then later decides to continue attendance at Concordia University, the student must indicate this in writing to the Office of the Registrar and indicate that his/her intention is to complete the semester.

If the student withdraws during a semester, the portion of the federal grants and loans a student is entitled to receive is calculated on a percentage basis by comparing the total number of days in the semester to the number of days that the student completed before he/she withdrew. If the percentage earned is sixty percent (60%) or greater, the student is considered to have earned one hundred percent (100%) of eligibility. This policy does not affect the student's charges. The university's withdrawal policy will be used to determine the reduction, if any, in the student's tuition, room and board charges. If it is determined that a portion of the financial aid received on the student's behalf is unearned, the university shares with the student the responsibility of returning those funds. Any grants and loans that a student is required to return to the federal programs are considered an overpayment. The student must either repay the amount in full or make satisfactory payment arrangements with the Department of Education to repay the amount. **If the student fails to repay or make arrangements to repay an overpayment, the student will lose his/her eligibility to receive future federal financial aid at any institution.**

4. LOANS

As a post-baccalaureate student at Concordia University, you are eligible to apply for federally guaranteed student loans under the Federal Direct Stafford Loan Program. A Graduate PLUS loan, for which graduate students only are eligible, is also available. You are responsible to repay on a Federal Direct Stafford Loan. With the Unsubsidized Federal Stafford Loan, the borrower is responsible for interest from the time the loan is disbursed. For the PLUS loans, repayment begins immediately after the loan is fully disbursed.

5. FINANCIAL AID PROCESS

- Complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. Concordia University's code is 013885.
- Complete the graduate financial aid application and submit it to the Financial Aid Office. Please complete all sections.
- Once all of these steps have been completed and you are registered for classes, the Financial Aid Office will review your information and determine your eligibility for financial aid for the academic year in which you are enrolled. This will include reviewing the resources you have available to pay for your education and the educational costs that you will incur while attending Concordia University. Students must maintain at least half time status to be eligible to receive financial aid.
- **Financial Aid Satisfactory Academic Progress – SAP**

Federal regulations require all schools participating in Title IV financial aid programs to have a Satisfactory Academic Progress (SAP) policy. Title IV financial aid programs include: Pell Grant, Supplemental Educational Opportunity Grant (SEOG), Federal Direct Subsidized Stafford Loan, Federal Direct Unsubsidized Stafford Loan, Federal Direct PLUS Loans, and Work-Study. The requirements of this policy apply to all students receiving federal and state aid, and institutional aid per university policy.

Minimum Standards

To remain eligible for federal grants, loans, and work-study, students must meet the standards indicated below at the end of each semester. Please note the standards to establish and maintain eligibility for Title IV assistance are more stringent than the University's academic standards for continuous enrollment. At the end of each term of enrollment, students must earn the minimum cumulative GPA, minimum number of credit hours, and be within the maximum timeframe. Failure to meet the minimum cumulative standards may result in a loss of financial aid eligibility.

Qualitative Measure of Progress

The qualitative requirement sets a minimum Cumulative Grade Point Average (GPA) for the degree level at which a student is classified. Note: This is the GPA used to determine one's status and includes grades from courses taken at all other schools that are accepted by Concordia. To remain in compliance, a student must maintain the following cumulative GPA after each period of assessment:

- Minimum Cumulative GPA for undergraduate students is 2.0
- Undergraduate academic scholarship requires a cumulative GPA 2.5
- Undergraduate Presidential Honor's Scholarship requires a cumulative GPA 3.7
- Minimum Cumulative GPA for graduate students is 3.0
- Minimum Cumulative GPA for graduate MAED students is 3.25

The quantitative requirement contains two components, (1) Pace of Progression and (2) Maximum Timeframe.
(2012-13 Handbook)

(1) Pace of Progression/Completion Rate

The credit hour completion rate reflects the pace at which students must progress to ensure that they are able to complete their degree program within the maximum timeframe. The pace of progression is calculated by dividing the cumulative number of hours the student has successfully earned by the cumulative number of hours the student has attempted. All students regardless of classification must earn 67% of all hours attempted. This is a cumulative calculation and includes credits attempted at all schools before and while attending Concordia.

(2) Maximum Timeframe

The maximum timeframe for undergraduate students to complete their degree cannot exceed 150% of the published length of the academic program. Hours are counted starting with the semester the student entered school, even those semesters in which he/she did not receive financial aid. The maximum timeframes are listed below:

Bachelor's Degree 180 Attempted Hours
Master's Degree Attempted Hours required for program

Hours Attempted: Hours attempted include all hours pursued in the student's career and are counted in the maximum timeframe whether or not financial aid was received. Attempted hours also include the following: withdrawals, incompletes, failing grades, repeated coursework, and transfer credits accepted by the University.

Financial Aid Warning

Students who do not meet the SAP standards will be placed on Financial Aid **WARNING**. While on **WARNING** status, students will continue to receive financial aid. All students who are notified of their **WARNING** status should seek academic counseling and take advantage of all other student services available to ensure student success at Concordia University.

Financial Aid Termination

Students who do not meet the SAP standards for more than one term will be **PROHIBITED** from receiving all financial aid. Being on **PROBATION** status does not prohibit a student from continuing their education. Students who have lost their financial aid eligibility may be reinstated once they demonstrate satisfactory academic progress.

Appeal Standards

Only appeals for the following reasons will be accepted:

- ➔ A death of an immediate family member of the student.
- ➔ Medical/hospitalization of the student.
- ➔ Mitigating circumstances beyond the student's control that affected their academic progress.

Appeal Process

All appeals must be submitted in writing, and include the Financial Aid Satisfactory Academic Progress (SAP) Appeal Form, **with supporting documentation attached**, to the Financial Aid Office. Acceptable **documentation** for each circumstance **must** be stated in the appeal letter and supporting documentation **must** be attached, such as medical records, death certificates and any documentation that supports the student's mitigating circumstances. The Director of Financial Aid will approve or deny appeals as they are submitted. Results of an appeal will be sent to the student in writing. Any student whose appeal is denied by the Director of Financial Aid has the right to appeal to the Financial Aid Committee. The Financial Aid Committee will use the same criteria in rendering its decision.

Appeal Decision

If a student's appeal is **approved** the student will be placed on *PROBATION*. A student on *PROBATION* will continue to be eligible for financial aid on a semester by semester basis provided they meet the required terms and conditions as indicated in the student's approval. Failure to meet these requirements on a term by term basis will result in *TERMINATION* of financial aid.

If a student's appeal is **denied** the student must meet SAP standards before any further financial aid may be awarded as long as the student hasn't reached the maximum units.

Reinstatement of Financial Aid:

To reinstate financial aid a student must have an approved Financial Aid Appeal or must meet the financial aid satisfactory academic progress cumulative qualitative, quantitative, and maximum timeframe standards. Neither paying for classes out of pocket, nor sitting out a period of time is sufficient in and of itself to re-establish a student's financial aid eligibility.

Treatment of Grades:

- ➔ Courses for which a student receives a letter grade of A, B, C, D, P or CR are included in the calculation of cumulative credit completion percentage as courses successfully completed.
- ➔ Courses for which a student receives a letter grade of IP, I, N, NP, IF, or F will be treated as credits attempted but not successfully completed.

Withdrawals:

Credits for which a grade of "W" is received are considered attempted credits but not successfully completed credits. A grade of "W" does not impact GPA but does negatively impact the cumulative completion percentage and counts toward the maximum time frame.

Repeated Coursework: Undergraduate students are allowed to repeat a course as often as allowed by the academic policies of the university. Students are allowed to repeat a previously passed course and have it count toward enrollment for financial aid eligibility only once. However, all repeats count against the maximum timeframe (total attempted credits) and reduce the pace/completion rate because they count as earned credits only once.

Transfer Credits:

Transfer credits accepted by the institution and applied toward a student's degree, diploma, or certificate requirements to graduate will apply toward the maximum time frame calculation. If at the point of admission a transfer student's prior academic record does not meet the college's minimum cumulative qualitative or quantitative SAP standards, the university may immediately place the student in a probation status for financial aid eligibility.

Consortium Credits:

Credits for which financial aid is received under a consortium agreement will be included in the calculation of cumulative GPA, completion percentage, and maximum time frame.

Audited Courses:

Audited courses will not be funded by financial aid and are not included in any financial aid satisfactory academic progress measurements.

ACADEMIC INFORMATION AND POLICIES

1. ACADEMIC ADVISING

Planning for a degree program must be done in consultation with the School of Business and Professional Studies. This ensures that the candidate is aware of the current program requirements and has scheduled his/her program to be completed with these requirements.

2. MASTER OF ARTS DEGREE

Generally a student has two years to complete all requirements in the MA degree program. If additional time is needed to complete the project, the student may request an extension to enroll for additional semesters and pay an additional fee.

3. ADMISSION APPEAL ON GPA POLICY

Applicants who do not meet the minimum GPA requirement for the program to which the applicant is applying may appeal the denial. Candidates with a cumulative GPA below a 2.75, who meet one of the following, may petition to be considered as a candidate in the admission process:

- a) have two years or more of credible service
- b) submit documentation of Graduate Record Exam (GRE) score (score of 900 minimum combined verbal and quantitative scores).

The application review committee will consider the potential of the candidate for academic success by reviewing a variety of factors including the following:

- significant life experience since completing the BA
- linguistic ability
- professional experience
- undergraduate program completed

In appealing the denial, the candidate must submit a letter of explanation for the low grades and why the candidate's grades in a new program would be acceptable. The Dean has the final decision and may sustain the denial, reverse the denial, or refer the matter to an application review committee.

4. CLASS ATTENDANCE

Due to the nature and schedule of the courses, attendance at all regularly scheduled classes is mandatory. Only under extenuating circumstances will absences be excused at the discretion of the instructor or Dean. Failure to attend classes does not constitute withdrawal. If a student misses one class session for any course, the candidate may be required to repeat the course.

5. ADD/ DROP PROCEDURE

After the registration period has closed, it is the student's responsibility to contact the registrar's office to make course changes. Changes need to be made on the official Add/Drop form available in the Registrar's Office or from your advisor. All forms must be signed by the student and require the approval of the program advisor. The student needs to take the form to the Registrar's office to complete the process.

Courses may be **added** during the first week of the semester using the Add/Drop form referenced above.

A full-term course may be **dropped** during the first two weeks of the semester without receiving a W on your academic record. Courses dropped after week two up to the last week of classes will receive a grade of Withdrawal-W. **A course may not be dropped during final week of the term or part of term.**

A half-term course may be **dropped** during the first week of the semester without receiving a W on your academic record. Courses dropped after the first week up to the last week of classes will receive a grade of Withdrawal-W. **A course may not be dropped during final week of the term or part of term.**

Please pay close attention to the add/drop dates; they will be strictly enforced. You must formally withdraw from a course; **non-attendance does not constitute a withdrawal**. If a course is not dropped using the above procedures, the instructor will assign an A/B/C/F grade.

A student will not receive a full refund for any courses dropped after the first week of classes for the semester in which they are enrolled. Full refunds will not be given, even if the student has not attended class.

Failure to follow the official procedures outlined above will result in credit not being granted for a course not officially added or the assigning of the grade of F for courses not officially dropped.

6. GENERAL APPEALS POLICY FOR GRADES/ACADEMIC DISPUTES

For all issues other than admission, the following summarizes procedures for appeals. Students with grievances must address those grievances with the person or office directly involved. If the student does not feel the issue is satisfactorily resolved he/she may file a formal written appeal with the Dean. The appeal should contain a rationale as to why the decision in question should be reconsidered. The Dean will render a decision within seven days or call for an appeal committee composed of two international studies faculty and one graduate student. Any current graduate student may appeal a Dean's decision and request a formal appeal hearing.

7. INACTIVE STATUS

Any student who has not enrolled in courses for two consecutive semesters will be considered an "inactive student." Inactive students shall be removed from the program. An inactive student wishing to return to his/her program must re-apply for admission. Re-admission is not guaranteed. Students returning from inactive status may be required to take additional course work or repeat course work if the content of the new course(s) are deemed critical to the student's completion of the degree.

8. MAINTAINING GOOD STANDING IN THE MA PROGRAM

A student must maintain a 3.0 and not receive a grade below "C" in any of their courses to remain in good standing in the MA program. If a student drops below a 3.0, the student has one semester on probation. By the end of that semester the student must have brought the GPA back to the acceptable 3.0 cumulative or the student will be dismissed from the program. Students who receive a grade below "C" in any of their courses must repeat the course the next time that it is offered and may not proceed with subsequent courses in that strand (e.g., research, business, education, development, etc.). This will automatically delay the graduation date of the student by a minimum of one calendar year, as courses are offered once per year.

Students who withdraw from or receive failing grades in all of their courses during a single semester will automatically be dropped from the program. Students who are fired with due cause (as determined by the Program Director) or quit from their jobs in China (without legitimate cause as determined by the Program Director) will be dropped from the program.

9. PLAGIARISM & ACADEMIC HONESTY

This program seeks to empower students for independent learning, resourcefulness, clear thinking, and perception. All submitted work and activities should be genuine reflections of individual achievement from which the student should derive personal satisfaction and a sense of accomplishment. Plagiarism and cheating subvert these goals and will be treated according to the policy stated in the Code of Conduct. In addition, each course may specify consequences for plagiarism and cheating specific.

The instructor reserves the right to utilize electronic means to help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review. Assignments submitted for review will be included as source documents in a restricted access database solely for the purpose of detecting plagiarism in such documents.

10. ACADEMIC WARNING

It is imperative, especially in a program utilizing distance education, that faculty keep students informed on their academic progress. To that end, the university has developed an academic warning process. The purpose is to inform and support student academic success. Faculty have online access to an Academic Warning form that is to be used whenever the faculty member believes a student is at academic risk.

Triggers for academic warnings:

1. Failing a test or major assignment;

2. Failing to submit a major assignment on the due date (or past the absolute deadline). Faculty may allow for late work, but must have within their syllabus the procedures, with extension deadlines that will be allowed. For example, work received past the deadline is marked down X% for each day late. Work received past the absolute deadline (e.g., more than 2 weeks late) will receive zero points. Acceptance of late work may be arranged with the instructor with a clear deadline for submission before it will no longer be accepted.
3. Missing more than 2 class sessions (whether face-to-face, online chat, skype, discussion board, etc.);
4. Other triggers may be used, but should be reflected in the course syllabus.

Warning procedures:

1. The online warning form is submitted by the professor as soon after the infraction as possible;
2. The form is sent to the student and Dean;
3. The form is placed in the student file as a notation of academic problems;
4. The designated person and/or Dean will contact the student asking for an explanation and offering assistance when possible.

11. PROBATIONARY STATUS

A student is classified as on probation if he/she has been fully admitted to a degree program and does not maintain the appropriate 3.0 GPA or receives an F (any grade below a C) in a course. Other reasons a student may be classified as probationary may include issues related to moral or ethical character and/or other conditions or combination of conditions that cause substantive reason to question the student's fitness for the program. A student must resolve any issues leading to the probationary status by the last day of the semester in which the condition resulting in probationary status arose. If this is not possible, i.e. the course needing to be repeated is not offered, the program director may determine an appropriate time line. If the probationary status is not remedied the student will be dropped from the program.

12. ACADEMIC DISMISSAL

The first step in academic dismissal is placing a student on probationary status. Students who do not remedy academic difficulties and return to "good standing" within one semester will be dismissed from their program. Students who plagiarize and/or cheat are eligible for dismissal from the program.

13. REPETITION OF MA COURSES

A master's degree course may be repeated only one time in order to improve the GPA necessary for continued enrollment in the program. Courses must be repeated at Concordia. No more than two courses may be repeated. When a course is repeated, the higher grade takes precedence and is averaged into the GPA. The lower grade is still indicated on the transcript but is not averaged into the GPA. (For instance, if a student earned an "F" the first time he/she took a course, but earned a "B" upon retaking the course, his/her transcript would indicate both times the student took the course along with the respective grades. The "B" grade would be averaged into the GPA, because it is the higher of the two. The "F" grade would no longer be averaged into the GPA; however, the transcript would still indicate that the student received an "F" the first time he/she took the course).

14. SPECIAL LEARNING NEEDS OF STUDENTS

Concordia University, in compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, is committed to providing reasonable accommodations for qualified students with disabilities so that they can participate in the university's educational programs and activities. It is the student's responsibility to make his/her needs known in a timely manner by providing the university with proper verification and documentation of the disability. Guidelines for proper verification can be obtained from the Learning Center director. As procedures for documentation and accommodation review take time, the student is encouraged to request accommodations prior to the beginning of each course. After the second day of a course Concordia University can not guarantee that services will be facilitated. Requests for reasonable accommodations are facilitated through the Learning Center.

15. TRANSCRIPTS

A transcript order is defined as a request for a transcript to each separate destination/address; each separate destination/address constitutes a separate order. Students may obtain an official transcript of their academic record by filing a request at the Office of the Registrar. A fee is charged for transcripts and must be paid in advance. Ten working days should be allowed for processing and mailing of the transcript. Transcripts will not

be released until all fees have been paid. Transcripts from other schools become the property of the university and will not be released or copied. Concordia University students transitioning from BA status to graduate status will not need to order transcripts from other institutions attended.

16. TRANSFERRING IN COURSES

A maximum of six (6) units may be transferred into the MA Program. These courses must be approved by the Dean and must closely match course descriptions in Concordia's program. All requests must be in writing along with appropriate course descriptions, syllabi and transcripts. Please note that Concordia University cannot guarantee that courses can be transferred to other institutions. Certain courses (e.g., Practicum courses) may not be transferred into the MA program – please check with the program office for specific details.

17. GRADING SYSTEM

The grade point average (GPA) at Concordia University is computed on a four-point scale and determined on the basis of the scale below. Specific grading requirements for each course will vary greatly, and the letter grades cannot be defined here other than in a general manner. Only grades of C or better may be applied for fulfillment of the MA degree requirement.

The following grade points are applied by the Office of the Registrar to the grade point average for each final grade given by the professor.

A	4.0 grade points	B-	2.7 grade points
A-	3.7 grade points	C+	2.3 grade points
B+	3.3 grade points	C	2.0 grade points
B	3.0 grade points		

AUD	Audit	Assigned for classes attended for no credit and for the purpose of gaining information without the requirements of tests and papers.
I	Incomplete	Assigned when a student, with the consent of the instructor, postpones the submission of certain work because of extenuating circumstances. Incompletes must be removed within seven weeks from the beginning of the next semester, excluding summer sessions, unless an extension is granted by the instructor with an approval from the Dean. Incompletes incurred during summer sessions must be removed within seven weeks from the beginning of the fall semester with the same stipulation. Failure to remove an incomplete will result in an automatic change to the default grade (C or F).
IP	In Progress	Assigned when an educational experience (e.g. thesis and practicum) is designed to extend beyond a single grading period. An "IP" grade must be accompanied by the terminal date at which the regular grade is due. When the grade is not assigned and submitted to the registrar within the specified time after the terminal date, the grade of "I" will be assigned in accordance with the policy on the grade of "Incomplete." Thereafter, the course is governed by the rule of "I."
CR	Credit	Assigned when credits are earned by examination rather than by attendance.
W	Withdrawal	Assigned when a student officially withdraws from a class after census date and through the eighth week.

It is the student's responsibility to bring any error in grades to the attention of the instructor within one semester following the issued grade. Grade changes are made only because of computation or recording errors and must be corrected no later than the last day of classes of the next full semester. Submission of extra work after a semester is completed will be permitted only when a grade of "Incomplete" was assigned.

GRADUATION

All Master of Arts students are encouraged to celebrate the completion of their program by participating in the annual graduation ceremony held each May. However, students need to plan ahead for this event. All students must have completed their program by graduation. This means that all courses must be complete.

Each student must register for graduation (by completing a graduation application) through the Office of the Registrar. An application must be completed even if you do not plan to participate in the commencement ceremony which is held in May. Graduation applications are due to the Office of the Registrar according to the following schedule (please contact the Registrar's Office for exact dates).



Graduation Application Due Dates

Summer (August) degree posting-due mid May
 Fall (December) degree posting-due late September
 Spring (May) degree posting-due mid December

The application fee is assessed when you submit your application – please check with the Registrar (or the CUI General Catalog) for the exact amount of the fee (which is subject to change on an annual basis). Concordia University holds commencement only in May. Students who complete graduation requirements during the previous year are invited to participate in the May commencement.

SECTION II: Program Overview

WELCOME TO THE MASTER OF ARTS IN INTERNATIONAL STUDIES PROGRAM

With a population of over 1.3 billion and one of the world's strongest economies, China has established itself as a global super-power. Within a few decades, it has created a miracle, lifting itself out of developing world status and into a modern, high-tech country that is being courted by every major nation around the world for its business and friendship. The sleeping dragon has awakened to the new millennium, ushering in an age of new opportunities, challenges and experiences. The doors to China are open only to those with the necessary China experience, China contacts, China knowledge, and China mindset.

PROGRAM LEARNING OUTCOMES

1. Develop practical knowledge, skills, aptitudes, experiences and relationships to recognize and be poised for potential multinational, strategic opportunities.
2. Gain a critical and comparative perspective of the interactions between business and/or education and the spheres of politics, culture, economics, law and society.
3. Design, implement and document primary research in an international context.
4. Demonstrate servant leadership as an ambassador of American culture, develop confidence and overcome obstacles, and learn how to live and work in a foreign country.
5. Engage other cultures and worldviews, communicate professionally and interpersonally in a cross-cultural context; establish authentic relationships and networks.

Experience in China will prepare individuals for new opportunities in the 21st Century. The Master of Arts in International Studies will provide candidates with the chance to:

- earn an MA in international studies while receiving training, study, and practical experience in China
- gain an appreciation of Chinese culture first-hand and learn Mandarin;
- discover the social and economic opportunities emerging in China;
- develop relationships with Chinese leaders in business, education, development, politics and other areas;
- explore academic, business and personal areas of interest as they relate to China;
- impact a generation of Chinese students and colleagues.

The Master of Arts in International Studies Program will provide candidates with intensive study and experiences in a diverse cultural setting. During this international experience, candidates will teach English and other academic courses (based on their qualifications and needs of the school, university or center) and in turn will receive housing (or housing stipend), a monthly salary and other benefits.

PURPOSE

The Master of Arts in International Studies (MAIS) program is designed to provide the maximum exposure to Chinese life as you are studying and researching it. The program allows candidates to simultaneously study, work and live in China – all culminating in a Masters Thesis that is developed out of authentic interests and lived experiences, knowledge of the relevant literature and empirical data collected first-hand.

PROGRAM DESCRIPTION

After a foundational summer semester at the Concordia University Irvine campus, students are deployed to Shanghai and Hangzhou to engage in practical work experience – teaching English and other subjects in schools, universities and centers – providing a rich context for applying their academic knowledge, a social laboratory to conduct research, and a setting for establishing and deepening relationships with local Chinese and people from all around the world.

Questions about the Masters of Arts in International Studies (MAIS) program should be directed to:

ACADEMICS

Dr. Eugene P. Kim, Dean, Asia Programs (MAIS Director)
eugene.kim@cui.edu, (86)158-0030-2105

ADMINISTRATIVE & ADVISING

Dr. Yi (Fuyi) Schuler, MAIS Associate Director
yi.schuler@cui.edu T: 949 214 3376

COURSE SEQUENCE

A. Coursework at Concordia University Irvine, California

These courses will be taken, in residence, on the Concordia University Irvine campus during the months of June, July and early August. They constitute an intensive summer program, where an entire semester of courses will be completed in approximately 8 weeks, with 2-week online session preceding.

Summer Semester (16 units)

MAIS 501 Chinese Culture and History	3 units
MAIS 502 International/Comparative Research Methods	4 units
MAIS 510 Basic Chinese Language *	3 units
MAIS 528 Foundations of TESOL *	2 units

* *Required unless waived or tested out upon MAIS approval*

One of the following:

MAIS 520 Foundations of Chinese Education (<i>Education Emphasis</i>)	4 units
MAIS 530 Foundations of Chinese Business (<i>Business Emphasis</i>)	4 units
MAIS 540 Foundations of Chinese Development (<i>Development Emphasis</i>)	4 units

B. Coursework in China

While working as a teacher in a Chinese school, university or center, students will concurrently be taking online MAIS classes through Blackboard (Concordia University's online learning portal).

Fall semester (9 units)

MAIS 503 Ethnographic Research	3 units
MAIS 592 Teaching Practicum I	3 units
MAIS 525 Environmental & Instructional Design (<i>Education Emphasis</i>)	3 units
MAIS 531 Global Economics & Enterprise (<i>Business Emphasis</i>)	3 units
MAIS 541 Social Change & Project Management (<i>Development Emphasis</i>)	3 units

Spring semester (9 units)

MAIS 504 Data Analysis	3 units
MAIS 593 Teaching Practicum II	3 units
MAIS 527 Literacy and Language Acquisition (<i>Education Emphasis</i>)	3 units
MAIS 533 International Management & Leadership (<i>Business Emphasis</i>)	3 units
MAIS 542 Social Policy & Sustainability (<i>Development Emphasis</i>)	3 units

C. Thesis Research & Writing

During the summer semester after completion of their academic coursework, students will work on writing their MAIS Thesis. Students who do not complete their thesis during the summer semester may take an incomplete and register for a Fall extension. Students failing to complete their thesis at that time will receive an F in the course, and will be required to re-register in the MAIS 600 course.

Summer semester (4 units)

MAIS 600 Research Writing	4 units
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COURSE DESCRIPTIONS

The MAIS program is comprised of a total of 36 units (additional units may be required if students do not complete their thesis on time).

MAIS 501 Chinese Culture & Society (3 units)

This interdisciplinary course will provide insight into China's contemporary culture and social issues by studying its geography, history, linguistics, socioeconomic demographics, economics and politics, social system, and philosophy/religion. Examining a broad range of topics, the course will help students better understand the Chinese people, and the economic and social transformation that China is currently undergoing.

MAIS 502 International/Comparative Research Methods (4 units)

Students will acquire fundamental research skills that can be applied to an international context. These include case study, surveys, interviews, and other qualitative and quantitative research methodologies. Students will also learn how to create a literature review, and subsequently, to utilize that knowledge to formulate a research plan.

MAIS 503 Ethnographic Research (3 units)

Students in pairs will conduct a research project that utilizes ethnographic methods (e.g., observations, interviews and surveys). The research project will have as its setting the business or educational organization that the student has been placed at. Components of the research project will be completed incrementally as the semester proceeds.

MAIS 504 Data Analysis (3 units)

Students will acquire the skills of quantitative data analysis to examine and make sense of both business and educational information. The course will focus on descriptive statistics and regressions, though other forms of analysis will also be covered. Students will be required to build on their research from MAIS 503 by either utilizing data that was already gathered through the ethnography or collecting additional quantitative data sufficient to run analyses on.

MAIS 510 Basic Chinese Language (3 units)

Students will learn the basics of written and spoken Chinese, enough to navigate their China placements during their first semester abroad. This course also addresses numerous issues surrounding first and second language acquisition, such as oral language development, listening skills, writing and reading development. [Course may be waived if placed out by testing.] Simple conversational skills will also be introduced in this course.

Those with prior Mandarin background but do not get waived out of the Mandarin course will need to register the intermediate level of MAIS 510. The intermediate level course is designed for students and professionals who have some basic Chinese (Mandarin) skills. The purpose of the course is to structure, support and evaluate basic Chinese language learning and communication skills needed to continue to engage in fundamental everyday encounters in China. The course will have a balanced focus on the four skills of listening, speaking, reading and writing. By the end of the semester, students will have familiarity with at least 600 basic vocabulary words, the ability to carry brief conversations on selected topics, and reading comprehension of short to medium-length sentences and texts with a proficiency level that is between Level 2 and Level 3 on the "Chinese Language Proficiency Scales for Speakers of Other Languages" newly established by the *Office of Chinese Language Council International*.

MAIS 520 Foundations of Chinese Education (4 units)

This course provides the context for understanding how education has evolved in China. Students will discover the methods of instruction most prevalent in China as compared to Western teaching methods. Furthermore, the cognitive, social, moral and psychological development of students in China will be examined, particularly in comparison to that of students in the US. Topics such as human learning, achievement, motivation, conduct and attitude will also be covered. This course prepares prospective teachers for the Chinese classroom experience.

MAIS 525 Environmental and Instructional Design (3 units)

This course focuses on the design of effective, appropriate and positive classroom environments and instructional strategies for students from diverse backgrounds and learning modalities. Students acquire skills in lesson planning, classroom management and assessment. The frameworks that are utilized include Vygotsky's Scaffolded Learning, Gardner's Multiple Intelligences and Bloom's Taxonomy.

MAIS 527 Literacy and Language Acquisition (3 units)

Utilizing a framework that examines the intersection of language, culture and cognition, students will study classroom methodologies in language development and acquisition with a focus on cross-curricular and cultural diversity issues. The successful implementation of pedagogical strategies for teaching the English language learner is the primary objective of this course.

MAIS 528: Foundations of TESOL (2 units)

This course will include second language acquisition theories, methods and techniques for the classroom, lesson planning, language assessment, and ethical considerations. It also gives students the opportunity to engage in team teaching with peer teachers-in-training. This includes delivery of lessons, along with peer and instructor feedback on those lessons. At the end, the classroom management plan, including the individual TESOL teaching philosophy, will be drafted.

MAIS 530 Foundations of Chinese Business (4 units)

This seminar will address China's emerging role as a major power in both the global economy and international affairs. China's unprecedented economic and social transformation will be examined along with its integration into the world community of nations. The world needs to understand how China sees herself and her role in the world. Both Chinese and Western perspectives of international relations and economics will be explored along with major aspects of Sino-American relations from 1949 to the present.

MAIS 531 Global Economics & Enterprise (3 units)

This course presents an overview of the dynamics of the global marketplace and the international sources of economic change. Topics include emerging markets, supply and demand, comparative economic development, control and democratic regimes, competition and cooperation, international trade organizations, and globalization. Students will apply their knowledge of these theories to the company that they are interning at, analyzing the multiple internal and external factors that must be addressed for economic success.

MAIS 533 International Management & Leadership (3 units)

In this course, students will examine the inner workings of Chinese companies by examining them through the lenses of the mechanistic/bureaucratic perspective, the human relations perspective, the political perspective, the cultural perspective and the management perspective. These multiple perspectives will provide the substance for projects in group leadership and future business planning.

MAIS 540 Foundations of Chinese Development (4 units)

Starting with a general survey of the history, sociology, and economics of international development in China, students develop an intimate understanding of best practices and approaches to NPO & NGO work in China. The knowledge and skills developed in this foundational course will prepare students for their practicum work in China.

MAIS 541 Social Change & Project Management (3 units)

Methodologies and strategies appropriate to diverse Chinese contexts, both urban and rural, are developed through practical and experiential implementations of development theories and research. Site visits to existing service project venues will be organized in collaboration with local NGO's and NPO's.

MAIS 542 Social Policy & Sustainability (3 units)

The International Development Concentration curriculum concludes with an investigation of strategies for creating enduring change that persists beyond the length of a given intervention or action, fostering local ownership, policy change and sustainable development. These require knowledge of meta-level factors and players as well as grass-roots, community-based mobilization and training paradigms.

MAIS 592 Teaching Practicum I (3 units)

This course consists of 4-6 months of field experience and class seminars. Students will develop an understanding of environmental and instructional strategies in practice, with particular attention towards meeting the needs of diverse learners.

MAIS 593 Teaching Practicum II (3 units)

This course consists of 4-6 months of field experience and class seminars. Students continue to practice their knowledge of curriculum, instruction and assessment in the classroom. They will pay special attention to language acquisition for the non-native English speaker.

MAIS 600 Research Writing (4 units)

Students will select or be assigned a faculty advisor and be engaged in completing their research project by editing and publishing a final research paper that will meet the professional standards of validity, reliability and credibility. Students who do not file their Master's Thesis at the end of the Fall term may repeat the Research Writing course in the Spring Term by re-registering for 4 additional units. Students filing their theses late during the following summer will be subject to a \$500 late filing fee as well.



SECTION III: MAIS Thesis

CAPSTONE PROJECT OVERVIEW

The Master of Arts in International Studies (MAIS) degree has concentrations in Business and Education alongside a 12-month internship in the People’s Republic of China. This course of study culminates in a Capstone Project (Masters Thesis) that represents a consolidation, synthesis, and reflection of your academic, professional and personal experience in the program.

Capstone Project Definitions

The Capstone Project of the MAIS program is the Masters Thesis, one that provides an **end goal** for students as they enter the program, a tangible outcome that guides and sustains their studies – both formal and informal – starting in the US at the Concordia University Irvine campus and throughout their year in China.

Furthermore, it is a **demonstration** of students’ knowledge, intellectual ability, cultural sensitivity, responsibility, diligence, maturity, resilience, independence, ethical character, and commitment to learning, serving and leading.

Finally, the Capstone Project (i.e., Masters Thesis) is a public document that benefits and informs the greater academic, professional and/or public community. It is a **contribution** towards the knowledge on China – suitable for publication and dissemination.

** Students who are in the joint MAIS/MBA degree program, will be required to complete separate capstone projects for the MAIS and MBA programs.*

A thesis can be defined as:

“...a detailed study based on original research and submitted for a Master’s degree.”

- University of Canterbury

“...a scholarly essay defending some proposition, usually a dissertation submitted for an academic degree”

- Oxford University Press

“...a dissertation embodying results of original research and especially substantiating a specific view”

- Merriam-Webster Dictionary

Capstone Project Goals & Outcomes

- Support original student scholarship and research as a culmination of his/her coursework and experience in China by collecting and analyzing primary data from China.
- Encourage students to personalize their experience by choosing a topic that is relevant to their educational/personal/professional goals, needs and interests.
- Afford faculty the opportunity to deepen their knowledge and pursue scholarly interests through the mentorship of students.
- Assess students’ academic skills and knowledge, their depth and breadth of experience in China, and their personal development and growth.
- Demonstrate program effectiveness in preparing students to accomplish and attain the following **MAIS program outcomes** (and corresponding University Targets):
 1. Develop practical knowledge, skills, aptitudes, experiences and relationships to recognize and be poised for potential multinational, strategic opportunities. *[Systematic Inquiry, Health & Well-being]*
 2. Gain a critical and comparative perspective of the interactions between business and/or education and the spheres of politics, culture, economics, law and society. *[Systematic Inquiry, Sociocultural Responsiveness, Aesthetic Responsiveness]*
 3. Design, implement and document primary research in an international context. *[Systematic Inquiry, Clear Communication]*
 4. Demonstrate servant leadership as an ambassador of American culture, develop confidence and overcome obstacles, and learn how to live and work in a foreign country. *[Sociocultural Responsiveness, Christian Life and Literacy, Servant Leadership]*
 5. Engage other cultures and worldviews, communicate professionally and interpersonally in a cross-cultural context; establish authentic relationships and networks. *[Clear Communication, Health & Well-Being, Sociocultural Responsiveness, Aesthetic Responsiveness]*

**Throughout this document the terms “Capstone Project” and “Masters Thesis” will be used interchangeably, both denoting the same meaning and usage.*

THESIS CURRICULUM

All of the coursework in the MAIS program is organized to prepare students for their Capstone Project. In addition, there is a specific strand of courses designed to scaffold the research experience for students – courses that begin in the Summer I term and continue through each subsequent semester until students finish their masters theses and graduate.

SUMMER I (CUI)

MAIS 502 – International & Comparative Research Methods (4 units)

FALL I (China)

MAIS 503 – Ethnographic Field Research (3 units)

- Thesis research proposal due at the end of the course
- Preliminary contact with potential Advisors by the end of the course

SPRING I (China)

MAIS 504 – Data Analysis (3 units)

- Secure Advisor at the start of the course (Submit Thesis Proposal Approval Form)
- Begin data collection

SUMMER II & FALL II (location unrestricted)

MAIS 600 – Thesis Writing (4 units)

- Complete the writing and filing of the thesis by the end of the course

The Research Strand

The four courses in the research strand collectively and sequentially provide a continuum of preparation, support and accountability for the successful and timely completion of the Capstone Project/Masters Thesis.

In the Summer Term in residence at Concordia University, Irvine, students take the first course in the research strand: **MAIS 502 – International & Comparative Research Methods** (4 units), a survey course that is designed to provide students with fundamental research skills that can be applied to an international context and guidelines for their masters thesis. The methods learned include case study, surveys, interviews, discourse analysis, and other qualitative and quantitative research methodologies. Students will also learn how to create a literature review, and subsequently, to utilize that knowledge to formulate a research plan.

During the Fall Term in China, students will continue to progress through the research strand with **MAIS 503 – Ethnographic Field Research** (3 units), an opportunity to put into practice and take to the field the research skills learned in MAIS 502. In this course, students will explore contemporary economic, social, and political issues impacting China through carefully designed field research experiments that evaluate documented data and results from the course text (*The Return of the God of Wealth: The Transition to a Market Economy in Urban China* by Charlotte Ikels). This course will also provide exposure to a diverse array of viable topics for students to focus their own Masters Thesis on. Students will write a draft *Thesis Proposal* as a requirement of the course and are expected to contact potential Advisors and submit their Thesis Proposals by the end of this course. A list of potential Advisors (along with their areas of expertise/interest and contact information) may be found at: <http://www.cui.edu/mais> - click on the left hand link “Capstone Thesis Information.”

During the Spring Term in China, students will acquire the skills of quantitative data analysis in **MAIS 504 – Data Analysis** (3 units) to examine and make sense of both business and educational information. The course will focus on descriptive statistics and regressions, though other forms of analysis will also be covered. Students will be required to build on their research from MAIS 503 by either utilizing data that was already gathered through the ethnography or collecting additional first-hand data sufficient to run analyses on. By the end of this course, students may have completed

The Thesis Proposal is an outline of why, what, when, where and how a student intends to proceed with their intended plan. It should be approximately 8-10 pages in length, and may also include a brief literature review.

*Why – Rationale/Purpose
What – Topic/Question
When – Timeline
Where – Sample/Setting
How – Methods/Instruments*

all of the research steps up to data analysis, have secured an Advisor, and are ready to finish their Masters Thesis by writing, editing and formatting their paper appropriately. Students may not collect data without the approval of their Thesis Proposal by an Advisor, therefore it is essential that students secure an Advisor as early as possible and initiate contact and communication regarding their research. [Note that Advisors are not officially assigned to students until they have enrolled in the MAIS 600 course towards the end of the Spring term.]

The research strand culminates in **MAIS 600 – Research Writing**, where students are officially assigned to a faculty Advisor and are engaged in completing their research project by editing and publishing a final research paper that will meet the professional standards of validity, reliability and credibility. Once a student has selected/been assigned a faculty Advisor they are required to complete their work with their Advisor; students who desire to change their Advisors after they are officially assigned will be assessed a \$500 Advisor Drop Fee. Students may not enroll in this course if they have any other courses that they have not passed (with a grade of C- or higher) by the beginning of the term. There is no requirement for students to be in residence during this time, as students’ work, communication and collaboration with their Advisors can be accomplished over the Internet or phone. It is the Advisor’s discretion to determine the methodology and frequency of communication, though regular meetings are expected.

*It is the expectation of the University that students finish their Masters of Arts in International Studies (MAIS) Degree within **18-19 months** (Summer I, Fall I, Spring I, Summer II, Fall II).*

The anticipated time allowed for the student to complete their research writing spans the Summer and Fall Terms, [note that students must register in their 2nd Academic Year for the MAIS 600 course during the summer (at full tuition) and if necessary, the MAIS 600E-0 course during the fall term (at no charge).] Only students starting the summer term (during the 2nd Academic Year) are eligible for the free extension. Students who do not file their Master’s Thesis

by the end of the Fall Term may repeat the Research Writing course in the Spring Term, but must obtain their Advisor’s approval. Students who obtain Advisor approval to repeat the Research Writing course must again register for an additional 4-unit course (full tuition fees apply again). Students filing their theses during the following summer (the absolute latest deadline) will additionally be subject to a \$500 late filing fee and will need to register for the MAIS 600E-1 course. [Students who wish to enroll in the Summer Extension will need to demonstrate to the Director that they have submitted a complete draft to their Advisor prior to the start of the semester and are expecting to have an approved thesis by the end of Summer Term.] Students may file their thesis at any point within the course – it is not necessary to wait until the end of the term. As part of their evaluation by the Director, students will receive a Pass or No Pass at the end of the course.

MAIS 600 Project Timeline

<u>summer term</u>	<u>fall term</u>	<u>spring term</u>	<u>summer term</u>	<u>fall term</u>	<u>spring term</u>	<u>summer term</u>
[-----1 st Academic Year----- --]			[-----2 nd Academic Year----- --]			3 rd Year
MAIS 502	MAIS 503	MAIS 504	MAIS 600	MAIS 600E-0	MAIS 600	MAIS 600E-1
	Thesis Proposal Due @ end of course	Data Collection [only with Advisor approval]	Thesis Writing [Full \$ tuition]	Thesis Writing Extension [No \$ tuition – if enrolled in Summer]	Thesis Writing Extension [Full \$ tuition]	Thesis Writing Extension \$500 Extension Fee
	Search for Advisor	Secure an Advisor	Advisor Assigned	Extension if necessary	Reenroll w/ Advisor’s approval	only if draft turned in by Spring Term

MAIS 600E-MAIS 600E-0, No Charge for Fall Extension of initial MAIS 600 course

MAIS 600E-1, \$500 Charge for Summer Extension of second MAIS 600 course

**After these 4 semesters of Thesis Writing, if the thesis is not completed and approved, the work will be disqualified, there will be no further extensions, and the student will be dropped from the program. Students may reapply to the program, but there may be additional requirements.*

THESIS ADVISEMENT & EVALUATION

Through the MAIS 600 (Thesis Writing) course, the Advisor guides students by reading drafts and offering helpful comments and insights. The Advisor is required to provide his/her own written evaluation (1 page minimum) of the strengths, limitations and overall assessment of the final draft of the masters thesis as submitted by the student. The document will then be forwarded to the Director for his final evaluation.

Thesis Advisor

It is the goal of Concordia University, Irvine (CUI) to match appropriate Advisors with students who are enrolled in the MAIS 600 (Thesis Writing) course and pursuing their Masters Thesis. This match depends not only on the expertise, availability and interest level of faculty, but also upon the students' goals, needs and interests. Even before an Advisor is officially assigned, students should be working informally with a faculty member who will provide guidance for the development and implementation of a research plan. This interaction is also intended to provide time for both student and faculty to familiarize themselves and develop a positive working relationship with one another.

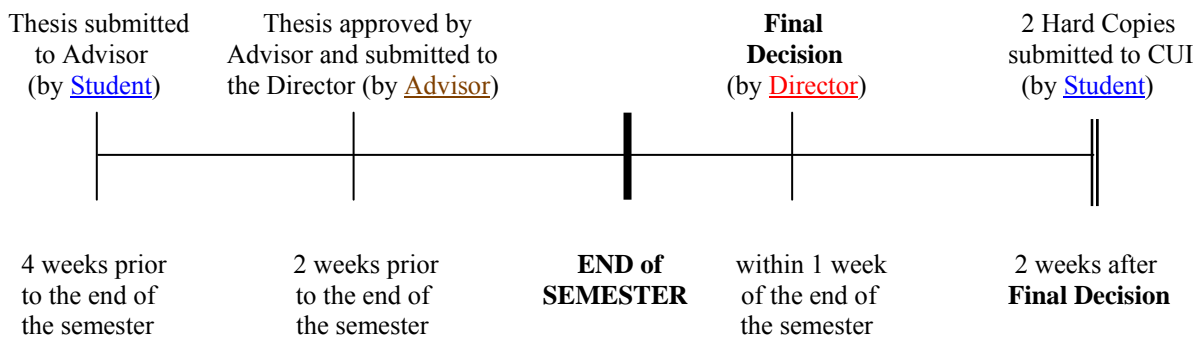
The initial role of an Advisor is to read and approve the *Thesis Proposal* (even if it has already been approved by the Director, you must get the approval of your thesis Advisor for him/her to be willing to work with you). In most cases, this involves a negotiation between student and Advisor, as an appropriate topic/question and methodology are determined (including a discussion of the resources required for successful implementation of the project). Thus students are expected to work closely with their Advisors, and under their guidance, develop clear and cogent research plans. It is up to the Advisor whether or not to accept the *Thesis Proposal*, and thus it must meet their expectations, standards and consent.

Once an Advisor has agreed to support a thesis proposal, the student should complete and submit the **Thesis Proposal Approval Form** (see Appendix B) to the MAIS office. Once the form has been received and approved, students may then initiate collection of their data. Advisors should be regularly updated on the progress of data collection, particularly, but not limited to when there are issues or anomalies in the data. It is imperative to wait for approvals by the Advisor before proceeding with the research, as you may be required to make major changes to your research plan. Once a student has selected/been assigned a faculty Advisor they are required to complete their work with their Advisor; students who desire to change their Advisors after they are officially assigned will be assessed a \$500 Advisor Drop Fee.

Thesis Evaluation

Students must submit the final draft of their masters thesis to their Advisor no later than 4 weeks prior to the close of the semester in order to for them to have the possibility of graduating that term. This provides Advisors with up to two weeks to complete their evaluation of the thesis and to pass it on to the Director (if approved).

Deadlines for Submission of Thesis (to Advisor & Director)



As the “professor of record,” the Director will consider the submitted work along with the Advisor’s recommendations in assigning the final grade for the MAIS 600 course. Note that none of the following guarantees the approval of your master’s thesis:

- an approved *Thesis Proposal* by the Director and/or Advisor;
- your Advisor’s approval of your masters thesis;
- meeting the deadlines for turning in the master’s thesis;

The Final Decision by the Director will determine whether or not any thesis is approved – if it is not approved, then you may need to enroll in another term in order to make revisions and resubmit. If you submit the thesis early enough, you may be able to revise and resubmit the thesis in the same semester and avoid having to enroll in (and pay for) another MAIS 600 course.

The two hard copies submitted to CUI must meet these specifications:

- √ *Tape Binding*
- √ *#100 lb. Paper Cover Stock on front and back. The front cover should contain cover page information. The back cover should be blank.*
- √ *Cover paper stock should follow the correct color scheme based on the year that they entered the program.*
 - *2005 (Cohort 1) – White*
 - *2006 (Cohort 2) – Red*
 - *2007 (Cohort 3) – Orange*
 - *2008 (Cohort 4) – Yellow*
 - *2009 (Cohort 5) – Light Green*
 - *2010 (Cohort 6) – Light Blue*
 - *2011 (Cohort 7) – Red*
 - *2012 (Cohort 8) – Orange*
 - *2013 (Cohort 9) – Yellow*
 - *2014 (Cohort 10) – Light Green*
 - *2015 (Cohort 11) – Light Blue*

** it is recommended that students utilize Kinko's, Office Max, or other commercial office service centers of comparable quality for the printing and binding of their thesis.*

**Masters Theses should be mailed to:*

*Concordia University
Attn: MAIS Department
1530 Concordia West
Irvine, CA 92612*

Approval of your thesis by the Director and a subsequent passing grade in the course indicates permission for students to submit and “file” two copies of their masters thesis to Concordia University, Irvine in partial fulfillment of the requirements for the MAIS degree. The filing of the thesis must be completed within two weeks of receiving approval from the Director. Every filed MAIS theses must contain an executive summary (no more than 100 words) and a list of “key words” so that the thesis can be easily indexed by the university library. Remember that even if a thesis has been accepted and a final grade of Pass entered, a student is not eligible to graduate until the two hard copies adhering to the program guidelines have been received, approved and filed at CUI.

Quite often, faculty members will see significant potential in a research project and may invite students to co-author a publication that is based on a Masters Thesis. Faculty Advisors may choose to pursue publication of any thesis that they work on with an MAIS student. It must be co-authored with the student (who must, at minimum be named second author). Depending on who was involved in the development of the project, additional authors may be appropriately recognized as a co-author (e.g., the professor of a research strand course).

Recommendations

1. Build a positive relationship with your Advisor – they can be your greatest asset.
 - a. Your Advisor is committed to work with you to help you achieve your goal of completing your research project, but remember that faculty are not obligated to serve as Advisors – impress and convince them that you are the type of student and yours is the type of project that they would like to work with/on.
 - b. Recognize that your Advisor has other professional obligations (e.g., teaching a full load of courses, on Sabbatical, advising other students, or involved in a research project of his/her own.). Be mindful of your professor's time. There may be periods of time when they are unavailable, so the expectation that correspondence will be returned within two weeks time would need to be adjusted based on the Advisor's schedule. Note, this also applies to the Program Director's schedule.

- c. Students who are genuinely interested in their studies, demonstrate enduring effort, are respectful and humble, and attend to appropriate detail are a joy to their professors. Keep in regular contact with your Advisor, informing them of your progress and any changes.
2. Take initiative and take advantage of the resources available to you.
 - a. Your Advisor's job is to make sure that you are successful – and by this we don't merely mean that you graduate. Advisors are required to provide guidance, feedback and accountability for their advisees. They will ensure the quality of your experience and final product (i.e., the Masters Thesis). Heed their advice, listen to their counsel, seek their guidance, learn from them.
 - b. Do not hesitate to ask for assistance. Your Advisor expects such requests, and is very willing to help by providing suggestions and direction. However, be sure you are not asking your Advisor to do your work. If you are asking for more than assistance, you will be so informed. Your Advisor will support you, but will not do your thinking, your research, and your writing.
 - c. Similarly, the library staff is more than eager to direct you to useful resources for your literature review. They will help you to plan your search strategy, if desired. However, it is not the librarian's task to search for references pertinent to your study or project, and to prepare a comprehensive report of search results.
 3. Pursue excellence at every step of your project.
 - a. Of paramount importance to your Advisor is the *quality of your thinking* as reflected on the pages of your masters thesis – for it is also a reflection of the degree to which your Advisor has properly guided its development.
 - b. Your paper is a running log of decisions you have made—decisions about the value of literature reviewed, the framing of research questions, selection of subjects, methodology used, analysis of data, conclusions drawn, and so on. The *decision making* during your research is a prime indicator of the quality of your thinking.
 - c. The quality of student thinking is generally reflected in the quality of student writing. Selecting the right words (notice: decision making!) to express an idea is of critical importance. It is well worth the time and effort it takes.
 - d. In addition to your Advisor, have others proof-read and edit your document carefully. You may wish to hire a professional editor to edit your writing.
 4. Work incrementally, making steady progress towards your thesis.
 - a. Regularly monitor your schedule and tasks to be completed, and move ahead with steady, observable progress. If you foresee delays, please consult with your Advisor at your earliest opportunity.
 - b. If you procrastinate and attempt to squeeze your work into a tight span of time, your Advisor or Concordia may not be able to accommodate that burden.
 - c. A rushed product is most likely an inferior one, as writing requires several revisions – something you will not have time for if you attempt to cram it into too short of a time.
 - d. Submit your thesis early. Submission of a masters thesis by the latest deadline will put you at great risk – if it is not approved by either your Advisor or Director, you will have to enroll in another term in order to revise and resubmit the thesis.

THESIS REQUIREMENTS

A masters thesis is driven by a question (and in many cases, a hypothesis) that is inspired by a variety of knowledge sources: experience, history/literature and revelation (to name a few). A systematic approach is organized and implemented, and first-hand data/information/evidence is collected, analyzed and interpreted. These results are then compared to the original question (and hypothesis when posited) along with the body of knowledge (i.e. Literature Review). A conclusion is drawn regarding the limitations, implications and future directions of the research.

Questions & Answers

Though the thesis is motivated by inquiry that demands a response, the conclusions may actually provide more questions than answers. In most cases, a thesis does not create entirely new knowledge as much as it tests, modifies, or extends knowledge that already exists (although in some cases it may revolutionize the field). Though many definitions offer an argument, proposition or hypothesis as a central component of the thesis, it is not necessary, particularly given the nature of the MAIS program and the unique experience that it hopes to provide its students – one that is based on the humility of good anthropology (Murrell, 2001). By this we intend for MAIS students to be explorers and learners, challenging their preconceptions or preferably leaving them behind as they discover both the strange and familiar in China. Any argument, proposition or hypothesis must be at least tentative, testable, and malleable.

Components

The documentation of the results from the research conducted will take a specified form with key components. The details of the precise requirements of paper formatting will come later in this handbook (see the section titled: *Thesis Guidelines and Requirements* pgs. 10-11). The necessary components of the Masters Thesis for the MAIS program include the following:

MAIS THESIS COMPONENTS

1. Title Page
2. Abstract [comes before the Table of Contents]
 - a. Executive Summary: purpose, questions, methods, findings and implications
 - b. Key Words: searchable and topical words that others can search for in the library database to find your particular thesis (i.e., “Subject” search words)
3. (optional) Acknowledgements
4. Table of Contents
5. Introduction
 - a. China – an Overview
 - b. Research Topic/Question/Issue/Problem/Proposition/Argument
 - c. Definitions of Key Terms (reference each term with citations)
 - d. (optional) Rationale/Experiences/Potential Contributions and Benefits that the research is motivated by
6. Literature Review
 - a. Review of the relevant research available
 - b. (optional) Theoretical Framework/Lens/Perspective
7. Methodology
 - a. Research Instruments/Tools (qualitative and/or quantitative)
 - b. Research Approach (an Execution Plan including a timeline of steps/stages)
 - c. Subjects/Sampling
8. Data Analysis
 - a. Description of analyses utilized (including rationale)
 - b. Documentation & Interpretation of data (including charts and graphs)
 - c. Interpretation of the data
9. Conclusions
 - a. Discussion of key findings (particularly as they relate to your original questions, propositions and arguments)
 - b. Presentation of limitations and implications
 - c. Suggestions for future research
10. References
 - a. Bibliography of all citations
11. (optional) Appendices
 - a. Research Instruments
 - b. Raw or Reorganized Data
 - c. Additional Information

Requirements & Guidelines

1. Your masters thesis must strictly adhere to specific formatting requirements.
 - a. The thesis must be between 25-40 pages in length (according to the formatting standards described below) not including title page, table of contents, references and appendices.
 - b. Use “Times” (or “Times New Roman”) type font in 12-point size that is double-spaced throughout the paper.
 - c. Use one inch (1”) margins at the top, bottom, right and left of every page.
 - d. Page numbers are flush right and starts on first page after the Table of Contents.
 - e. Running head is all CAPS, flush left in the header (same line as the page number), and starts on first page after Table of Contents.
 - f. Besides the exceptions listed in the Thesis Handbook (e.g., title page, page numbering, running heads etc.), please refer to the *Publication Manual of the American Psychological Association (6th Edition)*.
 - g. The electronic copy must not be larger than 5MB uncompressed total file size for the entire paper. If you have images embedded in the paper, make sure that they are of an appropriate file size so that you meet this requirement.
 - h. There are additional requirements for the two bound hard-copies that you will file with CUI found earlier in this handbook.
2. The paper must be comprehensible in order to be a true contribution to the public audience. This does not mean “dumbing” down your language – rather it requires clear and concise use of language.
 - a. Use simple language. If you have a choice of a long word or a short word to express the same idea, choose the short word. Don’t use words you do not know the meaning of.
 - b. Define key terms in your paper (e.g., “at-risk student” or “joint venture”).
 - c. Avoid unjustified or undefined jargon, omit needless words and avoid repetition.
 - d. Make sure to write out every acronym the first time you use it in your thesis.
 - e. Use appropriate APA (2009) headings to show organization and flow throughout your paper.
3. Your reference list should only include sources that you cite in the body of your paper. You must always fully cite your references, including websites (please refer to the most recent printing of the APA Publication Manual for conventions and requirements). You must utilize recognized and legitimate literature in you paper.
 - a. Websites like Wikipedia are not authoritative sources (if you decide to utilize this reference, be sure to supplement with other validated sources).
 - b. Do *not* cite abstracts in your reference list. If the abstract seems to indicate a useful source, obtain the entire document, read, evaluate and cite as appropriate.
 - c. Do *not* cite secondary sources unless it is virtually impossible to obtain the primary material. You should not cite secondary sources merely because of the effort or time required to obtain the source. If you cite a reference, you are tacitly certifying that you have read the entire journal article or pertinent book chapter(s), are familiar with the contents, and have evaluated the substance of the work in terms of your task. Do *not* limit your reading only to introductory or concluding chapters, paragraphs, or abstracts.
4. Adherence to reference rules and publication standards—a hallmark of professionalism—is very important for the sake of consistency as well as easy reading and understanding by other scholars and peers. It will be highly valued by your Advisor and Director who will evaluate your thesis. Please obtain your own copy of the *Publication Manual of the American Psychological Association (6th Edition)* and refer to it for answers to the numerous style questions that typically arise. Details do matter. The following are a few important ones that merit your attention.
 - a. Your thesis is an account of something you have done that has already happened. Even for the *Thesis Proposal*, the language should not be in future tense, since this will save you time in not needing to revise future tense verbs to past tense when writing the thesis.
 - b. Use the “Search and Replace” capabilities of your word processor. For example, search for double spaces and replace with single.
 - c. Use your word processor’s spell checker. But don’t assume your spell checker will catch everything—proofreading is still needed to catch errors like “here” in place of “hear.” (By the way, Microsoft Word’s Spelling and Grammar Checker” catches extra spaces as well as repeated words.)
 - d. Paginate even early drafts, with the page number in the upper right-hand corner, one inch from the side (per APA rules). There is no rule about how far numbers should be from the top of the page (APA examples seem to show about ½ inch). Pagination should begin on the first page of text following your table of contents.

SECTION IV: Employment

OVERVIEW

Since 2005, Concordia University Irvine (CUI) has collaborated with numerous organizations in China in an attempt to provide authentic and rewarding work experiences for our MAIS students. Though work requirements, compensation and benefits vary from employer to employer, each is required to provide a minimum compensation package established by CUI (which includes a monthly salary, work visa, airfare reimbursement, housing/housing subsidy, and other benefits). In addition, the list of available employers is continuously upgraded based on the direction of the program and student feedback regarding their first-hand experiences as employees.

Though employment is valuable for its benefits – both tangible and intangible – as graduate students, the focus must remain on their academic coursework and the China experience. To accommodate this, only employers willing to abide by MAIS standards are included in our list of partnering organizations, a select number of schools, universities and centers that have a track-record of providing the best possible work experience for our MAIS students.

** Please be aware that there is some discrimination when it comes to employment as English teachers in China – if you are not of (or look like someone of) European descent, employers may not hire you. This is not based on their own prejudice as much as it is a reflection of the market, which expects English teachers to look a certain way, regardless of their English language proficiency.*

PROCESS & POLICIES

GOALS

Finding employment in China will follow a process that will ensure that:

- 1) students' rights and needs are protected (student choice and a grievance policy);
- 2) students are held responsible for their professional choices (contracts and waivers);
- 3) employers will provide positive conditions, appropriate compensation, and reasonable accommodations for our students;
- 4) CUI will be protected from potential liability, conflicts and consumptions of time, energy and resources.

PROCESS

Students will be given choices and responsibilities. The following description details the process by which students will be placed in their internship position.

1. **Informed Choice:** Students will receive the MAIS Employment Request Form which includes a choice of preferences
 - a. City – Shanghai, Hangzhou, Nanjing or Kunming (note only and all ID students will be placed in Kunming)
 - b. Educational level – 1) English Center / Pre-K (young children); 2) Elementary/high school); 3) College/University
2. **Opt Out:** Students may choose to opt out of the CUI-assisted employment process and choices. Students who chose to opt out agree to release CUI from any responsibility regarding work placement, including grievances, issues or situations that may occur. Unless otherwise approved by the Program Director, in order to remain in the MAIS program, students must find employment that meets the following minimum requirements:
 - o entails less than 20 hours of work per week;
 - o is located in Shanghai or Hangzhou;
 - o allows the University Field Supervisor to visit your classroom;
 - o provides a legal work visa sponsored by their employers.

*** Students must also enroll in the Teacher Practicum courses during Fall and Spring semesters with fewer or no visits from the University Field Supervisor. If the job is outside of Hangzhou, Shanghai, Nanjing, or Kunming students must accept responsibility for coursework (and any subsequent grade consequences) that may require activities that have a travel component or special requirement that is geographically focused in Hangzhou, Shanghai, Nanjing or Kunming.

3. **Application:** Your documents (e.g., cover letter, resume/cv, diploma, passport, photo, etc.) will be sent to one prospective employer at a time by the MAIS program. Please ensure that all your documentation is complete and has been sent to the MAIS office. Once an interested employer is found, CUI will then make

the connection between the employer and the student. At this time, the employer will make an appointment for a (Skype or phone) interview.

4. **Interview:** Students will interview with the potential employer and submit any additional documents and/or information as required by the employer. The employer will then report its decision to CUI. This decision is then relayed to the student by CUI and/or by the employer directly.
5. **Decision:** Once a student has received an offer of employment, his/her response must be given by completing and signing the Employment Decision Form (EDF) and submitting it to MAIS office at CUI within 2 weeks. Every student must:
 - a) Indicate that he/she **accepts** or **declines** (“**opts out**” of) the position on the EDF (submitted to CUI);
 - b) Inform the employer directly of his/her decision to **accept** or **decline** the position.

The EDF is a contract with CUI, and will be used as a legally binding document in relation to student employment in China. If the student declines the CUI-assisted employment offer, this in effect is “Opting Out” (see *b. Opt Out* above). If a student has accepted a position (indicated by the EDF), and subsequently breaks that commitment (e.g., finds a job with another employer), he/she is in violation of CUI policy and may be expelled from the MAIS program.

6. **Processing:** If students **accept** the offer, they will be asked to submit various documents in order to process their work visas. The student must promptly provide any required materials including copies of a college diploma, health verification from a physician, US passport, and other documents.
7. **Work Visa:** The employer will then send official documents (typically 6-8 weeks after the employer has received all of the necessary documents from the student) that students will take to their local Chinese Embassy along with a (work) visa application to China, passport (with at least 18 months of remaining validity and a minimum of two blank pages), 1 passport photo, and the application fee (please check the Chinese Consulate website for details and updates). Students may choose to use an agent CUI works with to handle the visa application for them (usually at a nominal cost).

** Please note that most of the competitive jobs in China are taken by April, so it is to your benefit to secure a position immediately after you have been accepted to the MAIS program. Also, any delays in response to employer/CUI requests and communications may result in loss of your position.*

POLICIES

Students who sign a contract with a Chinese employer will be required to work for the duration of the contract (usually 10-12 months). Students will only be allowed to change employment after the grievance process has occurred and CUI has approved the transfer. The grievance process consists of:

1. meeting with and written letter to Work Supervisor (based on facts and evidence) – if unresolved or if issue is with Work Supervisor, then...
2. meeting with and written letter to site Director/Principal – if unresolved or if issue is with Director/Principal, then...
3. meeting with and written letter to CUI Field Supervisor – if unresolved, or if issues is with CUI Field Supervisor, then...
4. written letter to Dean of Asia Programs – Dr. Eugene P. Kim (Dr. Kim is responsible for final decisions regarding transfers).

- Throughout the grievance process, a meeting may be held together with an individual or individuals from previous steps (1-4).

- Unacceptable reasons for resignation include higher pay/benefits/compensation at another company/school, relocation to another city, personality conflicts, and other personal reasons that are not in violation of their contract.

- Possible reasons for resignation (as determined by CUI after completion of the four steps of the grievance process) include documented cases of harassment, breach of contract, unsafe working conditions and other actions that cause serious harm to students.

- **Transfers:** If the grievance process has been followed, and CUI has approved the transfer, students may resign from their current positions. Students must give sufficient notice (as stipulated in their contract) and after that term may terminate employment with that employer and begin working elsewhere. Students are responsible for finding their own positions.

- **Program Termination:** Students who do not follow the policies as stipulated above (e.g., resigning from their jobs without CUI's approval) will be removed from the MAIS program. CUI will not reimburse any tuition, fees, or expenses incurred by the student. It is the student's responsibility to exit the country unless he/she is able to find a legal means of staying.

Students who are fired from their jobs for reasons that include breach of contract, harassment, illegal activity, negligence of duties, or other improper behavior will be removed from the MAIS program. Employers will be required to notify CUI before any students are fired from their jobs. If students are fired from their jobs, CUI will not reimburse any tuition, fees, or expenses incurred by the student. It is the student's responsibility to exit the country unless he/she is able to find a legal means of staying.

CONTRACT EXPECTATIONS & COMPENSATION

In general, MAIS students receive one-year contracts with the following (specific details depend on employer, type of position and student qualifications):

1. maximum of 15-20 hours/week of teaching (teaching hours range from 40-50 minutes each hour);
2. maximum of 4-6 hours/week of additional office work;
3. guarantee and coverage of Chinese work visa for 1 year;
4. salary of 4000-6000rmb/month (some universities pay less, but the teaching hours are less);
5. reimbursement of round-trip US-China airfare (typically at the end of the contract);
6. health insurance (basic coverage including medicine);
7. housing (Western-style accommodations near their work place);
8. Mandarin language courses;
9. English-speaking liaison to assist with transition and support

TERMS & CONDITIONS

Terms and conditions of contracted service for teaching in China generally fit the following description:

A. Length of Contract

Commitments are for one calendar year (approx. mid/end August, 2012 to mid/end August 2013). Contract terminations are not permitted except for extreme circumstances (e.g., serious illness) and will result in removal from the program. There are typically 11 days of official holidays off. In addition, most employers provide extended time off during the Spring Festival (though this is not guaranteed). Employers have conditions upon which they can terminate contracts (varying from employer to employer), with absences and negligence of duty being the most common reasons.

B. Work Schedules

A typical work week varies from student to student, but the total weekly teaching load should not exceed 16-20 class sections (with an average of 45 minutes per class section). K-12 schools generally operate on an 8am-4pm schedule. Universities generally offer courses during the weekday, but the sections may be in the mornings, afternoons or evenings. Language centers generally offer courses during the afternoons and evenings of weekdays and/or all day on Saturday and Sunday (opposite schedule of K-12 schools). Finally, some employers require that teachers remain on site during the 8am-4pm work day – in such cases, there should be a guarantee that teachers are not working the entire 8am-4pm span and have access to the internet so that they can work on assignments for their graduate courses during hours that they are not working.

C. Work Commute

Commute times will vary, depending on where you are living and where you are teaching. In general, K-12 teachers have the shortest commutes. Teachers at language centers generally have the longest commutes, even teaching in more than one location. University instructors are mixed, with some living on their campus and others living in apartments off-campus.

D. Remuneration

Monthly salaries will vary dependent upon qualifications, teaching load, subject(s) taught and employer. The average salary is around 4000-6000rmb per month, though some universities with lighter teaching loads offer less and some schools and centers with heavier teaching loads offer more. The remuneration should be sufficient to cover basic living expenses in China.

E. Transportation

Employers will generally reimburse for round-trip airfare from the US to China (up to a specified amount), but will not book the tickets on behalf of those they hire as teachers. Some employers will arrange for pick-up from the airport, but this is not guaranteed. Please make arrangements for your own flight tickets and ground transportation.

F. Accommodation

For universities and schools, Western style apartment accommodations are provided and the base rent is paid for by the contracting organization as part of the employment agreement. For Language centers, there is typically a stipend for housing in addition to assistance with finding an apartment to rent near the work place. In general, MAIS students are directly responsible for their own utility costs and other personal fees (a few employers cover utilities up to a specified monthly amount). Concordia University does not provide housing and is not responsible for matters related to housing.

G. Disputes

Work related disputes should be first taken up the chain of command of your employer. Do not go around any person in the chain, unless you want to face potentially dire consequences by your employer. If you cannot resolve the matter fairly, then you may contact the University Field Supervisor (instructor for your Practicum course) who may intercede for you. If your matter remains unresolved, you may contact the Dean of Asia Programs (Dr. Eugene P. Kim), but only after you have exhausted the first two steps.

SAMPLE JOB DESCRIPTION

The following is an example of a sample job description posted by a Chinese employer. It is not an actual job offer, but it is indicative of the types of employment requirements and benefits that are available.

Position: English instructor at Chinese university (1-year contract)

Responsibility: Teaching 16 sections (45 minutes each) of oral English each week;
Hosting “English Corners” once per week;
Offering weekly office hours (4 hours/week)

Requirements: 1) Native English speaker proficiency
2) Minimum of a Bachelor’s Degree
3) Interest in teaching
4) Adaptable to a diverse culture and environment
5) Easy-going, responsible, creative, open-minded and hard-working
6) In good mental and physical health

Benefits: 1) Monthly stipend of 4000-6000rmb
2) Reimbursement of round-trip economy class air ticket between US and China up to 8000rmb
3) University One-bedroom Apartment
4) Legal working visa (Z-Visa) valid for one year in China
5) Mandarin lessons – 2 hours each week
6) Medical coverage for accidental illness or injury

LIST OF EMPLOYERS

MAIS students have been employed by partnering organizations (K-12 schools, English language centers, and universities) throughout China. Each year, the list of partnering organizations is carefully screened by Concordia University, based on prior experiences of MAIS students working at those institutions. In the past, MAIS students have worked for organizations in Shanghai, Hangzhou, Beijing, Yunnan, Yantai, Nanjing and Shenzhen. MAIS students are individually required to sign employment contracts directly with their contracting organizations and as such, they are under the jurisdiction of the local employment rules in order for their working visas to be issued and valid.

Shanghai & Vicinity (For I.B. and I.E. students only)

- East China University of Science & Technology (valued partner since 2012)
- Shanghai University of Finance & Economics (valued partner since 2012)
- Shanghai University (valued partner since 2010)
- JinCai High School International Division (valued partner since 2005)
- PingHe Bilingual School (valued partner since 2008)
- Scholastic Asia (English Centers) (valued partner since 2005)
- Telfort Business Institute (valued partner since 2005)
- SMIC Private School (valued partner since 2005)

Hangzhou & Vicinity (For I.B. and I.E. students only)

- Hangzhou Dianzi University (valued partner since 2007)
- Zhejiang Institute of Mechanical and Electrical Engineering (valued partner since 2009)
- Zhejiang Business College (valued partner since 2010)
- Zhejiang Tourism College (valued partner since 2010)
- Zhejiang University of Media & Communications (valued partner since 2011)
- Zhejiang University of Science & Technology (valued partner since 2011)
- Zhejiang Chinese Medical University (valued partner since 2011)
- China JiLiang University (valued partner since 2011)
- Zhejiang Financial College (valued partner since 2011)
- Zhejiang Yue Xiu University of Foreign Languages (in Shaoxing) (valued partner since 2012)

Nanjing & Vicinity (For I.B. and I.E. students only)

- Nanjing University of Finance & Economics (valued partner since 2008)
- Jiangsu University (in Zhenjiang) (valued partner since 2012)

SECTION IV: Travel

Overview

Concern for student safety is one of Concordia University's core commitments as we plan off-campus programs. While there are risks involved in all travel, our goal is that you be prudently prepared to face these risks.

The Master of Arts in International Studies Program takes place both in Irvine and in mainland China. For the majority of the program's duration, instruction is delivered overseas, thus the following information is critical in planning for your time abroad. This manual was written to help you learn how to be safe and healthy and to have a great travel experience. You should read this manual carefully and understand it thoroughly.

The following section includes useful information on Safety and Security, Health and General Preparations. Please be sure to read the whole section carefully as you plan ahead for your year in China. You should be familiar enough with the material to be able to refer back to it once you are overseas and run into any issues.

We would certainly want you to avoid "slips" – careful or otherwise.



Please contact the program office with any other questions.

SAFETY & SECURITY

As you begin to think about your safety as you travel, it is important to have a comparative perspective on the United States and the world. You may be surprised to learn that the United States is perceived around the world as a rather dangerous country. Our street crime statistics support this view. No other country has as many guns or gun-related injuries and deaths. U.S. drug and alcohol abuse is among the highest in the world. Although international visitors come in great numbers to visit the United States, many arrive concerned about what they will find.

Yet, of course, our perception is often that life at home is safer than life “over there.” U.S. media coverage of the rest of the world focuses on overseas political upheavals, violent strife, and natural disasters, rather than on positive political and social developments or on the richness and human warmth of life as it is actually lived. *People who spend time traveling often comment on how “normal” life seems abroad, in spite of cultural differences.* This discovery comes when you can look past the stereotypes, misperceptions and media distortions and see people and cultures with your own eyes.

What is significantly different abroad, though, is the range of challenges confronting the victim of misfortune. Distractions and unfamiliarity throw the traveler off balance, increasing the likelihood of problems in the first place. Then language barriers, varying laws and customs, different standards of care—all of these come into play, compounding the impact of any problem faced in a foreign land. As a result, even small problems can quickly become big problems.

Institutional Support

Below are some policies and procedures developed and collated by several colleges and universities for assessing risks and seeking the safety of participants in off-campus programs. Later in the document we have also included common-sense tips to help you avoid safety-related problems and to assist you in having a positive travel experience.

1. **Orientation information** is offered for outgoing off-campus program participants and orientation is given to program directors to assist in preparation for your experience. These provide practical information about travel abroad in general and specific places you will visit. Orientation is meant to teach you attitudes and skills that will help you in understanding situations (social and physical) and interactions you are likely to encounter. Your personal safety is increased when you are sensitive to the difference between acceptable and unacceptable behavior in an unfamiliar culture, including the areas of traffic and public transportation (airplanes, trains, buses, cars). *Danger to a traveler more often lies in personal interactions or accidents than in international political instability.* Take full advantage of these orientation sessions.
2. Your **program leaders are given training** on how to handle various problems that might arise during your program, so they will be able to advise and assist you.
3. In case of a crisis, an **international assistance provider** is on retainer to help with your needs (in addition the program staff and administration both in China and the US). In the event of a crisis, rearrangement of travel plans may be necessary, and steps will be taken accordingly. Concordia’s **on-campus crisis team** and on-site advisers, plus other special resources (such as international safety experts and/or State Department personnel), will be included in the decision-making. Concordia University has access to immediate international information over the internet and through crisis consultants. If a situation warrants, Concordia will take initiative to contact those affected to advise of events and information affecting off-campus programs.
4. We provide information for travelers and your families/parents/guardians regarding the limits of Concordia University’s responsibility and identifying the kinds of participant experiences that are beyond the university’s control. In particular, Concordia University:
 - a) cannot guarantee or assure your safety or eliminate all risks from the foreign environments.
 - b) cannot assure that you will be free of illness or injury during the program.
 - c) cannot monitor or control all your daily personal decisions, choices and activities.
 - d) cannot prevent you from engaging in illegal, dangerous or unwise activities.
 - e) cannot assure that home-country cultural values and norms will apply in the host country.
 - f) cannot assure that U.S. standards of due process apply in overseas legal proceedings, or provide or pay for legal representation for you.

- g) cannot assume responsibility for the actions of persons not employed or otherwise engaged by Concordia University; events that are not part of the program, or that are beyond Concordia University's and its subcontractors' control; or situations that may arise due to failure of a program participant to disclose pertinent information.
- h) cannot assume responsibility for personal decisions including, but not limited to food, travel, leisure, housing, employment and association.
- i) cannot assume responsibility for acts and events beyond our control; or ensure local adherence to U.S. norms of due process, individual rights, political correctness and sensitivity, relationships between the sexes, or relations among racial, cultural and ethnic groups. Your realistic assessment of safety risks associated with any area of the world is strongly advised. Safety is everyone's responsibility. Participants, their families, and Concordia University all have a role to play in minimizing potential dangers.

Your Own Responsibility for Safety

You have a major impact on your own health and safety through the decisions you make before and during the program by your own personal choices and behaviors. Assume responsibility for your personal preparation for the program by:

1. Doing the research.

- Consider your personal emotional, physical and mental health and safety needs when accepting a place in a program (recognize that governments do not generally approve visas for those with physical or mental illness). Give your program staff accurate and complete physical and mental health information, and any other personal data necessary for planning a safe and healthy experience abroad.
- Read and carefully consider all materials issued by your specific program (e.g., guidebooks, manuals, State Department warnings) and by Concordia University that relate to safety, health, legal, environmental, political, cultural, and religious conditions in host regions and/or countries.
- Learn the culture and laws of the country in which you will study. Comply with local codes of conduct and obey host-country laws. Americans are NOT immune to local law. Do not assume that because something is legal in the U.S., it is legal abroad.

2. Making necessary preparations.

- Make three copies of your passport, ticket, itinerary, and visa information. Submit one to the program office, leave one with your parents/guardians, and pack one in your luggage. In case the originals are stolen, these copies can help you replace them rapidly. And if your luggage is lost, anyone who opens it can find your itinerary and return your luggage to you.
- Make a copy of credit cards, traveler's checks, driver's license, and other important items you will be carrying. Leave these with your parents/guardians or family. This way if they are lost or stolen, it is much easier to report the loss and replace them.
- Inform your family, parents, guardians and any others who may need to know about your participation in this program. Provide them with emergency contact information and keep them informed on an ongoing basis, and encourage them to pray for the whole process. Their support will be valuable to you throughout your experience.
- Obtain and maintain insurance policies appropriate to the level of risk you consider acceptable, and abide by any conditions imposed by the carriers.
- As applicable, inform your CUI program office and China administrator how to contact you (or someone you trust and knows your whereabouts) in case of an emergency.

3. Taking appropriate actions.

- Be aware of local conditions when making daily choices and decisions. Promptly express any health or safety concerns to your internship hosts, home-stay hosts, or other appropriate individuals. Advise the program staff of health concerns immediately.
- Behave in a manner that is respectful of the rights and well-being of others.
- Accept the consequences of your own decisions and actions.
- If you will be in a foreign country for more than a week, upon arrival, register your passport with the U.S. Embassy or consulate. The registration form will give the Embassy information as to how to contact you in case of an emergency. Make sure you authorize the Embassy/Consulate authority to contact Concordia University and your parents/guardians with information about you.
- When traveling to countries beyond your primary program destination(s) for more than a week, register upon arrival at the U.S. Consulate or Embassy having jurisdiction over the location. You may need to find out in advance which Consulate/Embassy this is.

Family/Parent/Guardian Responsibility for Safety

Families and parents play an important role in your health and safety by helping you make decisions and influencing your behavior overseas. It is important for your family, especially parents or guardians, to:

1. Obtain and carefully evaluate health and safety information related to your participation in the program, including information provided by the Health Service (and when necessary from the Center for Disease Control), the U.S. State Department, and other sources.
2. Be involved in your decision to enroll in a particular program.
3. Engage you in a discussion of safety and behavior issues related to your program.
4. Be responsive to requests from your program leaders and Concordia University for information needed about you in case of emergencies.
5. Keep in touch with you by letters and email while you are abroad, supporting and encouraging you throughout your experience.

Understand that privacy laws prevent the university from releasing information to your parents or guardians (or anyone else) without your written consent. If you would like to release your information to any individual, you may wish to submit your written consent to CUI before you leave the country.

General Travel Safety Tips

The excitement of travel and new environments make it easy to become distracted, or even careless. The following suggestions offer no guarantee of safety and are mostly common sense. Your goal is to be aware of where you are and what is going on around you at all times.

1. Knowing is half of the battle.

- As preparation for your time abroad, **talk to or email people from your destination country** as often as possible. There are many alumni who have traveled to and lived in China – most are very happy to share their insights and stories with you.
- **Read all that you can about your destination** – websites, travel books, and other resources will help you to understand your host country better, allowing you to more easily navigate there. A Mandarin phrasebook and/or Chinese dictionary will also be helpful as you will invariably meet people who do not speak English. You are best served by learning a few phrases and words in Mandarin.

2. Be mindful of your belongings at all times.

- **Travel light!** Seasoned travelers have a saying: “Half the baggage, twice the money!” This enables you to move quickly. You will be less tired and less likely to set your bags down. Outside of a few essential items, you can easily purchase daily necessities and clothing once you have arrived in China.
- **Never leave your baggage unattended;** everything you own is in it. A thief knows this and will take advantage of even a few seconds of your inattention. This holds true no matter where you are—in a hotel lobby, at the train station, in the train or bus, at a restaurant or resting in a park.
- **Protect your valuable documents.** When possible, carry such valuables (passports, rail pass, traveler’s checks, airline ticket, credit cards) in a hidden money belt or neck pouch (available from any good traveler’s supply or department store) stashed securely *inside* your clothing. Do not carry your documents or money in a hip pocket, open purse, or outside pocket on your backpack (which can easily be slit open to steal the contents inside). Keep these documents *on your person* at all times! If you plan to swim, bathe or use the restroom, make sure you have carefully entrusted them with a friend who will stick around until you’re done.
- **Do not loosely carry your bag, purse, or camera case.** Wear the bag strap across your body on your side away from the street, with the bag under your arm, so that your arm secures it with the clasp against you. If you’re not moving quickly or are in crowded conditions, day packs should be worn “facing front” if it’s not too awkward.
- When you are in post offices, restaurants, banks, etc., **do not put your pack, purse, or bag down or lose track of them.** These are public places where, as you are distracted in conversations or transactions, your things are most likely to be stolen.

3. Do not engage in risky or offensive behavior.

- Short skirts and tank tops may be comfortable, but they may also encourage unwanted attention. Avoid the appearance of affluence. Avoid taking lots of jewelry or expensive clothing and accessories. Do not wear clothing that includes offensive or inflammatory words or symbols (e.g., Free Tibet shirts) – these may put you at great risk in a country that does not guarantee free speech. When in doubt, **dress conservatively.**
- **Do not use illegal drugs of any kind.** If someone near you (even a stranger) has or uses drugs, leave the

area quickly. Remember, you are subject to the laws of the country in which you are traveling. Hundreds of American travelers end up in foreign jails each year as a result of carrying, using or being suspected of using drugs or even associating with drug users. There is little the American embassy can do on your behalf in these cases, and the laws in many countries are more severe than at home.

- **Do not agree to meet a person whom you do not know in a secluded place.** You can easily be taken advantage of. Be aware that sometimes people from other cultures tend to mistake the friendliness of Americans for romantic interest. In non-Western societies, safety is enhanced by being with others and in public places.
- **Avoid the vicinity of public demonstrations and strikes,** especially in politically volatile countries. Read the local newspaper and learn about potential civil unrest. What appears peaceful can suddenly become a very dangerous situation, and you could be caught in the middle. If for some reason your program requires you to observe such demonstrations, check with your program director about safe procedures for doing this.
- Taking photos of police or military installations is usually prohibited – your film and camera can both be confiscated. **Watch for the sign of a camera with a line through it,** which means “Don’t take pictures.”

4. Travel with caution.

- **If possible, avoid any travel at night.** If travel at night is unavoidable, then travel with one or more companions and stay in populated, well-trafficked zones. Walk in well-lit areas and do not attempt to traverse parks, parking lots, alleyways, or any other large, deserted sites. Do not travel to areas of a city or country that your program director or trusted acquaintances have labeled as unsafe. Try to avoid arriving in unknown towns at night. If you must arrive at night, make sure you have reserved accommodations. Use designated taxis rather than buses or minivan transportation at night.
- **Use common sense if confronted with a dangerous situation.** At times it may be best to attract attention by screaming or running. But if confronted by superior or armed force, it may be best not to fight attackers, but to give up valuables. Your personal safety is far more important than any property.
- **Plan where you are going in advance, and be aware of your surroundings.** This is not paranoia – it’s good common sense. You know what feels comfortable and what doesn’t. If your instincts tell you a situation is uncomfortable, trust them and move along. If you become lost, ask directions, if possible from individuals in authority. Don’t check your map at a street corner; rather, walk into a café or shop. Be smart, cautious and observant as you would be in any large American city. Ask your program director, your hosts, the local tourism office or the manager of your hotel about areas to avoid.
- **Do not swim at an unfamiliar beach** unless you are positive it is safe. There can be dangerous undertows present. Watch the waves and other swimmers. Beaches can also be contaminated, which not even the locals might be aware of. Especially if no one else is in the water, think twice before entering yourself!
- Having a cell phone that works in your host country, is not only a convenience – it can be a **deterrent to crime or a lifeline in case of emergency.** Make sure that you have a list of important phone numbers in your address book, including emergency services, your program administrator and other contact persons. (Americans can call 110 while in China to reach this emergency services; however, there are few in any English speakers working for this hotline.)

5. Have the right attitude.

- **Think and act confidently and self-assuredly.** Be purposeful when you move about. Try not to “look like a victim.” Avoid flashy dress, jewelry, luggage, or conspicuous behavior that would draw attention to yourself. Walk briskly and with confidence, like you know where you are going (even if you don’t!), particularly at night. In some countries it will be important to have a male member in any walking group.
- Keep a low profile. **Don’t speak loudly or draw attention to yourself.** “Loud American” is not a stereotype that you need to perpetuate.
- Be gracious to others, do not insist on your way, give others the right of way, apologize liberally, and express gratitude when appropriate. A **positive outlook, respectfulness and friendly behavior** can prevent a great many conflicts with locals.

6. Remain vigilant and maintain healthy habits.

- **Stay healthy by eating well, getting sufficient rest, and keeping yourself hydrated** all the times while you are away. Keeping hydrated can mitigate much illness, discomfort, reaction to drugs, etc. If you become ill, take care of yourself by getting the proper care. Don’t be afraid to visit a doctor or hospital because you don’t speak the local language. Usually there is someone around who speaks English. Ask your program director early on about doctors and good medical facilities, and know how to contact them.
- **Watch for anyone following you** or loitering and observing your comings and goings. Keep a mental note

of safe places, such as hotels, hospitals, police stations, etc. Do not make eye contact or conversation with questionable characters that seem to be “just hanging around.”

- **Do not receive gifts, food or drinks from strangers.** Criminals have been known to drug food or drink offered to passengers.

Airport Travel

1. Over-prepare.

- Call your airline to make sure that the flight is on time. Double check that you have your passport and flight tickets on your person when you walk out your door.
- Arrive early! Check in with your airline as soon as possible and proceed immediately through security clearance. Shops and services available in the non-secure area will typically be available once you have passed through the security check.
- Check with your family’s insurance agent; you and your belongings are probably covered. If not, you may wish to add travel insurance to your policy. Machines that sell flight life insurance are a waste of time and money - they sell policies that pay family or friends in the event of a plane crash.

2. Be mindful of your possessions and those of others.

- Put your name and address inside and outside each piece of luggage, along with a copy of your itinerary. (You may wish to cover the outside label with a flap to preserve your identity.) Make sure you receive a claim check for EACH piece of luggage you check. After disembarking from the plane, go *immediately* to the baggage claim area to retrieve your luggage. Brightly colored or fluorescent string or tape attached to your luggage will make it easier to find.
- When moving through security checkpoints, if you are traveling with a partner, have them go through the body scanner first, waiting on the other side for you to send the luggage through the parcel scanner. That will prevent anyone from having the opportunity to snatch your bags if you are held up in the body scanner. Don’t let strangers slip between you and your baggage – this is a common criminal scam. They swipe your baggage at the other end of the conveyor before you can go through the checkpoint.
- NEVER carry packages or letters for strangers or agree to watch a stranger’s luggage! They may be using you as a dupe to tend or carry bombs, drugs, etc. Be watchful for suspicious abandoned packages and luggage. Report them to airport security and leave the area.
- On the plane, check under your seat and in overhead baggage compartments. Report anything suspicious to flight personnel.
- Be aware of others on board your flight. Always keep an eye on your carry-on luggage, especially if you place it in overhead compartments not directly above or next to your seat.
- When using airport shuttles always keep your luggage with you and be alert to those who will try to “assist” you with your bags. This could be a scam to steal your bags or a way to extort unfair baggage handling “tips” from you before bags are returned. Accept only baggage handling help you trust.

3. Security in airports has dramatically increased in recent years.

- In airports abroad, don’t be surprised if you see military guards and police carrying automatic weapons. They are there to protect you.
- It may take longer than you may expect to make it through security clearances. Also be aware that you may be asked to remove your belt and shoes, so dress appropriately to facilitate the process.
- Do not make references to, or joke about, terrorism, bombs or hijacking, or you may become the object of much unwanted attention. Respond seriously and honestly to all questions asked by security personnel. Be aware of what you discuss with strangers about your travel plans or other topics that may be overheard by others.
- Do not carry on your person, or in your hand-luggage, anything that could be regarded as a weapon. Pocket knives, matches and lighters are usually forbidden in carry-on baggage. It might be a good idea to purchase necessary restricted items once you arrive in your destination country. Metal objects in your suitcase may activate security devices, causing delays in the arrival of your luggage.

Transportation Safety

IMPORTANT NOTE: The *single most likely way* for you to be injured during a foreign travel experience is by transportation accident, like a car, bicycle, or bus collision or problem! In many countries, roads are not smooth, drivers are not skilled, night lighting can be poor, signs and signals are broken or missing, and vehicles can be overloaded or poorly maintained. Take special precautions concerning transport.

1. Learn the traffic signals and signs when you arrive (or before if possible), even if you do not plan to drive.

Many countries drive on the opposite side of the road from the U.S. In mainland China, they drive on the right-hand side of the road, but in Hong Kong, they drive on the left. Be aware of your natural “American” reaction to look first to the *left* and then *right* – you must reverse that reaction in Hong Kong and other countries that drive on the “wrong” side.

2. There is risk involved in operating any motor vehicle. If you rent or borrow a motor vehicle, you do so *absolutely, entirely*, at your own risk and without the permission of Concordia University!
3. Take only taxis clearly identified with official markings. Do not for any reason get into an unmarked cab. Pay while you are still in the car. Lock taxi doors if possible, especially at night. Try to keep your luggage next to you in your seat. Be aware that there are many different types of taxi scams – some will take the “scenic route” to get to your destination (if you are traveling to a hotel, let them know where you boarded the taxi, and they should be able to give you a fair price). Others will stage accidents so that they can steal your luggage. Make sure to write down the taxi cab number, color of the cab and the name of the driver if possible. If you are riding with a driver you feel is putting you at risk, ask to get out at the nearest safe place.
4. Bus accidents happen frequently and are a significant cause of death and injury in some countries. Be aware of the road, weather and vehicle conditions when traveling, and make appropriate decisions. Also, be careful with your personal belongings on crowded buses, where theft can occur easily. This is the same caution for subways, particularly during rush-hour.
5. Well-organized, systematic robbery of passengers on trains along popular tourist routes is a serious problem in many countries. It is most common at night and especially on overnight trains. If you see your way forward in an aisle being blocked by a stranger, and another person is very close to you from behind, move away as soon as you can – it may be a trap. Where possible, lock your train compartment, especially at night. If it cannot be locked securely, use the “buddy system” with a traveling friend and take turns sleeping. If you must sleep unprotected, tie down your luggage or lock it with a chain/lock, put your valuables in your hidden money belt and sleep on top of your belongings. Watch what others do.
6. Be very cautious of offering assistance if you encounter vehicular accidents. Your natural reaction will be to get fully involved. Unfortunately, some criminals stage accidents as a setup for robberies. In addition, giving first aid is a risk. Other people’s blood can be very dangerous to you. It is not a bad idea to carry medical gloves and a few first aid supplies with you.

Lodging and Residence Safety

1. If you have not made arrangements for lodging prior to your arrival, you may easily call a travel agent (like Ctrip 400-619-9999) to book a hotel. They can provide you with cheaper rates and reliable hotels based on their evaluations as well as those of customers. Do not accompany anyone holding a sign at the airport or train station – they may be leading you to a scam or worse.
2. Keep your hotel/residence doors locked when you are there and when you leave. Close curtains after dark and lock ground floor windows. Know your emergency exit options, locations of elevators, stairways and exit doors.
3. Do not open your door to people you don’t know and don’t give your room number to persons you don’t know well. Do not take calls from people you do not know. Meet visitors in the lobby. If you are alone, do not get on an elevator if there is a suspicious looking person inside.
4. Make sure the doorman takes down the information of any taxi you get into – this is a quick and easy deterrent to unscrupulous cab drivers who are looking to scam you. Also, let someone know when you expect to return, especially if you will be out late at night.
5. Keep valuables in a safe place – this may be different for each place you stay. When in doubt, carry money and valuables with you. Also keep track of what you leave in your room. If you have a home-stay arrangement, ask your hosts what to do about safety, and what to do with your valuables.
6. Talk to hostel or hotel owners, program staff, tour guides, and fellow travelers to find out which scams are currently being used by thieves in your area.
7. Your map can make you a victim. Study city maps and metro guides *before* leaving your room, or in less conspicuous places than the middle of the sidewalk.
8. Remember to register yourself with the local police station within 30 days of arriving in China. Your employer should assist you in completing this registration. You may face fines or deportation if you fail to register.

Money

Never count your money in public! Though you should avoid bringing large sums of cash, keep a mix of American Express Traveler’s Checks and US dollars with you when you arrive in China. Only some banks will exchange Traveler’s Checks (typically those located in expatriate/foreign areas). Also bring a debit or credit card (Visa or other) - most major credit cards are widely accepted abroad, and the exchange rate you receive will be automatically calculated on your eventual bill. There may be some transaction fees based on the bank you are withdrawing from and your own bank/company that supplied the credit card. Plan well in advance to ensure you do not exceed your

credit limits. You might want to ask your bank or credit card provider about overpaying ahead of time to increase your available balance.

If you need to change money, use banks and authorized money exchanges. Do not exchange on the black market or on the streets. Learn the currency before you leave, or at least immediately upon arrival in a country. This will keep you from being a target as you use money. Banks, money exchanges, and ATMs are often watched by pickpockets/thieves. Be very careful when using these, and be aware of your situation as you leave. It's better to do these transactions in the company of friends.

Eventually, if you are staying for longer than a few weeks, you may wish to open up a Chinese bank account. Avoid smaller local banks, and set up an account with one of the big four: Bank of China, Agricultural Bank, Industrial and Commercial Bank of China, or Bank of Communications. You may also be able to apply for a credit card through one of these banks, though your credit line will most likely be lower than what you have in the US. Opening up a local bank will increase your access to your funds and decrease the need for you to carry large amounts of cash.

Defending against Crimes

While you yourself may not directly encounter thieves, they will have their eyes on travelers like you. Foreigners are particularly vulnerable to crime because they:

- are clearly recognizable as foreigners.
- may not speak or read Mandarin.
- are naïve and eager to meet new people and try new things.
- often carry large amounts of cash and other valuable items.
- are not as familiar with the local environment.

You may be confronted by individuals that may want to take advantage of your vulnerability – please take appropriate measures to protect yourself and your possessions.

1. Don't be an **easy target**. Try to blend in as much as possible. The gawking camera-totter will be targeted rather than someone with a low profile. Try not to draw attention to yourself through your speech, behavior or dress. A camera is the most often lost or stolen item on off-campus programs. Be especially careful not to leave the camera in a taxi, hotel room, or on a bus. Carry the camera inconspicuously.
2. **Thieves** know that foreigners generally carry valuables and important documents in their backpacks and bags. They often use razors and knives to slit open the bottom, side or front of the backpack or bag to get at your possessions. When possible, carry your backpack or bag in front of you. Also, do not put your most valuable items in easily accessible pockets or compartments.
3. **Pickpockets** usually do not work alone – they work in groups and children are often part of the scheme. One person may try to distract you (by asking or showing you something) while the other makes off with your valuables. Keeping your valuables close to your body and avoiding crowded areas is the best prevention.
4. Be on the lookout for **con artists** in big cities, especially near major tourist attractions. Don't trust strangers that are overly helpful or seem to be following you for no reason. Here are some common cons:
 - Two individuals (often either two ladies, a young or old couple) will approach you and ask you for help. They will tell you that they have just arrived in Shanghai but have lost their money and cannot get back home. They will even call their "dad" or "son" to confirm their story. They will ask you to help them out by giving them money to stay in a hotel (a few hundred RMB). **ACTION: Do not give them any money.**
 - A young lady will approach you (if you are a man) and strike up a conversation with you. She will ask if you want to go to a tea house and learn about Chinese culture. After 2-3 hours of tea and pleasant dialogue, the bill will arrive. She will offer to pay for half of the bill – which can range from 1000 to 4000 RMB (\$150-\$600). **ACTION: Do not go to any tea houses or Karaoke rooms or bars with strangers. If you do fall into the trap, and they try to extort money from you, call the police immediately.**
5. **Beggars** may approach you, some with children or physical disabilities. Some beggars are in genuine need but others make as much as several hundred dollars a day. Giving money is a personal decision, but use common sense. Some beggars are employed by gangs to make money for them.
6. Sometimes **children** in train stations or in cities will swarm around you to relieve you of your possessions. They use their age to hide their intentions of thievery. Hold on to your belongings and look for help from guards or police.
7. If any of your possessions are lost or stolen, **report the loss immediately to the police** and other appropriate authorities (but only if you intend to file a claim). Keep a copy of the police report for insurance claims and an explanation. Traveler's check loss must be reported within 24 hours. It is also necessary to have a police report to replace a missing passport or airline tickets.

8. **Your personal safety is far more important than any property.** If someone tries to take your purse, backpack, or other property by force, let them have it.

Robbery and Armed Assault – If you are directly threatened by an armed person:

- do not try to intimidate or be aggressive. Instead, maintain a polite, open, and confident demeanor.
- keep your emotions in check. Remain calm and maintain personal composure.
- keep your hands visible; move slowly with precise gestures.
- respond to requests, but do not offer more than what is requested.
- never take physical risks for property or money!
- do not be aggressive. Do not try to escape.
- do what you are told, within reason.

Shootings and Crossfire – If you hear gunfire when on foot:

- take immediate cover on the ground.
- determine the direction of the firing. Are you and/or your companions a target of the firing?
- if possible, improve your protection by crawling into a ditch/hole, behind a wall, or inside a building.
- leave the scene only after the firing has ceased.

If you hear gunfire while in a building:

- keep clear of windows and doors.
- take shelter in the best protected areas, such as the bathroom, basement, etc.

Bombings – If you are caught in the midst of a shelling:

- take immediate cover on the ground. Lie flat, face down.
- protect your eardrums by covering your ears with your hands and keeping your mouth open slightly to balance the pressure from the blasts.
- if possible, improve your protection from fragmentation of the shells by taking cover in a ditch/hole or the ground floor of a building with solid concrete walls. Never take shelter under a vehicle - it could catch fire or be crushed onto you.
- leave the area only after the shelling has ceased.

Civil Disturbances and Natural Disaster – If you hear sirens or explosions:

- stay where you are if at all possible.
- immediately take cover under a heavy object such as a table or stand in an interior doorway.
- keep curtains closed and stay away from window or open areas.
- use good judgment in determining when it is safe again to move.

Kidnapping and Hostage Situations – Basic rules for survival:

- be cautious of heroics. This may lead to death at the hands of a nervous or inexperienced member of the kidnapping group.
- remain calm, composed, and cooperative.
- focus on pleasant scenes. Recall favorite Psalms, other Bible passages, or prayers. You might try to recollect the plots of books or movies. Mental activity is extremely important.
- build rapport by drawing attention to your own and others' human needs, like hunger and thirst.
- be reluctant to give up your identification or clothes. Loss of such personal belongings is demoralizing. Hostage takers can use them for bargaining. Try not to accept an exchange of clothes with hostage takers.
- be conscious of your body language as well as your speech. Do not say or do anything to arouse the hostility or suspicion of your captors.
- encourage your captors to let authorities know of your whereabouts and condition.
- if several people are kidnapped together, consider appointing one person to speak on behalf of the group with the captors.

Sexual Harassment: Special Cautions for Women

- learn quickly those situations where you might be harassed or molested. Know ahead of time to whom you would report unwanted approaches and harassment - even if it comes from another program participant.
- you may have not only the burden of sexism, but in many places you also may have to contend with the stereotype that all Western women are promiscuous.
- observe the behavior of the local women. Find out about non-verbal messages (eye contact, tone, gestures and dress) to avoid or adopt.

- if you are verbally harassed on the street, ignore it unless you are touched or your safety is threatened.

Myths and Facts About Sexual Violence

Myth: “It can’t happen to me.” Rape is an isolated, infrequent event that only happens to certain kinds of people: attractive, young women, who are promiscuous and provocative.

Fact: Anyone can be sexually assaulted. Studies show that victims can include anyone from infants to people in their nineties, people with disabilities, and people from every racial, ethnic, religious, economic and social background.

Myth: “She asked for it.” Women often provoke rape by their own behavior.

Fact: No one asks to be sexually assaulted.

Myth: Most sexual assaults are committed by strangers at night in out-of-the way places.

Fact: Familiar people and safe places can be more dangerous at times. As many as 80% of sexual assaults are committed by someone the survivor knows. Over 50% of sexual assaults occur in the home and as many occur during the daytime as at night.

Myth: Only women can be raped or sexually assaulted.

Fact: It is currently estimated by the FBI that one out of every ten men are victims of adult sexual assault.

Myth: The best way for survivors to get over a sexual assault is to act like it didn’t happen, to put it behind them, get on with their lives and be “normal” again.

Fact: Speaking out about sexual assault can be an essential part of the recovery process.

Vulnerability

People who commit sexual assault or other types of crime tend to look for, encourage and prey upon a person’s vulnerabilities. Being unfamiliar with a country and its customs can be considered a vulnerability in certain contexts. It is important to be aware of how to avoid making yourself vulnerable to sexual assault and other crimes in the countries where you will be living and traveling. Be sure to read the country-specific orientation information that will be given to you regarding general customs and safety concerns in the places you will be traveling. Your program administrators and advisers are also good resources for culture-specific and safety information.

Reducing Your Vulnerability

In addition to following the general crime prevention tips mentioned above, taking the following preventative measures will help reduce your vulnerability to sexual assault and other types of crime:

- Trust your instincts! If a situation feels dangerous or wrong to you, then it is. Listen to those instincts and act on them. Even if someone tells you that something is ok in their culture, if it does not feel right or safe to you, then it is not right or safe for you and you need to try to get out of that situation.
- Be aware of what types of dress and behavior in a particular country may cause unwanted attention.
- Always walk with confidence, keeping your body and head up, and always be aware of your surroundings. Avoid shortcuts, alleyways or any scarcely populated or poorly lit areas.
- When entering a building at night, always have your keys out and ready as you arrive, to avoid delays at the doors.
- Lock your room or apartment building immediately after entering.
- Avoid walking alone at night. Whenever possible, travel in groups.

For more information on safety precautions in specific countries, you may want to look at the U.S. State Department’s Web site at: www.travel.state.gov. Following these safety precautions will not guarantee your safety, but they reduce your chances of problems. Always remember – you’ll be able to reduce your personal exposure to risk of injury or loss by your own prudent choices while on the program.

HEALTH & MEDICINE

Physicals & Check-Ups

Before you leave for China, visit your local doctor and dentist to get full check-ups. You may wish to request a copy of your medical files (electronic preferably) and bring these with you to China. The level of care you receive in China may be different from what you are used to in the US. Also the doctors and dentists in China will not be familiar with your medical history or needs. Your insurance may not cover medical expenses abroad, or the conditions for receiving treatment may vary significantly from what you receive in the US. Finally, you may wish to have a full allergy test before coming to China – you may be exposed to agents that you may not encounter as readily in the US.

Insurance

Health insurance is recommended for anyone travelling to China. The level of care is usually related to the cost of the insurance. If you are employed in China, your employer will typically provide some level of insurance or health care benefit. Even so, you may wish to enroll in your own insurance plan, particularly if you want access to Western-style medical care. If you do not have insurance, you may be required to pay in full before you are seen or receive treatment in hospitals in China, in some cases, even in cases of an emergency. Travel medical insurance (please note that travel insurance is not the same, and only covers the financial loss of a cancelled trip, not medical expenses) or international insurance are common choices for individuals studying or travelling abroad, and there are a wide variety of providers to choose from. If you already have insurance in the US, please check to see what the coverage is during your time in China. In addition to medical insurance, you may also wish to get medical evacuation insurance which will pay for all transport costs from China back to a medical facility in the US. MAIS office often invites international insurance representative to campus during the summer semester to share more international insurance information with the MAIS students.

The following is a list of Travel Medical Insurance providers for China taken from the US government's website (http://travel.state.gov/travel/cis_pa_tw/cis/cis_1470.html). Concordia University provides this list without guarantee for any claims, products or services offered by these vendors.

Access America, Inc.

Richmond, VA
866-807-3982
<http://www.accessamerica.com/>

ASA, Inc.

Phoenix, AA
888-Asa-8288
<http://www.asaincor.com/>

Betins

Tacoma, WA
866-552-8834 / 253-238-6382
E-Mail: info@betins.com
<http://www.betins.com/>

Clements International

Washington, DC
800-872-0067 / 202-872-0060
<http://www.clements.com>
E-Mail: info@clements.com

CSA Travel Protection

San Diego, CA
888-873-5484
<http://www.csatravelprotection.com>

Expat Global Medical

Advance, NC
336-998-9583
Email: john@expatglobalmedical.com
<http://www.ariatglobalmedical.com>

Gateway International Insurance

Washington, DC
202-367-5097 / 800-282-4495
Email: gateway@marshpm.com
<http://www.gatewayplans.com/>

Health Care Global

(AKA Medhelp Or Wallach & Company Or Healthcare Abroad)
Middleburg, VA
800-237-6615 / 540-687-3166
<http://www.wallach.com/>

Highway To Health

Fairfax, VA
703-322-1515
<http://highwaytohealth.com/>

International Medical Group (IMG)

Indianapolis, IN
800-628-4664 / 317-655-4500
<http://www.imglobal.com/>

Multinational Underwriters, Inc.

Indianapolis, IN
800-605-2282
E-Mail: insurance@mnui.com
<http://www.mnui.com/>

M. H. Ross Travel Insurance Services

Northridge, CA
800-423-3632

<http://www.tripinsurance.com/>

Petersen International Underwriters, Inc.

Valencia, CA
800-345-8816
E-Mail: piu@piu.org
<http://www.piu.org/>

Quotewright.Com

East Hartford, CT
800-821-4940
E-Mail: service@quotewright.com
<http://www.quotewright.com>

Travel Insurance Services

□ Walnut Creek, CA
800-937-1387/925-932-1387
<http://www.travelinsure.com/>

USA Assist □

Los Angeles, CA
□ 877-539-8619
<http://www.usa-assist.com/>

Worldwide Assistance

Washington, DC
800-777-8710 Ext. 417
<http://www.worldwideassistance.com/>

HTH Worldwide (our favorite)

www.hthworldwide.com
T: 310 553 8383

Vaccinations

Some countries require travelers to provide proof of vaccinations. Therefore it is best to carry your complete vaccination record with passport and entry visa. For specific country requirements or recommendations, you can check with your program director and the Centers for Disease Control and Prevention (CDC) at: www.cdc.gov/travel/destinat.htm.

In addition to specific country or program vaccination requirements, you should make sure you are up to date on DT, MMR, Influenza, and PPD. (Check with the Student Health Center or the CDC web site if you don't know what these acronyms mean!) Other vaccinations to consider are Hepatitis A, Hepatitis B, Immune Globulin, Typhoid and Yellow Fever. Malaria prevention prophylaxis (pills) are important for some destinations.

You should have a dT every ten years and record of receiving two MMRs. A skin test for PPD (tuberculosis) is recommended to establish your status before you travel. Destination-specific influenza vaccination is recommended for travelers due to their mobility and close physical proximity to others. Immunity to influenza requires 2 to 3 weeks to develop after a shot.

Hepatitis A is a highly contagious viral infection from fecal material of a human carrier and is often transmitted from person to person. It can be spread by consumption of contaminated food and water, undercooked shellfish, or food contact with infected food handlers. Symptoms of Hepatitis A include nausea, vomiting, fever, diarrhea, jaundice and an enlarged liver. Usually it is not life threatening, and the disease does not last more than two months. An inactivated vaccine is available in a series of two injections given within one year. Immunity is not effective until at least two to three weeks after the first injection. (A person who has had Hepatitis A acquires immunity to future infection.)

Hepatitis B is a serious disease carried in the blood and body fluids of an infected person. A person can become infected in several ways. The virus can pass through breaks in the skin, mouth, vagina or penis. Travelers may be at risk in countries known to have poor medical practice in reuse of needles or medical equipment or infected blood products. Hepatitis B infection has also been traced to the sharing of personal items, such as razors or a toothbrush and sexual contact with an infected person. Hepatitis B infection can lead to destruction of the liver, liver cancer and death. Vaccine for Hepatitis B is available in a series of three injections within six months.

Environmental Issues

There are a variety of possible environmental risks in China for those living there. The incredible growth of urban areas has brought with it dust and other toxins released into the air and water.

Pollution

Similar to urban areas around the world, air and water pollution are issues in China. If you have any allergies or asthma, please inform your doctor and procure advice and any necessary medication. You may wish to purchase a personal air purifier in China even if you do not have any specific health issues related to pollution. In China, many apartments also foster mold – be prepared for this eventuality and the lack of a readily available solution. Furthermore, there have been health concerns about food in China (e.g., Melanine in milk products). Though it is impossible to screen completely for harmful agents in food products, careful selection of restaurants and markets can help to mitigate the risk.

Carbon Monoxide Poisoning

Because natural gas is not scented to warn you of leaks, there is danger of carbon monoxide poisoning. Gas heaters are particularly suspect and care must be taken to prevent any accidents. A carbon monoxide detector and proper ventilation can prevent carbon monoxide poisoning.

Weather

The climate in China varies as much as it does in the United States, from the sub-Arctic temperatures of the Himalayas in Tibet to the sub-Tropical climate of Hong Kong. There are coastal and desert regions in China. Every city and region has its own challenges related to weather – including hurricanes, blizzards, earthquakes, and other natural disasters. Each city and region also have their own weather patterns and seasons. Students should check average temperatures and rainfall for each city that they will be living in or visiting during their study abroad in China. Measures should be taken to prepare for seasonal changes, particularly in the winter and summer.

Conquering Jet Lag

Traveling into different time zones combined with multiple travel-related stressors frequently causes what we call *jet lag*. Usually traveling west is less disruptive than traveling east. The disruption of the body's natural clocks (circadian rhythms) and sleep deprivation are the main causes of the irritability, insomnia and poor concentration associated with jet lag. It takes the body five to seven days to adjust to new time zones and waking hours. You can reduce the effects of jet lag by observing the following practices while you fly and then during the first week after you arrive at your destination:

When Flying

- Wear loose-fitting clothing in layers that are easy to put on and take off.
- Abstain from alcohol consumption. This leads to dehydration and can act as a sedative, inducing sleep through unwanted sleep times.
- Set your watch for the destination time at your earliest convenience.
- Drink at least 2 glasses of water before departure and then 1 liter for every 6 to 7 hours of plane flight. After you arrive at your destination, continue drinking water for several days.
- Avoid drinking caffeinated beverages. These act as diuretics and interrupt sleep/wake patterns.
- Avoid drinking or eating foods with high amounts of sugar.
- Every hour you are awake, get up and move your arms and legs as if to exercise. When sitting, move your ankles, calves, and knees to improve blood flow and decrease leg cramps.
- Try to stay awake through destination wake hours by sitting near a window and exposing yourself to natural light.
- Some doctors recommend homeopathic or herbal cures for jet lag ("No-Jet-Lag" is a popular option).

After Arrival

- Expect to take a couple of days after your arrival to recuperate from travel and adjust to the new time zone.
- Try not to nap during the day, and plan to go to bed at the same time nightly until you have adjusted to the new time zone.
- Wake at the same time daily.
- Expose yourself to an increased amount of natural light and be active outside the first week of your arrival.
- Benadryl may help you rest if taken an hour before bedtime.

Melatonin

Frequently travelers inquire about the effects of a natural hormone called melatonin. Its purpose is to turn off the body's "wake" cycle and cause drowsiness. Studies show some benefit to travelers for the prevention of jet lag. The current recommended dose is 5 mg to 8 mg at bedtime of your destination for three consecutive days. For more specific instruction, consult your doctor.

Traveler's Diarrhea (TD)

Travelers' diarrhea is rarely life threatening, although it can be miserable. The severity and duration of TD depends on the microorganisms consumed in contaminated food or water. In rare cases, you may have to visit a doctor to get medication (particularly in cases of bacterial infection). Common symptoms include bloating, diarrhea, nausea and malaise.

Prevention Rules of Thumb

- Wash your hands thoroughly before meals and after using the toilet.
- "Boil it, cook it, peel it, or forget it." Only consume well-cooked foods that are served HOT.
- Avoid foods that require "hands on" preparation or are sold from street carts.
- Do not consume ice or frozen juice products when the source and purity of water in the ice is unknown.
- Avoid milk products that have not been pasteurized.
- Drink carbonated or fermented beverages. Bottled water is NOT always safe.
- Have drinks opened at your table – do not take it if it is already opened when it arrives.
- Wait to test out the local "street food" – let your body strengthen itself and acclimate before testing it.

How to Treat TD

- Moderate diarrhea (5-8 stools per day) requires you to drink 2 to 3 liters of safe water per day to stay properly hydrated.
- Severe diarrhea requires a person to drink 2 to 3 liters of oral rehydration fluids followed by safe water to avoid dehydration. Diarrhea makes you feel miserable, but dehydration can kill you.
- To make oral rehydration fluid, add 1 tsp. salt and 2-3 Tbs. sugar to 1 liter of safe water. Gatorade and

- other drinks with soluble ions will also replenish lost minerals that were excreted.
- Consume a diet of “BRAT” (bananas, rice, applesauce, toast/tea) and foods that constipate, including crackers, cooked carrots and breads.
 - Avoid raw fruits and vegetables, greasy or spicy foods, alcohol, dairy products and caffeinated beverages.

Medications

If you are traveling for less than 3 weeks, a regimen of Pepto-Bismol (2 tablets, 4 times daily with meals and at bedtime) prevents diarrhea 65% of the time. If you are allergic to aspirin, on a blood thinner, have a bleeding disorder or an ulcer, DO NOT take Pepto-Bismol. Also, if you are on antibiotics, Pepto-Bismol may interfere with absorption of the antibiotic. Harmless side effects from Pepto-Bismol treatment include darkening of the tongue and stool.

A combination of Imodium AD (Loperamide) 2mg and Cipro (Ciprofloxin) 500mg is effective in the treatment of TD. However, you’ll need to obtain a prescription and patient education prior to travel. Anti-diarrhea medication such as Imodium AD may decrease diarrhea stools, but in cases of infection, could cause more complications. Caution should be taken before self-treatment.

Persistent diarrhea for more than two weeks may indicate you have contracted other parasites. Danger signs include bloody diarrhea, severe abdominal pain, dehydration, vomiting, high fever and/or no improvement after 24 hours of antibiotic therapy. If you suffer from TD while traveling, you should complete a post-travel checkup with your doctor.

Drugs and Alcohol

Just say no! Travelers should avoid drugs altogether. You will be subject to the law of the country you are in and your home country is essentially powerless to interfere in a foreign court. Even if you don’t use drugs, be wary of any person who asks you to carry a package or drive a car across an international border. IMPORTANT NOTE: If you carry prescription drugs, you MUST have your prescription with you to prove you really do take those drugs legitimately!

Limit your intake of alcohol. You should not impede your good judgment or become a nuisance. Do not play the role of a loud “ugly American.” Of course, if you are a Concordia University employee or currently enrolled student, you are expected to follow the Statement of Responsibilities as if you were on campus.

Sexually Transmitted Diseases

According to the U.S. Department of State, HIV and AIDS have become a significant concern in China. Those that are sexually active are encouraged to practice safe sex (e.g., using condoms), however, no form of protection (outside of abstinence) guarantees 100% safety. Avoid extreme high-risk behaviors such as sex with strangers or prostitutes.

Health To-Bring List

Other travelers have found the following health-related items helpful on their trips:

Written health-related documentation

- _____ Visa (if required for destination country(ies))
- _____ Vaccination record
- _____ Medical insurance card, emergency contact information and a copy of international medical coverage information
- _____ Prescriptions (maintenance medications)*
- _____ Extra eyeglasses or contact lens prescriptions

Non-Prescription Drugs You Might Need

- _____ Pepto-Bismol and/or Imodium AD for diarrhea prevention
- _____ Tylenol or Ibuprofen
- _____ Antihistamine/decongestant (like Benadryl)
- _____ Antacids & Acid Blockers (like Pepcid A/C)
- _____ Stool softener (in case your problem isn’t Imodium AD solvable)

- Antifungal cream or powder
- Throat lozenges
- Motion sickness medication

Prescription Drugs You Might Need

- Cipro (Ciprofloxin) 500mg, which is used to cure Travel Diarrhea
- Tamiflu
- Any medications that you take concurrently (enough for at least 1-2 months)

**** Take a copy of written prescriptions for any medicines you need, in both brand-name and generic form in case you need to refill them while abroad. Take prescription medications in your “carry-on” onto the plane, in their original pharmacy containers!***

Other Helpful Supplies that Might Be Hard to Find Abroad

- Tissue packets
- Wet Wipes (towelettes)
- Rid or Lindane (scabies treatment – may you never need it!)
- Sun screen (at least SPF 15)
- Lip balm with sun block
- Oral rehydration packets
- Thermometer (non-mercury)
- Water bottle
- Band-aids (different sizes)

EMOTIONAL & CULTURAL ADJUSTMENT

People who travel abroad often experience sensory overload and an emotional discombobulating, which can leave them a bit bewildered and depressed. Do not be surprised if this happens to you, because you will be adjusting at a minimum of **five** different levels...

1. Practically (surviving everyday life – what to eat, how to use the bathroom, etc.)
2. Culturally (differing ways of behavior – greetings, personal space, etc.)
3. Socially (sense of belonging – you’re away from your normal circle of friends and family.)
4. Emotionally (new things, higher stress level – you’re not in Kansas anymore, Dorothy!)
5. Academically (different education system or atypical learning environment)

This is normal, but if it gets bad, seek support from your program administrator, other program participants or other sources. You will be experiencing growth at several levels. Growth is always a little painful, but well worth it in the end. Most students describe study abroad as a pivotal point in their life, and most travelers say their travel is wonderfully broadening.

Stages of Emotional Change

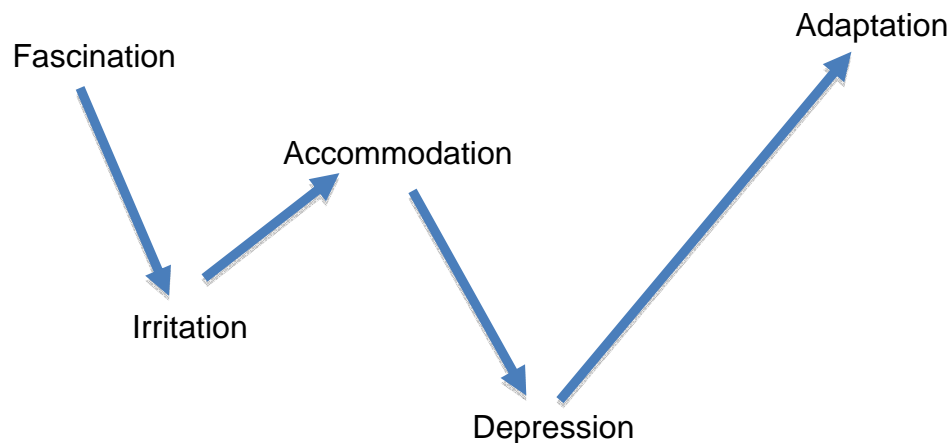
Pre-departure

- Adaptation – getting used to the idea you are going abroad
- Preparation – slogging through the grind of packing, assembling documents, orientation, vaccination...
- Separation – preparing to be away; fond farewells to friends and family at the departure terminals
- Anticipation – excitement builds as you travel toward your destination

While abroad [also known as Stages of Culture Shock]

- Fascination – in awe of the differences, "Wow! That’s really cool!"
- Irritation – annoyed at the differences, "Why on earth can’t they do it NORMALLY!?"
- Accommodation – familiar with environment and culture, "Maybe it isn’t so bad after all."
- Depression – feeling frustrated and homesick, "I’m lonely and wish I were home."
- Adaptation – you like it AND have new levels of rich experiences, "Wow! That’s REALLY cool!"

Stages of Culture Shock (adapted from Bennhold-Samaan & Storti, 1996)



Returning

- Preparation – mentally preparing to return home - along with collecting souvenirs, packing bags.
- Anticipation – growing excitement that you will soon be going HOME!!
- Separation – saying goodbye; realizing you really will miss the new people and places you’ve been.

Coping with Culture Shock

When living in a new country, even for a short time, most people will experience what is commonly referred to as “culture shock.” Before experiencing true culture shock, the effects of “country shock” will set in as you learn and

adjust to new surroundings. You will need to learn the bus routes, the grocery stores, which parts of town are safe, how to make long distance phone calls, and where to go if you are sick or injured. You may have to adjust to a new climate, a new environment and a new language or dialect.

As you adjust to your new surroundings you will begin to experience true culture shock. Culture shock is **frustration or agitation caused by not understanding the environment or the people around us**. Generally, we expect others to behave like us, but when they don't, we must learn to adapt. This adaptation is hard work, and frequently it is easier to withdraw. The best thing to do, however, is to be persistent. Work through the frustration so you can begin to appreciate and understand the differences you encounter.

Those who fail to adapt to new cultures usually fail because they avoid the adjustment by coming up with alternate ways to survive rather than following the local culture. This slowly segregates them and leads to depression and frustration. The less you interact with the people and the culture, the less comfortable you feel around them, and, therefore, the more inclined you are to withdraw.

Four steps to take to prepare for the effects of culture shock:

- Know these stresses are coming. Extended stays abroad are never without trials.
- Remind yourself that the stress and anxiety you feel is entirely normal.
- Keep your trials in perspective and don't take them too seriously. Laugh and learn from your experiences.
- Try to be precise about the source of your frustrations. Then you can correct your situation through adaptation.

Specific actions you can take to reduce the negative side effects of culture shock include:

- **Looking after your health.** It is difficult to focus on maintaining a positive attitude if you are not feeling well.
- **Keeping in touch with family and friends back home.** Allow them to be a comfort and support system throughout your experience, BUT, keep in mind too much contact will *increase* your homesickness!
- **Seeking out other people.** This will provide you with friendship, support and additional insight into the culture you are exploring. Work hard to make a few good foreign friends, especially among national Christians in your host country.
- **Being patient.** Your adaptation will take place slowly, but with a positive attitude, it will be an enjoyable experience!

Many travelers also encounter reverse culture shock upon returning *home* after *an* extended stay abroad. This is not so much because things at home have become unfamiliar, but more because most people change through their journeys. They see things in different ways and have grown to appreciate another culture. They begin to question why they do things the way they do at home - it is no longer the only way. Life at home is suddenly stagnant and dull. Many travelers begin planning their next stay overseas the day they return home. For most, these feelings fade as we settle back into our routines. For some, they never disappear and the adventure continues.

Here are some definitions for the terms we introduced in this section.

Culture: The system of shared beliefs, values, customs, behaviors and artifacts that the members of a society use in coping with one another and with their world, which are transmitted from generation to generation through learning.

Overt Culture: Aspects of culture that one remembers learning and is conscious of knowing. These parts of a culture are easy to teach to foreigners. Examples include rules of etiquette, significant historical dates, and typical snack foods or music.

Covert Culture: Aspects of culture that are learned so gradually over the years that one doesn't remember learning them and is not consciously aware of knowing them. These parts of culture seem so natural that they appear to be instinctive or normal behavior for all humans. They are difficult to put into words or explain to foreigners. Differences in covert culture account for most of the misunderstandings that arise in cross-cultural communication. Examples: differences in non-verbal communication, assumptions about how people should relate to each other, types of humor.

Ethnocentrism: Judging the customs of other societies by the standards of one's own society; considering your own society to be superior, most moral, efficient and logical. Misinterpreting another culture because you are inappropriately applying the concepts and values of your own culture.

Cultural Relativism: Viewing the beliefs and customs of other people within the context of their culture. Suspending judgment and making the effort to understand another culture in its own terms.

Inter-cultural Communication

The following are some stumbling blocks in inter-cultural communication:

1. Assuming similarity instead of difference

Both the foreigner and the host can easily fall into this trap. Especially when people dress “appropriately” and speak some of the language, it is easy to believe that they basically have similar ways of communicating nonverbally and similar thoughts and feelings.

2. Language

This seems obvious; but language refers not only to vocabulary, grammar, idioms, slang, etc., but also to understanding the meanings that are intended and implied by the words people say. For example, in some languages and cultures it is common to use sarcasm or irony, while in others this is not done.

3. Nonverbal misinterpretations

People from different cultures live in different “sensory realities”; that is, they only see, hear, feel and smell things that have meaning or are important to them. Some nonverbal signs and symbols - gestures, posture and body movements - are relatively easy to observe, and with effort, understand. Less obvious cultural meanings, values or significance can be found, for example, in the use of time and space. These cultural differences are much harder to notice.

4. The existence of preconceptions and stereotypes

Stereotypes interfere with looking at things objectively. In other words, once stereotypes or preconceived ideas are formed, we are less likely to look for clues to help us understand someone else’s “reality.”

5. The tendency to judge or evaluate

The tendency to approve or disapprove of the words or actions of the other person or group is common. But this reduces a person’s ability to try to understand the feelings and thoughts that are being expressed by the other person and to try to find ways to look at the world from their perspective.

6. High anxiety

People in intercultural situations are often anxious. Anxiety makes all of the other stumbling blocks worse. It is common to be tense or anxious in cross-cultural experiences because they are full of uncertainties, and this makes it necessary to constantly be alert.

Recognizing the stumbling blocks is a first step toward finding ways to reduce misunderstandings and increase learning. There are skills that can be improved in order to try to make cross-cultural experiences more satisfying and rewarding. An important first step is to realize that there are stumbling blocks that exist and will need some effort to be overcome.

The skills that people who want to be able to communicate effectively in intercultural situations include:

- open-mindedness
- curiosity
- non-judgmental
- mental and emotional flexibility
- tolerance for differences and for ambiguity
- a sense of humor
- low goal-task orientation
- an ability to fail

L.R. Kohls, *Survival Kit for Overseas Living*, chooses the last three as the most important. Clearly, what is most important for you depends on your situation and the kind of encounters or interactions you face. See also *Intercultural Communication: A Reader* (Fifth Edition, by Larry A. Samovar and Richard E. Porter).

GENERAL PREPARATION

Communications

Telecommunications technologies are readily available in China and relatively affordable. It is advisable to set up a communications plan with your family and friends – keeping in contact with them will help you practically and emotionally.

- **Prepaid phone cards are often a great deal**, costing pennies per minute for international calls, but make sure ahead of time that they'll work at your destination (you can purchase phone cards for very little money in China or online).
- Because of conflicting technology or signal unavailability, **US cell phones may not work** at some destination sites—you should find this out ahead of time (unlocked quad band phones will typically work in China, but some service providers in the US do not allow for phones to be unlocked).
- If you didn't bring a compatible phone from the US, you will want to **purchase a cell phone and SIM card upon arrival** (or shortly thereafter). You may purchase a phone and/or SIM card at any large supermarket (e.g., Lotus, Carrefour, Walmart, etc.). SIM cards may also be purchased at a phone service provider store or other locations (subway stations often have several vendors). Make sure you email your phone number to friends, family and the MAIS program office and administrators as soon as you have one.
- If your contacts back home have internet access, **Skype is a free service that allows for voice and video conferencing around the world**. All you need to do is set up a Skype account for yourself, and have your friends and family set one up for themselves as well.
- Email is a common way of keeping in touch both in the US as well as around the world. Make sure that you maintain **at least two email accounts** in addition to your Concordia eagles email account, as some sites are periodically blocked in China.
- Please be aware that the State Department has issued a warning that your communications may be under surveillance while in China. **Assume that the Chinese government is monitoring all of your communications** – whether by phone, Skype or email. Do not draw any unnecessary attention to yourself, but conduct your correspondences with discretion and professionalism.

Technology

In the United States, standard household electricity is **alternating current** (A/C), cycling back and forth 60 times per second (60 Hertz or Hz) with a normal voltage ranging from 110 volts to 120 volts (110/120V). In most other countries, standard household electricity is **alternating current** cycling 50 times per second (50 Hz) with a normal voltage between 220 volts and 240 volts (220/240V). Besides the variation in voltage, electrical plugs and outlets differ in size and shape.

What can I do to prepare for my trip?

1. A good strategy is to purchase dual-voltage appliances. Some appliances are designed to be operated on 110/220V 50/60 Hz electricity. Some dual-voltage appliances must be converted at a service center, while others can be converted by flipping a switch. An adapter plug will also be required that will fit the outlets in your destination country.
2. Another strategy is to use a converter. These are voltage changers that either step up 110V current to 220V or step down 220V current to 110V. IMPORTANT NOTE: A **transformer** and a **converter** are *not* the same, and this can make a difference in operation of some appliances. An adapter for the plug will still be necessary. Also, note that if a transformer or converter fail, your device may be electrically short-circuited, rendering it inoperable.
3. The simplest solution? Avoid bringing any electrical appliances with you!

Where can I buy what I need?

Adapters (to change the plugs) and converters (to change the voltage) are available at most Radio Shack and department stores with travel-related articles. Adapters can also be ordered from the manufacturer of your appliance (e.g., Norelco). Adapters are widely available in China as well. Hairdryers and shavers that have dual voltage (110/220 volt) are available at most department and discount stores.

Some additional tips

Some larger hotels have special outlets for foreign visitors designated “for shavers only.” These require 110V and should be used *only* for electric razors. A hairdryer could black out the hotel! Curling irons may get much hotter using higher voltage, possibly resulting in singed hair.

“What to Pack” List

Bring the absolute minimum - you'll be carrying it! Many travelers find that “half the luggage, twice the money” is a very helpful guideline.

Essentials:

- ✓ Internal frame backpack, day pack, satchel or briefcase (for books or day travel)
- ✓ Money belt or neck pouch (to wear under clothes) with money, credit cards, travelers' checks
- ✓ Documents: passport, emergency contacts list, insurance info, academic info, airline/train tickets
- ✓ Photocopies of all important documents (kept separately from originals)
- ✓ University Student ID and/or International Student Identification Card (ISIC)
- ✓ TSA approved padlocks for luggage
- ✓ Personal medical kit, including aspirin, cold medicine, Band-Aids, first-aid ointments, etc.
- ✓ Books: Dictionary (Chinese-English & English-Chinese), academic texts and favorite books & magazines
- ✓ Electronics: Laptop & Digital Camera (back-up all your files before coming to China)
- ✓ Small gifts (like postcards or souvenirs) from home to give to friends you make in China
- ✓ Musical instrument or hobby equipment (if it is not mainstream)
- ✓ Personal care items: deodorant, tampons/pads, dental floss, perfumes & cosmetics
- ✓ Food: Vitamins & Supplements, 1 box of your favorite cereal, a few cooking spices
- ✓ Appropriate clothes for different seasons and circumstances (you can have clothing made or purchase clothing in China inexpensively, so do not over-pack – absolutely do not bring a winter jacket). Here is a *sample list*:
 - 1 pair of comfortable walking shoes (e.g., tennis or running shoes)
 - 1 pair of nice shoes (for special occasions or work)
 - 10-20 pairs of socks (5-10 pairs of athletic socks & 5-10 pairs of dress socks)
 - 5-10 pairs of underwear
 - 2-3 pairs of thermal underwear/long johns
 - 2-3 pairs of jeans
 - 2-3 pairs of slacks/skirts
 - 2 pairs of shorts
 - 2 sweaters
 - 1 sweatshirt & sweatpants
 - 1 windbreaker/light jacket
 - 1 suit (slacks/skirt & jacket)
 - 2-3 dress shirts/blouses
 - 5 casual shirts (t-shirts, polos, etc.)
 - 2 towels (1 bath towel & 1 hand towel)

Things to avoid bringing to China:

- Bedding (the sizes of beds are different in China)
- Toiletries (except for the small bag of Kleenex you keep with you at all times)
- DVDs and video games (you can purchase these cheaply in China)
- Electronics (except a laptop and digital camera)
- Hygiene products (they have inexpensive foreign branded soaps, shampoos, toothpaste, etc.)
- Typical travel items like alarm clocks, flip flops, flashlights, etc. (you can find them all in China)
- Batteries or converters/adapters/transformers (buy these in China)
- Religious literature (except for personal use)
- Weapons, drugs and contraband (this goes without saying)

- Meat products & perishables (they will be confiscated by customs)

Pre-departure Questions

Documents & Information

1. Have I made copies of my passport and tickets, both to leave at home and to take with me?
2. Have I copied all credit cards and other important documents to leave at home in case of loss or theft?
3. Do I have a list of important numbers to carry with me, including travelers' check numbers, credit card numbers, and important telephone numbers?
4. Do I know the time difference between my hometown and my destination?
5. Do I know the country telephone codes for the U.S. that I will need to call home from overseas?

Packing

6. Have I experimented with a "dry run" at packing my bag? Do I really need all I've packed? Have I forgotten anything? Can I lift and carry my bag?
7. Do I know what electrical current is standard in my destination country?
8. What is the climate like where I will be for the seasons I will be there? Do I have appropriate clothes for the climate? Am I bringing too many clothes?
9. Am I bringing comfortable shoes? Are they well broken in?

Health

10. Do I have all the right health and other insurance types in place? Do I know my health insurance will cover me (or reimburse me) for medical expenses abroad?
11. Am I aware of the general travel risks in China? Do I know what to do if I get sick?
12. Do I have any prescription drugs in their original containers that I need to take with me? How about glasses? Contact lenses?

Money

13. Do I know how I'm going to take money overseas, and how I will get emergency funds if necessary? Am I bringing enough money with me?
14. Have I checked the exchange rate for my destination country in the past month and practiced converting the amounts in my head?
15. Are all my registration details and financial arrangements with Concordia finalized?

Legal

16. Do I know the entry requirements (visa, etc.) to my destination country for persons of my nationality?
17. Am I aware of the fact that once I leave the US, I am no longer covered by US laws and constitutional rights? Do I have knowledge of Chinese laws pertinent to me?
18. Am I aware of the penalties if I am caught with illegal drugs or in the company of drug users while overseas? Am I aware that neither my government nor my university can do anything if I am convicted of any crimes in China?
19. What can I do to avoid having my passport stolen? Where do I go for a new passport if mine is stolen?

Cultural

20. Have I been reading magazines, newspapers, and/or websites to become more familiar with world news and events? Do I know what's going on in China and the US?
21. Do I know how to say, "Thank you," "Excuse me," and other courtesy words in my destination country?
22. Am I ready to embrace new or unexpected situations, challenges and environments? Am I ready to try new and different types of food? Am I ready to learn and grow?
23. What are everyday necessities and what are luxuries that can be forgone?
24. Am I prepared to be flexible and patient even when I am tired, ill, annoyed, lonely, or homesick?
25. Am I prepared to be sensitive to how my behavior, attitude, prejudices, and assumptions may negatively affect the group or offend natives and other people I will meet?

Acknowledgments: We appreciate the generosity of Wheaton College and other colleges in making their own program and safety information available for adaptation.

Sample Thesis Timeline – Thesis Completion Plan

TERM	MONTH	OBJECTIVE
Summer 2012	June-July August	MAIS 502 - <i>Comparative Research Methods</i> <ul style="list-style-type: none"> - Research Foundations: Methods (Understanding) - Thesis Proposal Writing (Practice)
Fall 2012	Sep.-Dec. Dec. Dec.	MAIS 503 - <i>Ethnographic Research</i> <ul style="list-style-type: none"> - Research Foundations: Methods (Practice) - Thesis Proposal (Product) - Contact Advisor (Practice)
Spring 2013	Jan. Jan. Feb.-Mar. Apr. May	MAIS 504 - <i>Data Analysis</i> <ul style="list-style-type: none"> - Secure Advisor (Product) - Thesis Proposal Approval Form (Product) - Data Collection & Analysis (Understanding & Practice) - Collect Data (Product) - Analyze Data (Product)
Summer 2013	June-July Aug. Aug. Aug.	MAIS 600 - <i>Thesis Writing</i> * <ul style="list-style-type: none"> - Write Thesis - Submit Thesis to Advisor** - Advisor asks for Revise & Resubmit - Rewrite Thesis & Resubmit to Advisor**
Fall 2013	Sep. Sep. Sep. Oct. Oct. Nov. Nov.	MAIS 600E - <i>Thesis Writing Extension</i> <ul style="list-style-type: none"> - Advisor asks for Revise & Resubmit - Rewrite Thesis & Resubmit to Advisor** - Advisor Approves; Submits Thesis & Evaluation to Dr. Kim*** - Dr. Kim asks for Revise & Resubmit - Rewrite Thesis & Resubmit to Dr. Kim*** - Dr. Kim Approves - File Thesis at Concordia University Irvine

* From Summer 2013 (once you've enrolled in MAIS 600) on forward, it's all "Product." You are taking what you've gained in your understanding along with the practice you've experienced to produce your final project for the MAIS Program – the Masters Thesis.

** Please note that Advisors have a minimum of two weeks to review, comment on and communicate to students their decision regarding any Masters Theses submitted to them.

*** Dr. Kim has a minimum of three weeks to review, comment on and communicate to students their decision regarding any Masters Theses submitted to him.

<TITLE (CENTERED, 1 INCH FROM TOP, ALL CAPS)>

by

<Student's Full Name>

Advised by <Advisor's Full Name>

A Masters Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of
Master of Arts in International Studies
in the School of Business & Professional Studies,
Concordia University

Irvine, California
<Month & Year of Filing>

MAIS 2012 THESIS PROPOSAL APPROVAL FORM

In order to be formally assigned to a Thesis Advisor and be enrolled in the MAIS 600 (Thesis Writing) course, this form must be submitted to the MAIS office:

- 1) Completed with all blanks filled in (insert n/a if not applicable);
- 2) With the formal approval of your Thesis Proposal by Dr. Kim (MAIS Director);
- 3) Along with a copy of your approved Thesis Proposal (including timeline).

Steps to follow:

- 1) Fill out your thesis information, print, sign and date it by yourself;
- 2) Obtain approval and signature from your thesis adviser;
- 3) Obtain approval and signature from the MAIS Director
- 4) Return all approved thesis documentation to MAIS Associate Director (Dr. Schuler) at MAIS office.

Student Name: _____ Email: _____ Title of Research / Thesis Project: _____ _____

Director's Approval of Thesis proposal: _____ **Date** _____
 (Director's Signature)
(email approval from the Director is also acceptable in lieu of his signature here, please include email with this form)

Faculty Advisor Selection / Request: Please indicate below the faculty Advisor you have contacted and received agreement from to serve as your faculty Advisor. This faculty Advisor should be chosen from those listed on the MAIS faculty Advisor web site or have been approved according to Concordia University requirements for faculty. Faculty Advisor: _____ Email: _____ (print name here) Signature: _____ Date: _____ ----- or ----- _____ I wish to have the MAIS department select my faculty Advisor and agree to accept and work with the faculty Advisor that is chosen for me by the MAIS office. (MAIS students will be notified of their assigned faculty Advisor by the MAIS office directly)

I agree to work with the Advisor indicated above and have received his/her approval (please include documentation – email, letter, etc.) of my research plan as outlined in my Thesis Proposal. I understand that I am signing a contract with my Advisor, assigning him/her the right to evaluate and approve my research. I accept responsibility for any fees and expenses incurred as a result of breaking this contract. Student Signature: _____ Date: _____

Please return completed form prior to the registration period for the Summer MAIS 600 course.

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VALUES AND WORLDVIEWS OF EXPATS LIVING IN CHINA

by

Joe Eagle

Advised by Dr. Ad Visor

A Masters Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of
Master of Arts in International Studies
in the School of Business and Professional Studies
Concordia University

Irvine, California
00/00/2000

Research Topic/Questions

The topic I intend to research is the values and worldviews of expats living in Shanghai. What are the values and worldviews of expats living in Shanghai? Do they differ based on faith/religious affiliation? Are there other factors that influence the values and worldviews of expats living in Shanghai? Does living in Shanghai affect the values and worldviews of expats living in Shanghai?

Purpose of the Study

The purpose of this study is to gain an understanding of the perspectives of people who are living within a culture that is radically different from the one in which they were raised. It is to explore how much – if at all – the new culture affects their values and beliefs. It is also to test whether or not the values and worldviews of expats is tied to their faith as it is in the US.

Key Terms

Rokeach Values Survey: The RVS is an assessment in which participants rank two lists of concepts according to their importance to them personally. One list is composed of 18 terminal values and the other of 18 instrumental values (Debats, D.L. & Bartelds, B.F., 1996).

Expats: Short for expatriates, refers to the term used by foreigners to describe their legal foreign status, meaning one who is no longer living in his/her patriot (home) country.

Worldview: A meta-narrative or holistic description of one's reality.

Values: Principles which determine positions, attitudes and behaviors of individuals.

Faith: Spiritual belief, typically connected to a particular religion.

Literature Review

The concept most heavily relied upon in this study are the values categories that are defined by the Rokeach Value Survey (RVS). The terminal values are “states of being” or goals. The instrumental values are qualities which might help in attaining those goals. The results of the rankings done by participants are analyzed in order to draw general conclusions about the shared values of the sample as a whole.

Debats and Bartelds also chose to employ a four-point system in which four is high and two is neutral. They argue that, “This asymmetric scale, a shortened version of one first suggested by Gorsuch (1970), was used because distributions tended to be negatively skewed. It involves finer discriminations by respondents on the positive end.” Debats and Bartelds cite findings discovered by Feather (1991) that, within the instrumental values, three “value domains” can be seen which he defined as “self-directed competence, restrictive conformity, and pro-social concern.” Feather also determined five value domains among the terminal values which are “positive affiliation, universal pro-social, mature accomplishment, comfort/ stimulation, and security/ salvation.” The findings of their own study, for the most part, support these categories.

Many studies exist which test and validate the use of the RVS. Many more present the results of its application in various settings. Debats and Bartelds (1996) scrutinize the RVS in depth, that the instrumental and terminal RVS sub-scales are too broad and generally defined to draw meaningful conclusions (Kelly & Strupp, 1992); that the distinctions between personal, social, moral, competence values domains have not been empirically confirmed (Weber, 1993); that linguistic variance may be results of the study rather than true differences in values (Braithwaite

& Law, 1985; Gorsuch, 1970). Johnston (1995) also analyzed the RVS because he believed that – despite its many applications in research in many fields – it remained less than adequate for empirical data analysis. He found that the components of the RVS fall rather neatly into the two categories of individualism and collectivism. This may be significant in conjunction with the findings of N. T. Feather in his comparison of Chinese and Australian cultures.

N. T. Feather (1986) compared the value systems of China and Australia. He began by exploring wide generalizations about each culture individually in order to form hypotheses and expectations for what he would find when he compared them. Australia, along with Europe, North America, South America, and some parts of Africa, can fall rather comfortably under the wide blanket of Western culture. Although taking findings about Australian culture and directly attributing them as indicative of American culture would be inappropriate, the two share many similar attributes and this should provide some worthwhile points for consideration. China, in contrast, is a decidedly Eastern culture. In his analysis of Chinese culture, Feather drew heavily from Hsu (1972) who worked with comparisons of Chinese and U.S. cultures. This should prove especially useful in my own study which will seek to explore similar themes.

Hsu (1972, as quoted in Feather, 1986) “abstracts two basic contrasts between American and Chinese ways of life.” The first contrast is an American focus on the individual versus a Chinese focus on one’s “appropriate place and behavior among his fellow men” which he calls “situation-centered.” “The second fundamental contrast is the prominence of emotions in the American way of life, as compared with the tendency of the Chinese to underplay all matters of the heart.” One observation Hsu draws from these basic contrasts is the common dependence among the

Chinese on one another and their tendency to find identity within their network of relationships. Americans on the other hand tend to focus on individual freedom and personal identity apart from the collective group.

The results of Feather's (1986) study showed that the most notable points of contrast between the Chinese and Australian students were the following. "Chinese students assigned more importance to values related to competence and scholarship ... respect, hard work, and self-restraint." The Australian students showed a higher focus on personal and self-related values like happiness and an exciting life.

Guan and Dodder (2001) explored essentially the opposite of what my own study will focus on. They studied and compared Chinese students living in China and those studying abroad in the U.S. The purpose of their study was to discover what changes occur in the values of these students as a result of their different environments. The findings of their study revealed that students studying abroad showed a strong desire to integrate into their new culture and found much less value in maintaining a "cultural identity." Conversely, students still in China who did not have direct contact with U.S. culture expressed a higher interest in the value of cultural conservation.

Methodology

Approach

After the construction of the survey instrument (see below for instrument) around March 2011, data will be collected from my sample (see below for sampling). After data has been collected

and transcribed, it will be analyzed using Excel statistics that include descriptives (measures of central tendency and measures of variances) in addition to simple correlations (without p-values). If it is available, I may also use SPSS 12 to conduct higher level analyses include linear regressions and ANOVA.

Subjects

I will employ convenience and snowball sampling which includes expats living in Shanghai from a variety of countries and seek to find if similar tendencies exist. The sample will consist of classmates I know through this MAIS program who are still living in China and the friends I made through the church I attended while I lived there. In total, I expect approximately 40 MAIS students to be in my sample. In addition, expats from various backgrounds who are friends at church will number approximately 40-60 individuals. Finally, I will ask each participant to contact at 2-4 friends who fit my sample demographic to participate in the study. Thus at minimum, my sample (approximately 240 subjects) will be composed of a near even split between MAIS students and other expats from my religious community. In addition, I may include (if my sample is not large enough), additional expat subjects from my workplace or outside organizations in Shanghai.

Instrument

I will utilize a combination of surveys and interviews. Both sources will have a number of factors to take into consideration – not the least of which is the influence of religious affiliation. The surveys and interviews will largely be based on the Rokeach Value Survey (RVS) with additional items that focus on the religious component. I will also incorporate demographics

(e.g., age, gender, ethnicity, nationality, socioeconomic status, residency status, length of time in China, occupation, faith background, languages spoken, etc.) to analyze alongside the data from the RVS-based survey and interview.

Timetable

December 2012	Complete Thesis Proposal Contact Potential Advisor(s)
January 2013	Secure Advisor (Submit Proposal) Begin working informally with Advisor
February 2013	Complete Literature Review
March 2013	Complete Methods & Sample Section Create Survey & Interview Instruments
April-May 2013	Collect Data & Transcribe to Excel Sheet Submit Thesis Proposal Approval Form
June-July 2013	Analyze Data & Write Results
August 2013	Write Discussions & Conclusions
September 2013	Submit 1 st Draft of Thesis to Advisor (Revisions required)
October 2013	Submit 2 nd Draft of Thesis to Advisor (Revisions required)
November 2013	Submit 3 rd Draft of Thesis to Advisor (Approved) [Advisor submits evaluation & Thesis to Dr. Kim]
December 2013	File 2 bound copies of Thesis to CUI

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