Short-term travel study: program design, student self-awareness and faculty development

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ABSTRACT

In developing college short term travel programs whether domestic or abroad it is essential for faculty to recognize the obstacles and challenges to ensure an enriching experience for students. Experiential learning was the guiding principle to teaching the curriculum; however, civility and respect became a lens in which to examine the qualitative student journals and conversations. As a result, this article describes similarities and differences in program design, and how faculty's participation and preparation in short-term travel study programs can contribute to a student's holistic enrichment of learning and self-awareness of others as well as augment faculty professional development.

Keywords: Travel study programs, college student incivility, experiential learning

INTRODUCTION

Learning experiences that take students outside the traditional classroom and their comfort zone to study abroad or domestically can cause inordinate demands on them emotionally, financially and logistically. As faculty members from different departments; Criminal Justice and Biology developing two unique short-term travel study programs to enhance student learning majoring in forensic criminal investigations (aka CSI) and criminal justice resulted in unexpected outcomes. The intent was to offer experiential learning opportunities with the hope they would improve student retention, job opportunities and offer a better understanding of globalization. In developing and leading a travel study program faculty should schedule the courses carefully and promote programs conscientiously in order to attract students with limited resources and/or no prior travel experiences. For example, a short travel program with a schedule between 7-10-days at the end of spring semester between finals and graduation is attractive for students. This allows the expense of the travel program to be included in their financial aid since it is part of the spring semester course load. A shorten schedule of seven to ten days allows students who may have difficulty leaving for a longer period of time due to work or family obligations the ability to participate without negative ramifications. The author's university is guided by its Catholic and Lasallian heritage, which is firmly committed to fostering mission-based values of Fidelity, Wisdom, Knowledge, Justice and Association. As such, it is a place where faculty, staff and students personify the mission and diversity. With the "acceptance of these charges faculty members, administrators and the university as a whole must accept and satisfy the responsibility for preparing students, as well as faculty, for the challenges and opportunities increasingly in the global marketplace" (Festervand & Tillery, 2007, p. 106). The purpose of this article is to reflect on the challenges in developing unique travel programs, highlight differences between domestic and abroad programs, share insights and identify how these experiences contributed to faculty development through the lens of students' journals and conversations.

Short Term Travel Programs

Short-term travel programs have been "criticized for such reasons as requring little input on behalf of the student and not producing the same cultural outcomes as longer programs" (Strange & Gibson, 2017, p. 89) (Engle & Engle, 2003) (Gudykunst, 1979) (Medina-Lopez-Portillo, 2004). There are others who feel students don't have the time to change attitudes or increase their sensitivity to other cultures nor provide holistic growth that long-term programs offer. Anderson (et al, 2006) stated "while many believe that an extensive duration is instrumental in achieving outcomes, there has also been considerable argument that short-term programs can have similar impacts to the more traditional longer programs" (p.89). Short-term programs allow a student to participate in multiple travel program opportunities during the course of their degree. This enables students several worldview experiences (Chieffo, 2004). Bell and Anscombe (2013) concur, "stating that where there is appropriate academic preparation, ongoing facilitation, purposeful program design, and adequate opportunity for guided reflection and discussion, short- term study abroad can be successful" (Strange & Gibson 2017 p. 89-90).

EXPERIENTIAL LEARNING

Travel study opportunities have the power to transform the lives of college students whereupon they broaden their educational experience by exposing them to other cultures and customs. The experiential learning approach is a pedagogical theory that reflects on how student knowledge can be transformed though experience, observation, and reflection (Kolb, 1984) (George, Lim, Lucas & Meadows, 2015). "Educators in numerous disciplines have adopted this student centered 'hands on' approach to replace or supplement the traditional lecture centered formats in the classroom" (Tovar & Misischia 2017, p. 3). Experiential learning through travel study courses are able to enhance the higher learning experience from a more holistic perspective. For the purpose of this article "holistic is defined as outcomes which reflect the intellectual, social, and emotional growth of a student" (Strange & Gibson 2017 p.85). Relationships developed through a travel course can encourage reflective discourse with others exposed to the same experiences. Students traveling together found camaraderie with each other helpful and stimulating since they hold similar interests in their shared field of study. They can be encouraging, supportive and offer a trusting learning environment which is imperative for discourse (Tovar & Misischia, 2017) (Piercy, 2013). According to Burkholder (2015) participants in study programs have exhibited stronger coping mechanisms for stress compared to students in more traditional class settings (Smith & Mrozek, n.d.). Students are able to share their feelings with one another where they create an environment of compassion and trust enabling them to share different perspectives on topics of interest. These discussions "provide opportunities for the student learner to examine the strengths and weaknesses of their personal" (Piercy, 2013 p 33) beliefs and those of others in the travel group (Tovar & Misischia, 2017 p.3) (Piercy, 2013). The combination of implementing experiential learning into a travel course offers experiences which can provide a new or refined learning process directed toward social and environmental transformative potential (Breunig, 2014) (Breunig, 2008a, Warren, 2002). When students are placed in an environment that can "challenge their prejudices, prior experiences and assumptions" (p.17) they learn about themselves and can develop relationships within any community (Eyler & Giles 1999). Experiential learning can provide a framework for designing a travel study program whether it be through international or domestic travel. Activities which are more hands-on aid in assessing the holistic outcomes. Thus, the purpose of this article was to reflect and examine how two travel programs one abroad to London and the other to Tennessee influences course design and holistic outcomes for both students and faculty.

DOMESTIC PROGRAM OVERVIEW

To broaden students' exposure to forensic criminal death investigations contact was made with the William Bass Forensic Anthropology Center (FAC) at the University of Tennessee (UT), which hosts forensic training courses for the Federal Bureau of Investigations (FBI). After meeting with the director of the Forensic Anthropology Center to discuss the option to bring college students to their elite program and lengthy discussions regarding course design and learning outcomes a date was scheduled to bring students to the FAC for a one-week travel study course. The course is a three-credit hour elective course for any student who meets the prerequisite requirements. It is titled: Human Identification in Criminal Investigations. Students from four majors have participated: Criminal Justice, Forensic Criminal Investigations, Biology and Chemistry. The program has been successfully conducted three times; consequently, lessons

were learned about faculty personal organization and execution skills along with students' expectations and their holistic growth. The program's primary objective was to expose students to the reality of forensic criminal investigations with the hope of an increased understanding of the dignity of human life and respect in death investigations. Two pragmatic matters had to be addressed before proceeding. First, given the students exposure to real human remains their overall wellness and emotional well being. Secondly, to ensure high student acedemic suceess prerequeist courses were required and a completed application process before participation approval.

Program Components

Recognizing the value of travel study programs is a first step in organizing a program, however the selection of faculty is critical to the success of the program. Selecting faculty members who have discipline interests and prior travel experiences is useful. Faculty members should be excellent sources in developing the course curriculum and contributors during the travel portion of the course. Prior travel expereinces can assist with current travel experiences that may arise. Those familiar with trip routines, protocol and logsitics have the potential to reduce problems. Further, faculty members with similar research and teaching interest are ideal candidates for future collaboration.

Transportaion

University of Tennessee (UT) is located in Knoxville which is approximately a nine hour drive from author's university. Transportation is decided by the student whether to fly or drive to Knoxville. Forty-six students have participated in the three travel programs and forty-four have chossen to drive to Knoxville and typically car-pool with 4-5 per vehicle. Faculty elected to fly on all three occasions arriving the day before to ensure all arrangements and housing were finalized. Most of the students participating never met before or only had one class or two together; therefore car pooling offers a principal relationship building period for students.
- F/W I am enjoying this trip more than I initially thought I would. My carpool friends have been so helpful and teaching me new things. I have gotten comfortable with them and we are becoming good friends that is how you get through the hard stuff.
- F/W My carpool group has become close friends or a little family this week.   I was worried at first, but now I am sad to be leaving but happy to go home. It's not really hard being away from home, but I was able to talk to my significant other and mom, so it has helped.

Housing

Housing has been the most challenging logistic aspect of the program. Forty-three out of forty-six students were commuter students. To offer an additional enriching experience students stayed on the University of Tennesse's campus. In the first travel program four-bedroom university apartments on campus were leased, however nothing was included in the housing lease. Students had to bring everything they would normally use on a daily bases in their vehicles; bedding, TV, laptop, towels, coffee maker etc. In contrast the following two travel programs lodging was reserved at hotels which included free breakfast. If students didn't request

specific roommates they were randomly assign rooms. The positive bonding and relationship building in the apartments was more evident in the student's journals than the hotel arrangement, which is attributed to having four students in one apartment compared to two students in a hotel room. Students describe their feeling about living together.

- F/W That was fun. We found ways to go out to dinner together. We had a lot of fun together and we included everyone. There were two girls who didn't really want to go out with the group. They did things by themselves, which was fine. G and I have been friends for three years, so it was cool to share a room together…or at least our side of the apartment. The other girls that didn't go out with the group had the other side of the apartment.
- M/W Awesome. Spent time with classmates. We had a good time. It was good to hang out and unwind after spending the whole day in the classroom. Me and S got along great.

The last travel study lodging was located in the heart of UT's campus offering close proximity to the classroom where lectures and labs were conducted and campus life, which is the perfect blend for students. They were able to walk to downtown and explore the city and activities during the week.

- F/W I skipped going out tonight and stayed in the room to let my body get rest. However, I am still having tons of fun. N and I have mostly been hanging out watching Forensic Files and exploring downtown when we aren't studying or doing class work. Having tons of fun exploring, learning and chatting.
- F/W I have really enjoyed the city. I am not a city person at all, but I love it here. It is an easy place to walk around and has many things to do. My carpool friends and I have been exploring a lot and tried different restaurants, all of them being delicious. We also have been riding the scooters around town.

Academic Requirements and Content

As mentioned earlier the curriculum of the travel program is designed to mirror the knowledge and field experience professional law enforcement criminal science investigators receive with some minor modifications. It is an intensive 40-hour course requiring students to participate in lectures, labs and field work eight hours a day. Traditional college students do not routinely sit in a classroom for eight hours; therefore, faculty stressed the importance of eating well, course preparation and sleep. An on-line application process is available for all travel study programs. The traveling faculty members are responsible for setting the specific standards. The requirements were a 2.7 GPA, 500-word essay, transcripts and two letters of recommendations, along with meeting the minimum prerequisite science course to apply. If any portion of the application is not completed by the due date the student is not eligible to participate. The traveling faculty member(s) have the final approval. To maintain a high level of excellence pre and posttest were included, daily quizzes and journals to assess learning outcomes. Since students are exposed to human remains in the travel study it is important to continually assess their wellbeing through daily observations and conversations. Journals provide a venue for the student to express their personal thoughts related to experiential learning, unique individual experiences, thoughts, emotions and interactions with peers. The journal is an opportunity to dialogue with the instructor in a more personal manner. Final grade is based on participation, class conduct, daily quizzes and journals. The course contained the following content: History of Anthropology, Non-human osteology, Entomology, Human Osteology and

Bone Biology, Osteology Lab, Criminal Investigations, Sex, Age, Ancestry, and Stature Estimation, Bone Histology, Age and Sex Lab, Ancestry and cranial measurement and Stature lab, Forensic DNA, Pathology, Pathology lab, and Presentation of Group Case. From the students' perspective the highlight of the course is the time spent in the field on an actual skeleton remains recovery and the entomology consistent with decomposition.

INTERNATIONAL PROGRAM OVERVIEW

Program Components

The Comparative Criminal Justice Systems course is designed to present students with information regarding the ways the United States and United Kingdom differ in policies, practices and procedures of crime and justice. The social, cultural, and political background of these two criminal justice systems are analyzed and discussed prior to departure to London. The core of the course explores common law and civil law, which includes police, courts, corrections and forensics. The actual course is divided into three phases: online lectures and activities prior to departure followed by the travel study experience, which includes tours and lectures on key information associated with: Royal Courts of Justice, Inns of Court and the Central Criminal Court, New Scotland Yard, Coroner's Office, Coroner's Inquest Court and Southwark Crown Court, Gordon Museum of Pathology and Forensic investigations. This course is a higher-level elective course part of the Criminal Justice and Forensic Criminal Investigation major degree curriculum. The course offers students the opportunity to travel abroad as an experiential learning experience which can have a direct impact on a student's future career. It also employs teamwork practices and interpersonal behavior skills not typically acquired in a classroom environment.

Transportation

While attending an international research conference traveling faculty came across a travel agency specializing in assisting college faculty with short term study abroad programs. Expert presenters, guides and site locations were selected based on the course objectives and learning outcomes. After numerous correspondence with the travel agency the intinery was approved. Transportation was arranged by the travel agency which include the airline tickets and housing. The logistics surrounding travel plans were made easy with the travel agency's expertise. Students and faculty were required to have a current passport and visa if necessary depending on individual nationality. For a group of sixteen students and two faculty members the air transportation went extremely well. The airplane seats were all in the same section which allowed the students to begin the relationship building phase of a travel study experience. Faculty and students were met at the airport by the assigned expert guide for the week who was also a lawyer. Travel was primarily by bus or the underground rail system (aka the tube). Every student received a rail pass for the week. The tube in London is extremely efficient, reasonably priced and very convenient. The pass provided the students with the flexibility to travel on their own and is an excellent value for multiple trips covering cross town distances quickly. There is a learning curve to navigating the underground rail system, but students' quick adaptability was evident. Faculty encouraged students to try alternative modes of transportation for a real London experience such as London's double-decker bus and their famous black Hackney cabs. College

students are very independent, however most of the students had never traveled abroad therefore two simple rules were set; don't every go off by yourself and be watchful for others in the group. Most students made sure they were able to use their cellphones and text. All students had access to faculty cellphones in case of an emergency.

Housing

London is the capital and largest city of England in the United Kingdom so there is no shortage of housing available. To make it more affordable for students the travel agency was able to obtain a discount rate for a hotel in central London with easy accessibility to multiple tube lines, restaurants and tourist attractions. Students were paired up in rooms unless they requested a private room. The rooms were small but comfortable and the lobby provided a good meeting location for the group each morning. The days are filled with lectures and activities so it was important the hotel offered a free breakfast to ensure students start the day with a hearty meal.

Academic Requirements and Content

The London travel study academic requirements were typical of a traditional course. Students were required to complete the application process per university policy with traveling faculty having the final approval authority. Once a student is accepted they are able to register for the spring course. The course is taught in three phases: phase one includes an eight week online portion of discussion board questions, reading and video assignments. Phase two is the actual travel portion of the course which includes 40 hrs of lectures, tours and daily journal assignments. Upon return students are required to complete and post online a pre-approved research paper accompanied with a powerpoint presentation. Students final grades are determined by engagement and scholarship in all three phases.

FACULTY DEVELOPMENT

The most direct professional development pursued by faculty and provided through a travel study expereince whether domestic or abroad is the "grounding of discipline concepts and theories with reality" (Festervand & Tillery, 2007, p. 109). This outcome has direct application in teaching and future research. The experiences and interactions with students outside of the traditional classroom was refreshing, empowering and reaffirming of personal and professional values and mission. For us it was about pursing life long intellectual and culture learnings (Festervand & Tillery, 2007). It was wonderful to be offered the opportunity for autonomy of thought grounded in individual disciplines and structure, which has enhanced personal growth, responsibility and leadership (Festervand & Tillery, 2007). Traveling faculty experienced intellectual growth alongside the students by visiting historical sites and learning from experts in the field. An extra benefit was the strengthing of friendship and commitment to students. Lectures and classroom discussions can become monontonous and repetitious reflective of personal research agendas, however travel study programs introduces real-life applications. There was a need for us to embrace traditional teaching modalities by incorporating experiential learning to seek perspective transformation for not only students but faculty as well. Through these travel experiences new and exciting research agendas emerged resulting in presentations

and publications. Students' journals and observations offered valuable information regarding exisiting research interests in experiential and transformational learning, however an unexpected outcome was a lack of civility and respect to fellow students and faculty offfering additional areas of research.

RESPECT FOR OTHERS

People are "naturally curious yet suspicious and apprehensive when placed in different or unfamiliar environments" (Brown, 2006, p. 1). As individuals encounter different cultures they rely on exisitng frame of references to make judgements which can reinforce embedded beliefs and perceptions about ourselves and others (Brown, 2006) (Allport, 1979) (Erickson, 1997) (Goodenough, 1987). This ability makes us very adaptable and resourceful but also at the same time fearful and intolerant of others (Brown, 2006). Teachers need to be sensitive and responsible in becoming culture agents in their classrooms by embedding global social justice paradigms in curricula. There is no better way than through travel study programs to facilitate and intergrate cross-cultural civility into their students' future selves (Anderson, 1990) (Cushner, McClelland & Stafford 2004) (Howard, 1999) (Zeilchner, & Hoeft, 1996)). Frames of reference typically are imprinted early in an individuals life and evolve over a lifetime. These culture frame of references are the lens in which individuals precieve and interact with others, therefore to develop strong cultural competencies one must be willing to have an open mind to explore themselves in the context of other cultures (Brown, 2006) (Banks, 2001) (Brown E. L., 2005a) (Goodland, et al 2004). To raise cultural self awarness faculty members can initiate global social justice discussions in classroom environments as well as develop and implement travel study programs associated with traditional course work. However, not all participants in travel programs have learned to be socially aware or respectful of others. Over the last two decades people have witnessed an increase of incivility (MacGregor, 2001). College classrooms are not immune to the trend of uncivil behavior. Professors have to deal "with disruptive behavior such as insubordination, insolence, physical threats, harassment and intimidation" (MacGregor, 2001, p. 9). Wachter (2019) is "concern that the only thing that binds us together now is shared fear and disdain, not common humanity, shared trust, respect, or love"(p 80). The building blocks for global social awareness and cultural sensitivity starts with building good relationships with other people through effective social and commuication skills.

Social Skills

Humans are naturally social creatures and have devised techniques to communicate their feelings and thoughts through verbal and non-verbal communication. Body language and personal looks communicate equivalently to the spoken word. Maintaining eye contact, greeting others with a smile, showing confidence, politeness and demonstrating genuine interest in others shows social skills (What are Social Skills, 2018). Developing social skills help with better communication as well as develops the ability to function in large groups of people. Students who have not developed good social skills find it more difficult in uncomfortable (travel programs) settings with people they don't know which may result in making unsound judgements. Those with more effective social skills find it easier to mingle with any given group of individuals, be polite and get support from the masses. Improving your social support helps

you build confidence in social siutations, while taking care of your own needs and being respectful of the needs of others (What are Social Skills, 2018).

A travel study program will expose the lack of social skills within the student participants similar to disrespectful behaivor exihibited in some classroom enviroments. University policy on classroom decorum should be in effect during travel programs and needs to be enforced. Daily journals can be a source of information regarding inappropriate behavior, incivility or disrespect between students.

- F/W You know you told us we had to stay together, but last night I was in my group (names remain confidential) in Camden and I stopped to have a cigarette while they were looking in a store and then when I finished they were gone. They just left me all alone. I tried texting them many times but they never answered. I was able to make it back to our hotel by myself. I can't believe they did that to me.
- M/W I don't know what the problem is…..they won't talk to me and won't even let me be part of the group. They won't even tell me what the problem is.
- F/W I just asked her if we could store some luggage in her car temporarily…she got all in my face and started yelling at me.
- Faculty: One student in particular continued to be late on the bus or disruptive during lectures by getting up to get coffee or eat. On the departure day all students were told to be ready on time to leave for the airport. The same student wasn't on the bus, resulting in a faculty member going to her hotel room to tell her to take a taxi, since the bus was now 20 minutes late on departure. She was able to make it to the bus in 2 minutes, got onto the bus and never apologized to the faculty members or fellow students…she stated "well I am here now".

CIVILITY

"Research on incivility in higher education has concentrated largely upon faculty perceptions of students' behavior in the classroom setting" (Bjorklund & Rehling, 2011 p. 28) (Amanda, 1999) (Applyby, 1990) (Boice, 1996) (Feldman, 2001) (Research, 2000). Yet many interactions between faculty and student take place outside of the classroom and a travel study program is one of those settings which can produce inciviltiy. The lack of civlty within these interactions can strongly influence a faculty members' attitudes toward a desire to initiate travel study programs. In a typical classroom setting faculty have time to examine the behavior and address it at a later meeting, however during a travel study program faculty and students are interacting continuously throughout the days, therefore incivility must be addressed immediately to eliminate the misconduct. In Bjorklund & Rehling's (2011) article they noted "no formal research has been aimed particularly at the topic of inappropriate or uncivil behavior outside the classroom walls" (p.29). "Since there is no clear sense of what constitutes inappropriate behavior between faculty and student outside of the classroom creates a situation of confusion and misunderstanding" (p.29).

Global Citizenship

The concept of global citizenship is not a new one, but it is now widely used in higher education. We live in a world that is intertwined with technology that has transformed the ways in which we interact, access knowledge, work and civility. Our planet is shrinking bringing us

closer together culturally, socially and racially (Reimers, 2016). National and international organizations promote the networking of global citizenship and encourge universities to afford opportunities for students. "Travel study programs provide a means to intergrate undergraduate education with global issues. It can prepare students to contribute positively to local, national and global communities. Global citizenship can have varying definitions dependent on the institution, however the overriding theme is it is a choice and a way of thinking. People come to consider themselves as global citizens through different formative life experiences and have different interpretations of what it means to them" (Olds, 2012 para 6) (Schattle, 2007). Students need to understand that they live in a culture that may color their percpetions. "Thus, awareness of the world around each student begins with self-awareness which will increase their identification with fellow human beings and their sense of responsbility toward others" (Olds, 2012 para 7). A student who is mindful of their personal global citizenship embrasses the concept into practice by making connections rather than dissections. By examining the commonalities between what happens at home and "over there" becomes evident. Students can begin to "share the goal of cultural empathy and intercultural competence" (Olds, 2012 para 8) (Olsen et al, 2007). If faculty are to help students devleop the capacity to make communities and societies more inclusive it is paramount for faculty to build lessons into their curriculum which prepare students to collobrate with others beyond the classroom (Reimers, 2016). Travel creates a sense of interconnectedness and responsibility that faculty is less likely to be able to cultivate within a classroom. It can bring people together by sharing and comparing lived experiences (Stanlick, 2018).

Politeness and Good Manners

The Merriam-Webster Dictionary defines civility as "civilized conduct, especially courtesy, politeness and/or a polite act of expression" (2019). This definition is not comprehensive nor does it embody all of the behaivors expected of an educated person in society (Seganish & Holter, 2013). For the purpose of describing civility for a travel study Carter's (1998) definition encompass the essence of what it means to be civil- "the sum of the many sacrifices we are called to make for the sake of living together" (p.11). Civility is not an easy behavior to define, however some people simply will tell you that they know when they see it and they certainly know it when they don't. Establishing a climate of "relaxed formality" (Forni, 2005) can apply during a travel study program. There still needs to be formality between the faculty member and the student regarding expectations. However, in order to foster a learning environment; respect and consideration of others should be the norm. It should include a social atmosphere which students and faculty can engage in a process of interactive patterns reflective of the expectations and the learning environment's communication. These expectations not only outline a student's behavior but characterizes the ways in which they expect others to behave in the learning environment whether it be in a traditional classroom or travel study program (Myers et al, 2016).

Ethical Principles Underling Respect

Students need to understand the" interconnected properties of civility and the disconnected properties of incivility" (Seganish, 2013, p. 62). Universitites recognizes the importance of civil behavior which is often outlined in course syllabi and student handbook. The

following served as a code of civility for these travel programs: "we seek to acknowledge, value, and celebrate diversity in our programs and classrooms:

- o by hearing each person's unique stories;
- o by accepting each other as individuals and as members of communities
- o by challenging our unexamined assumptions to help us unmask personal, cultural, religious, racial, and systemic discrimination and stigmatization;
- o by recognizing that prejudice, ignorance and stereotypes create and sustain privilege and preference for some while marginalizing and oppressing others;
- o by educating lifelong learners who will be bridge builders and change agents in our local communities and in the world;
- o and by becoming people who are more compassionate, welcoming, hospitable and committed to justice" (Lewis University, 2019).

The difference between civility and incivility should be emphasized and enforced. It should not be addressed in a punitive way but in most cases with constructive feedback and actions.

CONCLUSION/RECOMMENDATIONS

There are many definitions regarding social skills, but as a result of the travel study experiences it became apparent connecting civility social skills with the program curriculum is necessary to get along with others and to maintain relationships while learning. Americans tend to have a extraverted style of interacting with others, but it isn't necessarily the best method when traveling abroad. A quiter style of relating to others might be a better method for all participants. Students and faculty need to be flexible with their behavior dependent on the situation and personal needs (Kennedy-Moore, 2011). Dr. Kennedy-Moore (2011) outlines three underlying processes that assist with the development of social skills; seeing, thinking and doing. Seeing requires the student to pick up on social clues in the context in which it is occuring. Different situations call for different behaviors which may require one to monitor others' reaction can help decipher how to behave. Students who have trouble seeing social nuances often unwittingly annoy others resulting in isolation. "Thinking in social settings involves interpreting other person's behavior to understand why they're doing what they're doing. It is the ability to assess or predict others' responses and to come up with effective strategies for influencing desired results" (Kennedy-Moore, 2011, para 6). The third process is doing, which means how does the individual interact with others in positive ways? Some students have no problem knowing what they ought to do, but it is the decision in doing the right thing or not. Maintaining the academic quality and credibility in a travel study program can not be compromised due to incivilivty or a lack of respect between the participants or those encountered during the program. Being culturally sensitive and embracing global awareness involves good social and communication skills and a lack of civility is unaccepatable. Therefore, it is imperative faculty members leading a travel study program initiate rules of conduct; ways to address proper social skills prior to departure. Recommended suggestions are: behave like a social person, start with small easy conversations, ask open-ended questions, encourage others to talk about themselves, offer compliments, practice good manners, and pay attention to body language. You may also want to suggest to your students to join a social skills support group on

campus, read books about social skills and stay up on current events and trends which helps engagement with others (Morin, 2018).

The future objective is to smooth the transition by familiarizing students with the idea there maybe possible disruptions, incivility and disrespect by giving them a "cognitive framework of civility to process and an arsenal of tools to deploy in the event of an anxiety-provoking situation" (Brown &. Cope, 2013 p.30). Prior to the scheduled 2020 travel study departure date curriculum changes will include an enhanced introduction portion to the course. This section will allow students to become more familiar with classmates in ways that forge friendships, build bonds among them as a team and encourage students to identify sets of behaviors that they can use to enhance their citizenship. Finally, make sure students go into the travel study with a positive energy and if they witness any negative thoughts or behavior to become a culture agent and remind the other individual to be happy and enjoy the learning experience. Like Brown and Cope (2013) one learning outcome is to empower students to view themselves as members of a global citizentry, motivated to recognize they are an indistinguishably part of a global community whether it is traveling to a culturally different city in the United States or foreign country they need to shift from being a "good student" in the classroom to a "good citizen" who cares for others they engage with on their travels.

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