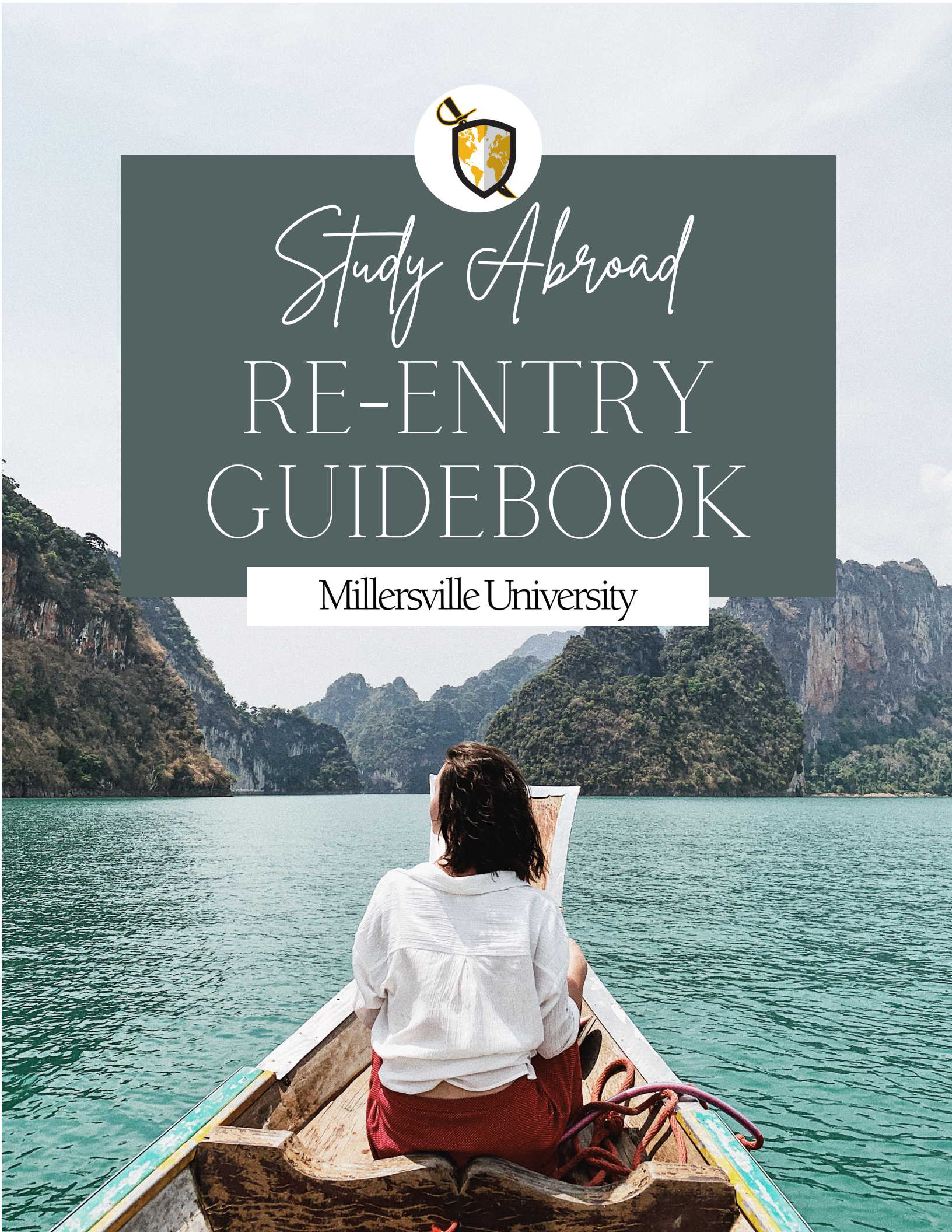




Study Abroad RE-ENTRY GUIDEBOOK

Millersville University





You're officially a MU study abroad alumnus – now what?

After an amazing adventure abroad, you're now thinking about your next steps. Whether you're returning "home" indefinitely, you plan to travel abroad again in the future, or something in-between, you have so many options for continuing to live a life of inspired *global adventure*!

We know that studying abroad is an intense experience - academically, culturally, and emotionally - and we're here to help with the re-assimilation process and get you **anchored** back to Millersville.

➤ *IPS wants to help you on this journey of what we call "Re-Entry"!* ➤

As you complete this **Re-Entry Guidebook** you will:

- **Define** and better understand the re-entry experience
- **Reflect** on your travels abroad
- **Plan** your next steps and set goals for the future
- **Achieve** your goals by outlining what's needed
- **Identify** resources to help you incorporate global interests into your everyday life



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SECTION 1: DEFINE

WHAT is Re-Entry?

Re-entry is the experience of returning home after being abroad. It's also about going "home" and defining what that means to you. For those that have spent a significant time abroad, this can be a physical, mental, and emotional transition. You may have heard the term reverse culture shock. This term encompasses the feelings of frustration and surprise you feel when once familiar things feel different to you upon your return.

For those that have spent a short time abroad, it may be a less obvious transition. Instead, you may be yearning to go abroad again for a repeat or longer experience.

The re-entry activities provided to you by the Office of International Programs & Services (IPS) will give you an opportunity to reflect on your time abroad, see how you've changed, and create new goals for the future!

WHO is Re-Entry For?

Re-Entry is for all students who have traveled internationally on an educational experience! You don't have to go away for a full year or even a full semester for studying abroad to have an impact on your life.

WHEN does Re-Entry happen?

Re-Entry begins as soon as you depart from your international host location and begin the journey home. Because it is seen as a transitional period, many students experience re-entry differently.

WHY is Re-Entry Important?

Re-Entry can help you adjust back to life at Millersville and at home after studying abroad. Many students find that adjusting back to their "normal" life is even more difficult than adjusting to their host culture. Re-entry helps you reflect on your experience and process the emotions that come along with your return. It also helps bridge the gap between your time abroad and your life goals by showing you how to apply what you've learned in your future careers and communities.

WHERE will I see Re-Entry play out?

Re-Entry is happening now – as you complete this guidebook! You will also have an opportunity to see it play out in various ways across campus. Whether it be at your Peer Mentor meetings, the Global Ambassador Program, or working for the IPS office as a student assistant, Re-Entry happens anytime you connect globally or internationally!

THE UPS & DOWNS OF STUDY ABROAD

Re-entry is one of many transitions during the study abroad process. From the anticipation before you leave to readapting back to “normal life”, you may experience many ups and downs during your journey abroad.

Don't worry if you never experienced one or many of these stages. No experience is the same

ANTICIPATING DEPARTURE

Forming expectations and goals for experience ahead

ARRIVAL CONFUSION

Feeling intimidated, homesick, or disoriented after the first few days abroad

HONEYMOON

State of bliss and pure excitement while experiencing things that are new and different

PLUNGE

Novelty of new culture begins to fade; confusion and frustration adjusting to new culture

INITIAL ADJUSTMENT

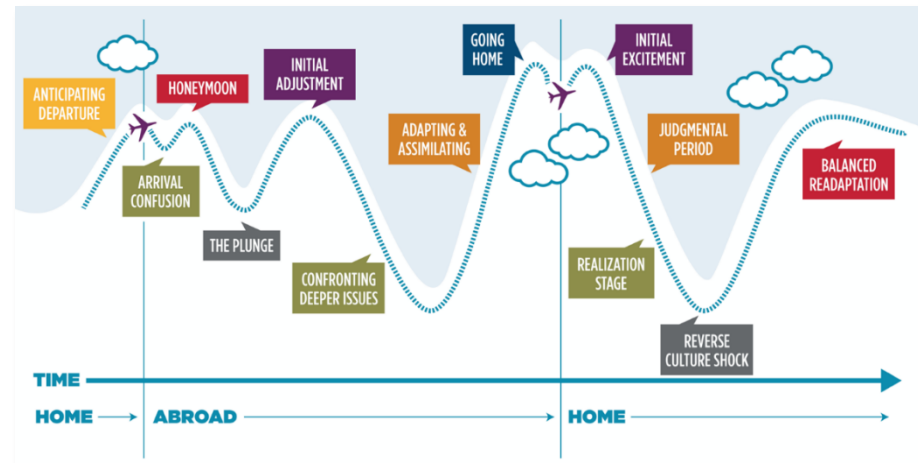
Developing new skills; becoming more confident and comfortable in host culture

CONFRONTING DEEPER ISSUES

Facing differences between self and culture at a deeper level; asking deeper questions about the world

ADAPTING AND ASSIMILATING

Beginning to feel at “home” in host culture and start thinking and behaving in new ways



Source: IES Abroad, 2021

GOING HOME

Returning home from study abroad

INITIAL EXCITEMENT

Feeling excited to see friends/family and tell others about your experience

JUDGEMENTAL PERIOD

Becoming critical of everyone and everything, reality of being back home is not enjoyable

REALIZATION STAGE

Understanding that things are different at home than abroad and the experience is over

REVERSE CULTURE SHOCK

Feeling a sense of loss for host culture as you try to adjust back to “normal” life

BALANCED READAPTATION

Appreciation of both study abroad and being home as separate but valuable experiences and using both to grow

TRANSITION ACTIVITY

Fly us through the ups and downs of your study abroad experience! Using the Ups and Downs of Study Abroad graphic, the terminology descriptions, and your own memories from abroad, complete the worksheet on the following page. Feel free to add your own personal touch to the page using color or photos.

What do you remember being confused about when you first arrived in your host country? Can you think of an example when you had to adapt to your host culture?

ANTICIPATING
DEPARTURE_____

INITIAL
ADJUSTMENT_____

ADAPTING &
ASSIMILATING_____

GOING
HOME_____

REVERSE CULTURE
SHOCK_____

HONEYMOON_____

INITIAL
EXCITEMENT_____

REALIZATION
STAGE_____

ARRIVAL
CONFUSION_____

PLUNGE_____

CONFRONTING DEEPER
ISSUES_____

JUDGEMENTAL
PERIOD_____



CHALLENGES DURING RE-ENTRY

Returning home is usually one of the hardest parts of a student's study abroad experience. Although most people think returning to what is familiar and comfortable would be easy, it is a difficult transition to cope with.

Below are some common challenges that students face during re-entry. Check any that you feel are true for your experience thus far:

- | | |
|---|--|
| <input type="checkbox"/> Home no longer feels like home. I'm not even sure what "home" is anymore | <input type="checkbox"/> I feel like I am annoying others when I talk about studying abroad |
| <input type="checkbox"/> I miss the life I had abroad | <input type="checkbox"/> I've been through re-entry before, and it was not as difficult as it is now |
| <input type="checkbox"/> I'm bored being back to "normal" life | <input type="checkbox"/> I no longer feel "unique" or "relevant" and I miss that feeling |
| <input type="checkbox"/> I didn't think the re-entry transition would take so long | <input type="checkbox"/> No one wants to hear about my experience |
| <input type="checkbox"/> My experience changed so much about me, but I have no idea how to explain what those changes are to others | <input type="checkbox"/> Being abroad was hard – I'm happy to be back |
| <input type="checkbox"/> No one at home understands or recognizes the "new me" | <input type="checkbox"/> I didn't fit in while abroad and now I don't fit in here |
| <input type="checkbox"/> I feel so critical of everything and everyone around me | <input type="checkbox"/> I feel isolated and lonely |
| <input type="checkbox"/> I'm struggling to share my ups and downs about re-entry with others because they don't understand what I'm going through | <input type="checkbox"/> I haven't received any re-entry support from loved ones |
| <input type="checkbox"/> I'm worried my experience abroad will be lost and left as just a bunch of photos and souvenirs | <input type="checkbox"/> People see my experience abroad as a phase and expect that now that I'm home, I will move on to "real life" |
| <input type="checkbox"/> Studying abroad felt like I was going somewhere and now I feel like I'm stagnant or moving backwards | <input type="checkbox"/> I don't know who I am anymore |
| | <input type="checkbox"/> I feel out of sync with friends and family |
| | <input type="checkbox"/> I don't know where my life is headed or what to do now |
| | <input type="checkbox"/> I'm physically home but mentally still abroad |

Going through something that isn't included above? Jot down any struggles, big or small, you are facing on your return journey at home:

SECTION 2: REFLECT



Where's your
PASSPORT been?

In other words, where have you been? What stamps have you collected during your travels?

In this section, you will reflect on your study abroad experience. This will help you process any emotions you may be feeling, define your new identity, and adjust to being back home in a positive way!



PROS & CONS

Let's start with letting it all out. While we try not to dwell on the negatives, it is helpful to be honest about how we are feeling. Expressing our emotions leads to growth and venting may be one way to kickstart this growth.

Lay it all out on the pages in front of you! Grab a writing tool and set a timer on your phone for five minutes. In the blank area on the next page write down anything and everything that you dislike about re-entry and being back home. Don't worry about offending anyone – you can throw this page out when you're done!

Want a little competition? Grab a friend and see who can come up with the most items before the timer runs out.

WHAT I DISLIKE ABOUT RETURNING HOME...

A large, light gray speech bubble with a black outline, intended for writing. The bubble has a rounded top and a small tail pointing towards the bottom left corner.

PROS & CONS (cont.)

Let's look on the bright side now! In the space below, write down as many things as you can that you like about re-entry and coming home from studying abroad. Use this page as a reminder when you are feeling down that being back home has its positives!

WHAT I LIKE ABOUT RETURNING HOME...

A large, light gray speech bubble with a dark green outline, intended for writing. The bubble has a rounded rectangular shape with a small tail pointing towards the bottom right corner.

RECALL ACTIVITY

Now that you've had the opportunity to express your thoughts a little, let's look back to when you made the decision to study abroad in the first place. Reflect on this time using the table below and answer the questions for each of the four categories. Take note of how you've changed throughout your experience and areas in which you want to improve next time.

You may not have had goals for all these areas so feel free to focus on whichever goals apply to you!

PERSONALLY

- What did you hope to achieve?
- Were you successful? Why/why not?
- What do you wish you had done differently?

ACADEMICALLY

- What did you hope to achieve?
- Were you successful? Why/why not?
- What do you wish you had done differently?

PROFESSIONALLY

- What did you hope to achieve?
- Were you successful? Why/why not?
- What do you wish you had done differently?

CIVIC ENGAGEMENT

- What did you hope to achieve?
- Were you successful? Why/why not?
- What do you wish you had done differently?

RELATIONSHIP INVENTORY

So you've identified some ways in which you've changed since going abroad... but what about those around you? Relationships inevitably change through time and with experience. It's a good idea to evaluate these relationships regularly to ensure they are good for everyone's overall well-being.

On the lines below, jot down a few notes about **your relationships**. These can be ones that you had before and after going abroad, as well as folks you met along the way such as travel companions or host families. Feel free to use the questions below to get started thinking:

- What important relationships did I form abroad?
- What relationships do I want to keep or prioritize?
- How have my relationships changed since studying abroad?
- How do I feel about that change?
- How will I stay connected with those I met during my travels, if at all?
- What relationships currently support me?
- What am I missing from my relationships?
- What relationships do I want to change or let go of?
- Who in my travels am I thankful for and why?
- What relationships do I find draining?

A large rectangular area with horizontal lines for writing. The corners are decorated with patterned tabs: top-left (diagonal lines), top-right (checkered), bottom-left (cross-hatched), and bottom-right (vertical lines).

SUPPORT SUITCASE – Part 1

Successful re-entry requires lots of support. In the last activity, you probably identified some of the people in your life who make up this support system. However, they may not be able to support you in every aspect, and that's ok!

In order to know where you can go to seek support, you first need to identify what you actually need. What is necessary to help you survive, succeed, and thrive now that you have returned home? We always *try* to pack only what we need, right? So pack your suitcase below by listing your **needs** for re-entry.

Here's some ideas of things you may need to get you started:

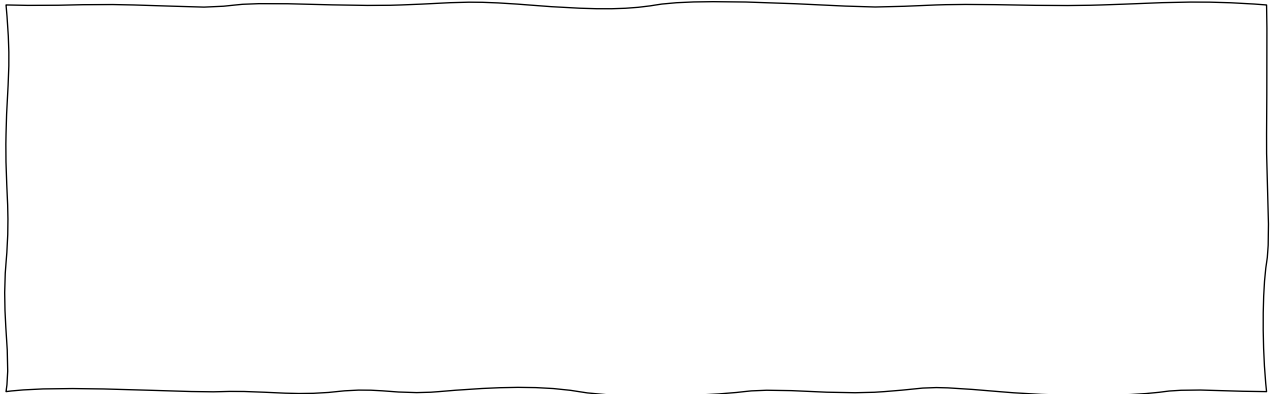
- | | | | |
|-------------|----------------|--------------------|--------------------|
| → laughter | → deep | → venting | → confiding |
| → hugs | → conversation | → career advice | → travel talk |
| → adventure | → comfort | → academic support | → confidence boost |



SUPPORT SUITCASE – Part 2

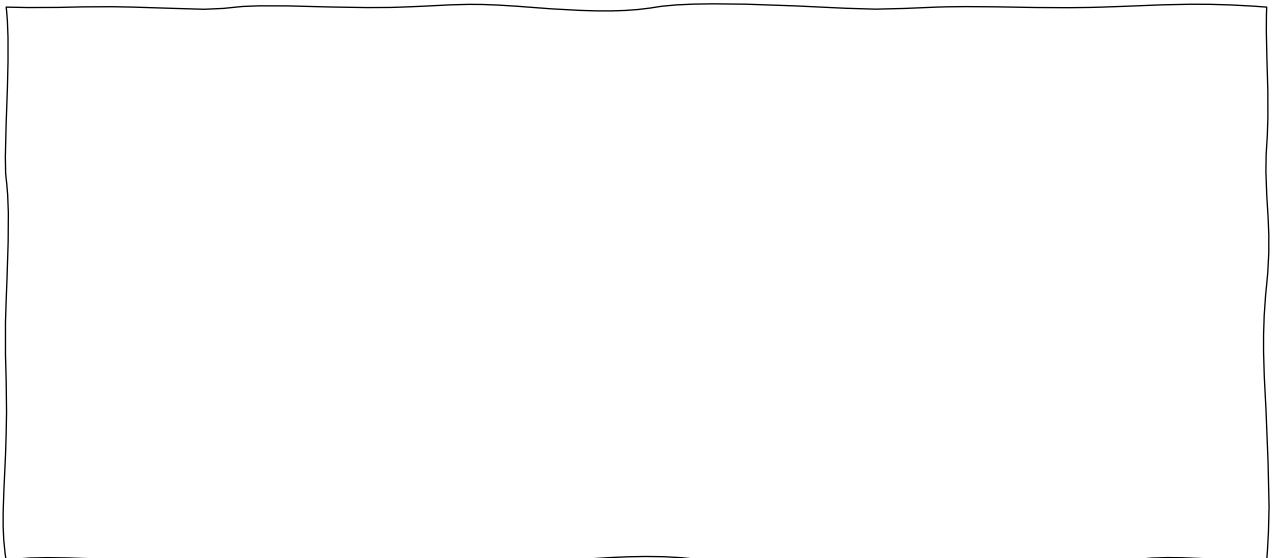
We won't expect you to carry all that luggage alone (even though you're probably used to that by now – let's be real)! So who is going to help you carry it? Identifying sources of support is critical to making sure your needs are met during re-entry.

In the space below, list some **potential sources of support**. These can be friends, family, professors, co-workers, mentors, coaches, local organizations, online groups, websites, hobbies, music, yoga, cooking, games, pets, or even Netflix! Support comes in all forms.



Now let's match your needs with your avenues of support! Which sources of support can help with the specific needs in your suitcase? Connecting these dots can help you identify potential weak spots of support that you should strengthen for successful re-entry. Not to mention, writing things down is a great way to remember where to go when you really need a hand! For example:

- When I *miss my life abroad*, I'll *send a text to my international friends on WhatsApp*.
- When I *need a good laugh*, I'll *binge my favorite series on Hulu*.



PASSPORT ACTIVITY

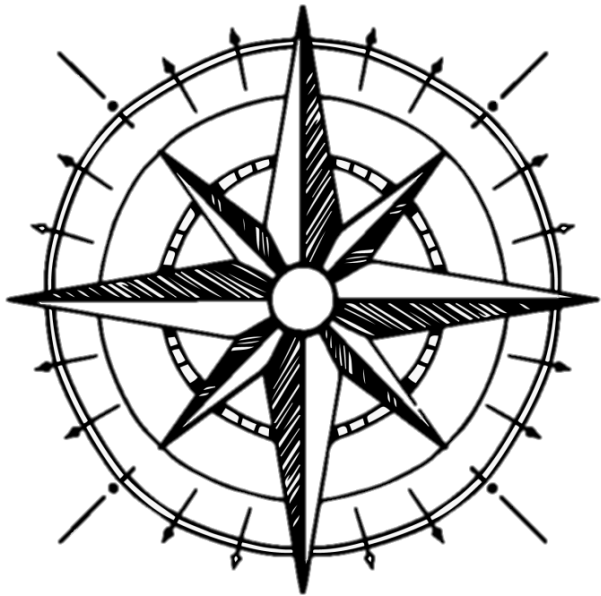
Before we start setting goals in the next section, let's look back at where you've been and where you hope to go. This will help us look at returning home in a healthier, more positive way.

What if we were to look at re-entry in a different way? Think of re-entry as a layover. While it might not seem like the fun part of the trip, it's also not the end. It's a time to re-fuel, take a break, and reflect before hopping on a flight to your next destination! Reframing your return home in a positive light is the only way to keep moving forward.

Fill in the "stamps" of the passport on the left of the following pages with images of where you have been during your study abroad experience. Fill the right-hand side with places you hope to go to in the future. There is no place too far or too specific! Set your sights big or small.

These "stamps" can be simple drawings or photos you have from your travels!

PASSPORT

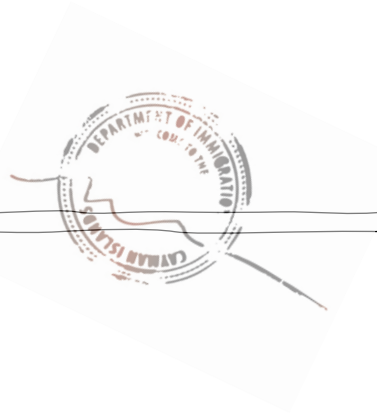
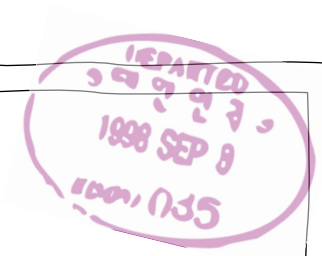


ATTACH PHOTO HERE

NAME: _____

DATE OF BIRTH: _____

CITIZENSHIP: _____



PACK IT UP

After lots of reflection, it's time to grab your suitcase, passport, and get on with your re-entry journey! Summarize what you've packed by completing the sentences below:

I studied abroad for _____ days/months/years (circle one) in _____
_____. While I was there, I loved _____ and _____
_____, but wasn't a fan of _____ or _____.

I learned about _____ and _____
_____. Being home, I've found a new appreciation for _____
_____ but I've changed my mind about _____.

I used to be _____ and _____
_____, but now I'm _____
_____ and _____.

When I need _____ and _____, I plan to look to _____
_____ and _____ for support. I can't wait for my future adventures like _____
_____ or _____.

To make re-entry a more positive experience, I am going to _____
and _____. I'm now feeling _____ about re-entry and _____
_____ about where I'm headed!

SECTION 3: PLAN

What's your DESTINATION?

Now that you have taken some time to reflect on your study abroad experience, process your emotions, and reframe re-entry in a new way, it is time to start your **plan** for the future!

What goals do you have?
Where are you headed in life?
What is your destination?
These are some of the questions you'll begin to answer in this section as you *point your spyglass* in the direction you want to go.



"Without goals, and plans to reach them, you are like a ship that has set sail with no destination"
– Fitzhugh Dodson

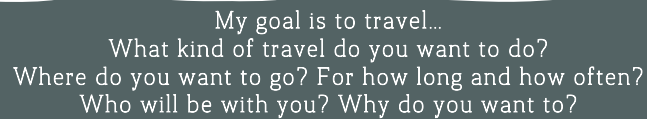
BE SMART!

Setting goals is a useful way to give yourself a sense of direction during re-entry and helps you make big decisions successfully, but those goals are useless if they aren't SMART. You will use the Millersville IPS version of the following framework to draft your goals in the next section:

- S – Specific
- M – Motivating
- A – Attainable
- R – Relevant
- T – Trackable

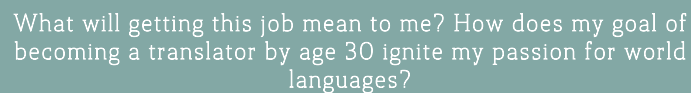
Setting goals using this method helps set a clear timeline for your life after returning home and makes it easier to track your progress. It also helps you stay on course to what you really need and want in life and prevents you from reaching for things that are unattainable.

SPECIFIC – Now is the time to think small! Your goals for the future should be precise and detailed, focusing on one specific objective. Broad categories are easy to make, but difficult to achieve. Be sure to think through the who, what, where, when, and why of each.



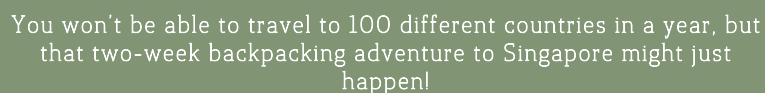
My goal is to travel...
What kind of travel do you want to do?
Where do you want to go? For how long and how often?
Who will be with you? Why do you want to?

MOTIVATING – Your goals should motivate you to accomplish them. Try choosing goals that align with your life values and will push you towards success. A good question to ask yourself is “does this goal ignite my passion?”.



What will getting this job mean to me? How does my goal of becoming a translator by age 30 ignite my passion for world languages?

ATTAINABLE – Make them things you can *actually* do! Make sure your goals are realistic and reasonable for the time you have and the resources that are available to you.



You won't be able to travel to 100 different countries in a year, but that two-week backpacking adventure to Singapore might just happen!

RELEVANT – Goals should be sensible and relevant to your life's purpose. Think about why this goal matters to you and make sure you have a solid reason as to why you are setting it in the first place.



Will this make me a better person? Will this make me happy?
Will this help others?

TRACKABLE – The key to successfully completing your goals is to track it continuously from beginning to end. Setting goals that can be tracked makes you more aware of them. You know where you are, how to get there, and what you need to get done to move forward.



When would I like to get a new job by? How many applications should I submit each month to land a new position by the end of the year?

APP ACTIVITY

In order to create goals that fit the SMART principles above, we have to learn a lot about ourselves. Hopefully you had the chance for a little bit of self-exploration in Section 2: REFLECT. Now it's time to use some of those things you reflected on (relationships, sources of support, and places you want to go) to create larger goals:



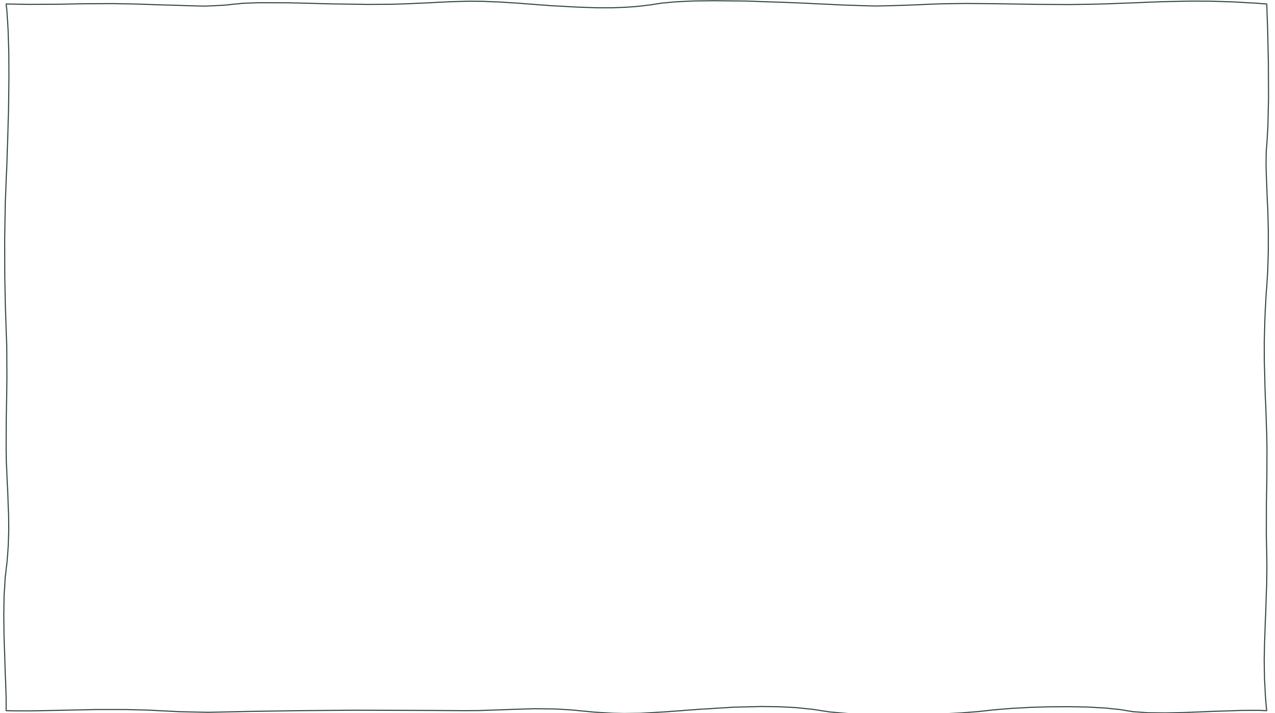
In this activity we're going to think of your life as a cell phone. Let's be real – our phones are our lives anyway! Our phones are filled with apps that we use every day to be productive, entertained, and everything in between. What are the apps on your phone that you just can't live without? Are you addicted to scrolling through social media? Can you get anywhere without Maps? Similar to apps on our phones, there are things in our lives that we just can't function without!

While I'm sure you could list tons of things you can't live without, let's try to focus on things within the four main categories from Section 2: Personal, Academic, Professional, and Civic Engagement.

On the next two pages, write down anything you **can't or won't live without** as it pertains to each category. These can be things you currently have and need or things you are looking forward to having. Think of them as apps you will need every day to navigate through life!

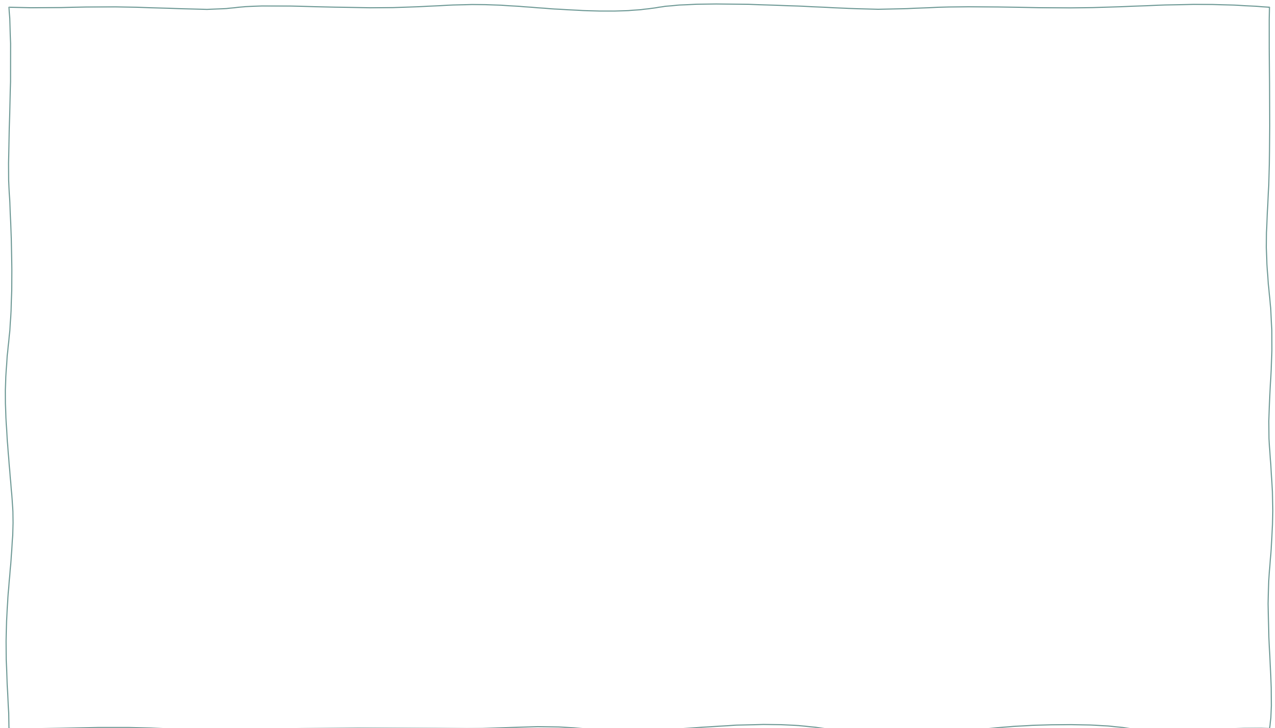
PERSONALLY

What do I need to thrive mentally, physically, and/or emotionally? What gives me drive? What makes me happy? What relationships do I rely on?



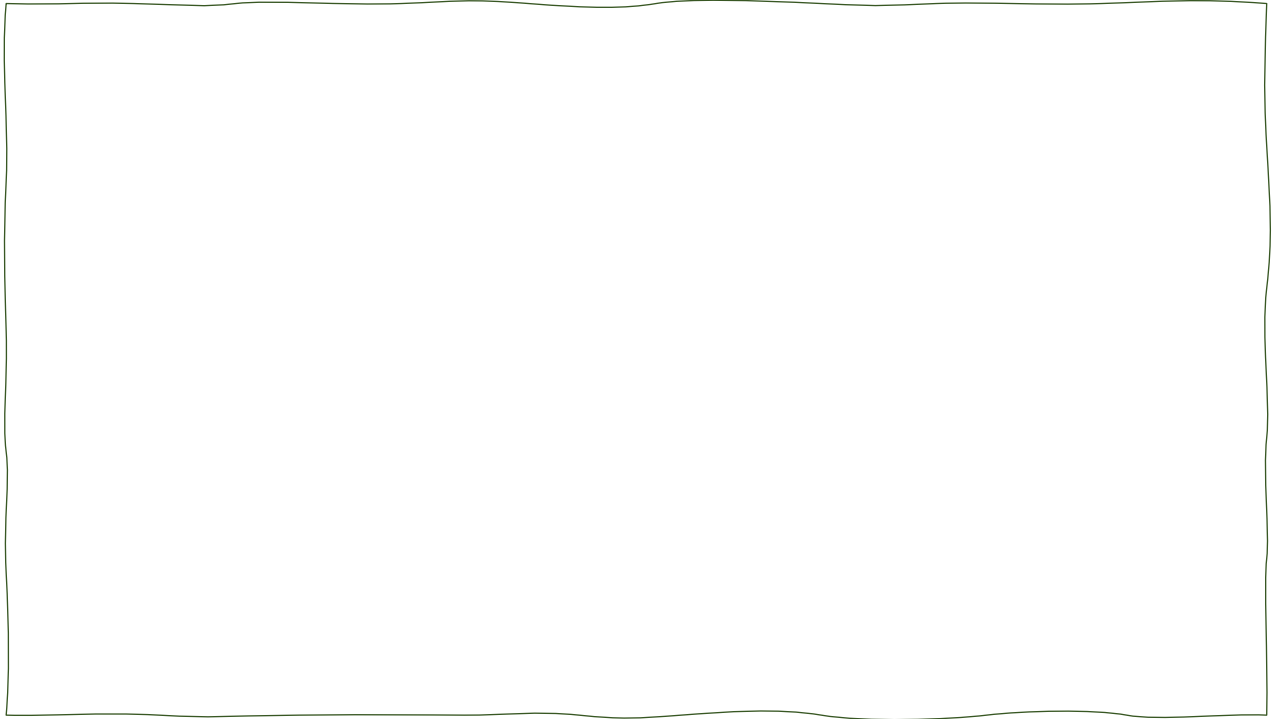
ACADEMICALLY

What do I need to be successful in class? What or who helps me feel motivated to learn? Where can I focus best?



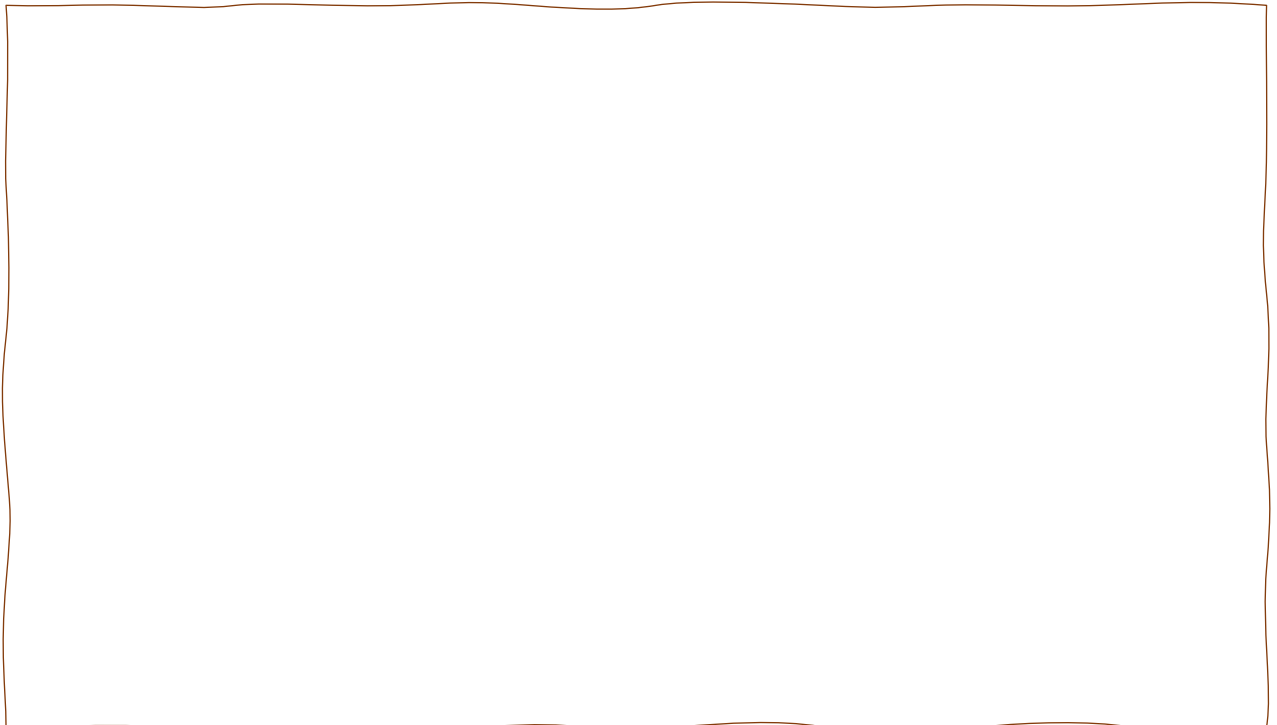
PROFESSIONALLY

What do I need to make me happy in my career? What support do I need from my supervisor? What keeps me motivated on days when I just want to quit?



CIVIC ENGAGEMENT

What helps me stay connected to my community? What activities bring me joy? What resources do I need to serve those around me?



MY LIFE GOALS

Now you're going to use the five SMART principles and your life "apps" identified in the last activity to set some goals of your own! In Section 3, we will start mapping out how you will reach these goals.

For each area below, try to come up with at least 2-3 goals that you want to work toward. They should be specific, motivating, attainable, relevant, and trackable. Don't worry if you think you can accomplish them in one month or ten years - any goal, small or big, near or far, is fair game!

PERSONAL GOALS	ACADEMIC GOALS
→ 1:	→ 1:
→ 2:	→ 2:
→ 3:	→ 3:
PROFESSIONAL GOALS	CIVIC ENGAGEMENT GOALS
→ 1:	→ 1:
→ 2:	→ 2:
→ 3:	→ 3:

SECTION 4: ACHIEVE



How will you start your **JOURNEY**?

Mapping out your destination is just as important as picking one. You just finished setting a variety of life goals. Now is the time to figure out how you're going to **achieve** them!

In this section, you're going to take the specific goals from Section 3 and break them down into smaller, more manageable tasks. Think of them as points of interest on the map to your final destination!

BREAK IT DOWN

So, why should you break down your larger goals if they are already SMART? Here are a few good reasons:

→ **Makes them *more* manageable**

Large tasks are daunting! Breaking them down into smaller ones means you can focus on one piece at a time and work your way up to more. It's a lot easier to take a break from social media once a week as opposed to giving up technology all at once!

→ **Builds momentum & confidence**

Finishing something feels good! Having smaller successes along the way keeps you on track and provides encouragement to see your goals through completion.

→ **Allows for re-direction**

Breaking bigger goals down into chunks gives you space to look at what is working and what isn't. Maybe you've come to realize you are no longer headed in the right direction. Instead of giving up, you have opportunities to adjust your route or change your destination altogether.

MAP IT OUT

Now it's time to actually map out the goals you set in Section 3. The first step is to **prioritize**. You can't do everything at once, therefore, it's best to focus on the goal that you want to achieve first.

Choose one goal that you want to prioritize and write it down here:

GOAL #1:

You will continue to focus on this goal for the remainder of this section. Don't worry about your other goals – you can always apply the same logic to the others you wrote down outside the pages of this guidebook!

Goals can be broken down at three levels. Over the next few pages, you will start off with milestones and narrow your goal down until it reaches specific action steps. This could take some time so do not get discouraged! Feel free to think on it and come back later.



It's important to note that the size and difficulty of achieving your goal determines how much you'll need to drill down. If your sights are set on something simple to achieve, you may not need to go through all three levels and that's okay!

MILESTONES

For the goal you listed above, try to think of about three milestones you must reach before you are able to achieve it. Typically, milestones will build off one another and lead to your larger objective. For example, if your goal is to get your master's degree in your field, three milestones could be: Get accepted to grad school, maintain good grades, and land an internship.

Fill in your **three** potential milestones here:

1.

2.

3.

TARGETS

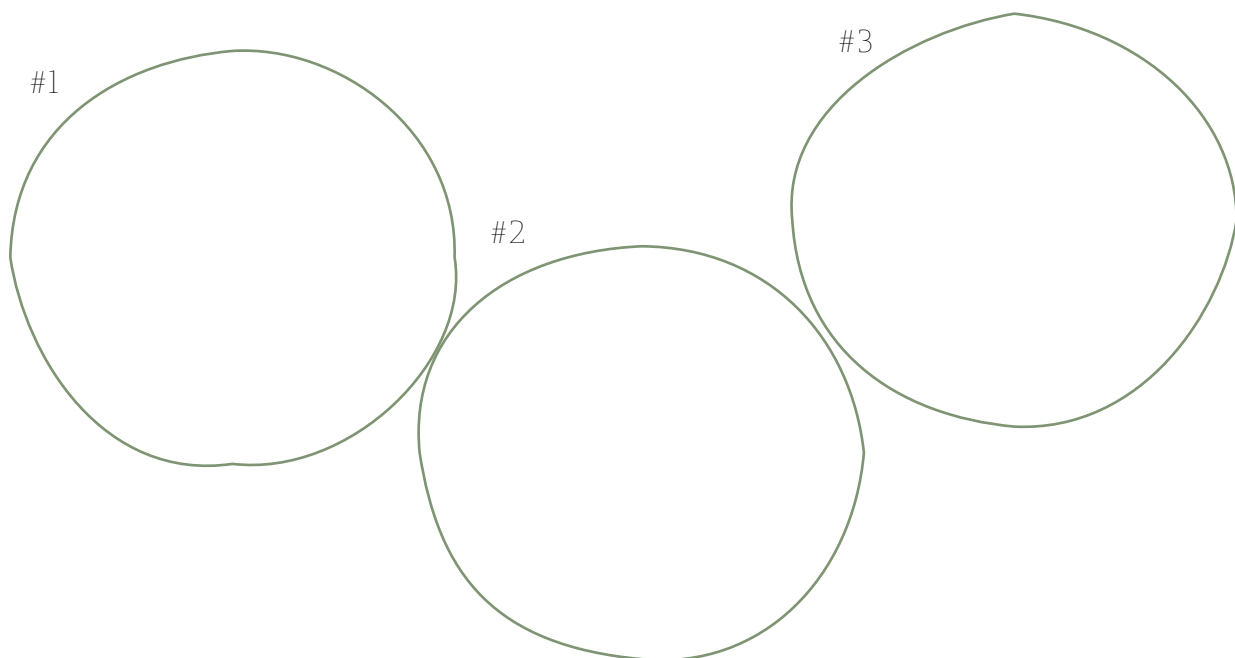
Every milestone should also have its own set of targets that you must complete in order to check it off the list. This is just one more step of narrowing down your larger goal so we can get to more concrete action steps.

While it would be ideal to breakdown each milestone into about three more targets, that tends to form a hefty family tree. We only have so much room in this guidebook, so here let's focus on breaking down one of your milestones even further. Again, feel free to map the others out on separate pieces of paper.

To continue with the example of getting a Master's degree, look at the milestone of getting accepted to grad school. To get accepted, what would you need to do first? Likely the answers would be something like: Select a program, choose schools, and send out applications.



Choose one of your milestones from above (it may be easiest and most helpful to start with #1) and brainstorm **three** targets below that you would need to reach in order to complete it:



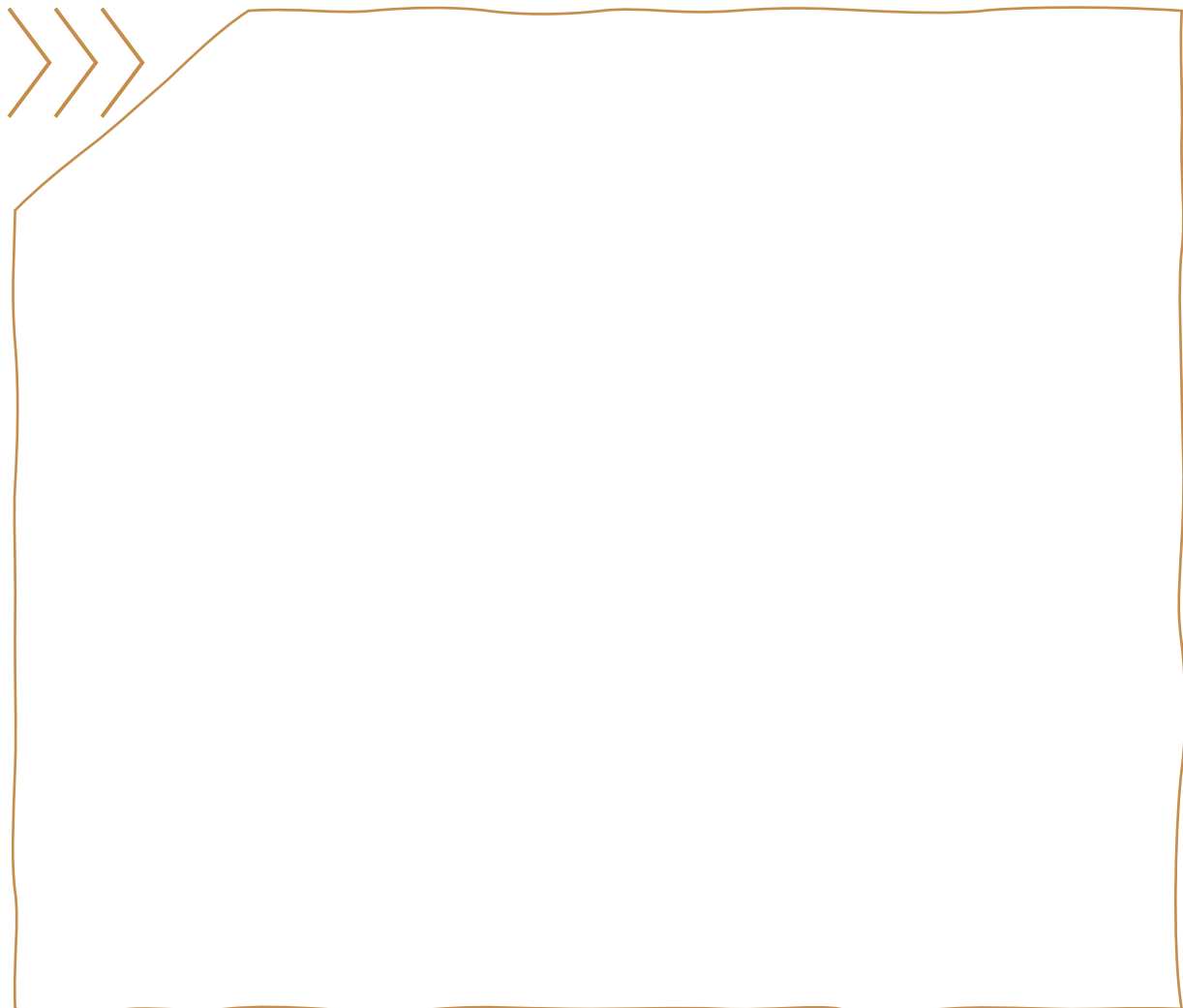
ACTIONS

You've got the hang of this now! Let's narrow your goal down one more time into action steps. Think of this level as the one you will be actually working at. These are the things you'll want to put on your to-do list or schedule in your planner so that you can check them off as they are completed.

Similar to what you did with milestones, pick one target to focus on from above.

Using the Master's degree example, some action steps for reaching your target of choosing schools may be: decide between online and in-person formats, set a budget, research programs and institutions within budget/needs, contact admissions departments for more information.

Choose one of your targets from above and write down at least **three** actions below that you would take to reach it. Feel free to write a complete to-do list if you want – whatever helps you get started on your journey towards reaching your goals!



LOOKING AT THE TRIP AHEAD

Great start on mapping out some of your life goals! As you can see, it's helpful to get as specific as possible so that you have somewhere to start and tasks to keep you on track. Having one action at a time to work on also makes a big goal seem less scary to accomplish.

But the work doesn't end here! Take the time outside of this Guidebook to map out your other goals through each level. If you get stuck or have a mental block – don't stress! It's normal to not know exactly what needs to be done. Start with what you do know and work from there, asking for help anytime you need it. In the next section, we will show you resources that may be helpful to you on your journey ahead!



"You do not have to have it all figured out, you just need to know your next step...one step after another, and eventually you will arrive at your destination."

– Ana McRae

Now that you've reflected on your study abroad experience, laid out a plan for the future, and mapped out how to get there, it is important to remember that this is **YOUR JOURNEY**. You can't try to keep up with anyone's pace in life except your own!

Sometimes it's easy to feel like everyone else is getting somewhere and you aren't. Social media is filled photos of places you want to be and things you want to do, but try not to get discouraged. Use the reflections you have made and the goals you have mapped out as a reminder of what you want in life and motivation to get there. So you didn't get a direct flight? Enjoy the scenic route that you've planned out all on your own!

SECTION 5: RESOURCES

What will you need to SET SAIL?

You're not on this journey alone! While the purpose of this guidebook was to help you transition through re-entry, we know that it may still be a work in progress. Even if there's parts of this book you were unable to complete, don't worry – refer back when you're ready to.

The resources on the following pages are here to help you continue **reflecting**, **planning** and **achieving** your way through your global life ahead. This includes connecting you with global resources on and off campus to further your international education and interests.



INTERNATIONAL PROGRAMS & SERVICES OFFICE

The Office of International Programs and Services (IPS) promotes a variety of activities, programs, and clubs and organizations that adhere to IPS's mission of enriching the academic and cultural environment, and internationalizing Millersville University. There are many ways to get involved!

For more details on any of the programs or events listed below, please visit our website.

Lyle Hall, 1st Floor
40 Dilworth Road
Millersville, PA 17551
717.871.7506
international@millersville.edu

Website:
international.millersville.edu



Millersville University

OFFICE OF INTERNATIONAL
PROGRAMS AND SERVICES

START

HERE

WORK/INTERN FOR OUR OFFICE

Student Assistants

Student office assistants support the day-to-day operations and work independently and/or as a team to accomplish the overall mission and goals of the office. Under the direct supervision of IPS staff, student office assistants are often the first point of contact for all students, faculty, staff, and guests visiting the office.

Graduate Assistants

Graduate assistants lead and support IPS programming and work independently and/or as a team to accomplish the overall mission and goals of the office. GAs are assigned to a specific unit within the office and are provided higher level responsibility over specific programs and projects.

Apply online today at millersville.edu/internationalprograms

GLOBAL AMBASSADOR PROGRAM

The Global Ambassador Program (GAP) promotes international education and leadership opportunities for Millersville University students.

Why be a Global Ambassador?

- Educate fellow students and community members on international perspectives
- Be exposed to different viewpoints, ways of life, and personalities in this cultural exchange
- Give back to MU!
- Help your fellow students integrate to MU by sharing your vision/experience on campus
- Networking and professional experience.
- Participate in events and excursions for free when volunteering or hosting an event.



GLOBAL MARAUDERS

Global Marauders is a social club that promotes and encourages friendship, communication, and support between international and MU students. It provides a place where students can socialize, connect, and learn about each other as well as other cultures.



Visit the Club Page:

getinvolved.millersville.edu/organization/globalmarauders

WE ARE GLOBAL CAMPAIGN

We Are Global aims to spread awareness of the international student and faculty populations, study abroad opportunities, and the international initiatives of MU. If you are interested and willing to share the story of your international experience email education.abroad@millersville.edu and provide the following:

- First name/title/department or other information that you wish to appear publicly.
- On-campus clubs/organizations/activities/committees that you are involved in (if applicable).
- What would you like to share with the campus community about your international experiences, your culture, or your home country?
- Include 2-5 pictures of you participating in the activities/ locations you described..
- What is one new thing you learned from this or other similar experiences?
- Why would you recommend such experiences for Millersville students or faculty and staff? What advice would you give to them?





INTERNATIONAL EDUCATION WEEK

International Education Week (IEW), each November, is an opportunity to celebrate the benefits of international education and exchange worldwide.

During this week there are fun events and the opportunities to help other students learn all about what study abroad has to offer.

INTERNATIONAL TEA TIMES

International Tea Time events take place every month during the semester. It's a time to gather with professors, staff, friends, and students to share great, international food and learn more about different cultures. There are new themes each month as well as a selection of coffees, teas, and pastries from around the world. All are welcome!

Follow us for all upcoming events and news!



@MillersvilleIPS



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MU – International Programs & Services

COUNSELING SERVICES

Experiences during study abroad can impact you in many ways! If you need to reflect more on how your experience has impacted you, consider reaching out to the MU Counseling Center. The center provides several confidential services free of charge to students such as:

- o **Counseling** for issues like anxiety, depression, eating disorders, family problems, grief, homesickness, interpersonal concerns, alcohol & drug use, lack of motivation, stress, poor study skills, anxiety and more.
- o **Crisis intervention** for students concerned with their safety & well-being
- o **Alternative resources** such as bibliotherapy, light box therapy, and pet therapy.
- o **Consultation** for students, family, faculty, and staff who are concerned about the mental health of a student.
- o **Outreach activities** to educate and support students.
- o **Support groups** including a coping skills group, a peer support group, and a substances and relationships group.

Center For Counseling & Human Development

If you are a Millersville student in need of support call the **COUNSELING CENTER** at **717-871-7821** to access service information.

In a crisis situation, students can call **CRISIS INTERVENTION** at **717-394-2631** or text **HELLO** to **741741** to be connected to a crisis counselor.

NATIONAL DOMESTIC VIOLENCE HOTLINE:
1-800-799-7233

ON-CAMPUS INVOLVMENT

Another way to continue your global adventure is to get involved in identity-based groups on campus. Check out some of the student organizations in the Multicultural Student Leadership Circle (MSLC) for ways you can get involved and learn more about different cultures in your own campus community!

- o African Caribbean Students Association (ACSA)
- o Asian Student Inclusivity Association (ASIA)
- o Black Student Union (BSU)
- o Contra-Trebles
- o Cultural Greek Council
- o First Gems of the Ville
- o Gender Sexuality Alliance (GSA)
- o Hillel
- o National Association for the Advancement of Colored People (NAACP)
- o National Minority Teacher Association
- o Society on Latino Affairs (SOLA)



CIVIC ENGAGEMENT

Don't limit your involvement to just things available on MU's campus – get out into your global communities! Culture exists all around us and you can grow a lot from learning and helping those right in your backyard. Here are some examples of ways to engage with the Lancaster County community. We encourage you to check out similar organizations in your hometown or wherever you go next on your journey.

- **NAFSA Advocacy Campaign** | connectingourworld.org
Advocate for International education and study abroad by sharing your impact, registering to vote, or attending NAFSA Advocacy Day.
- **CWS Lancaster Immigration and Refugee Program** | cws Lancaster.org
Serve refugees, immigrants, asylum-seekers and other uprooted people within the United States, who are seeking safety and the opportunity to rebuild their lives.
- **Lancaster Lebanon Habitat for Humanity** | LancasterLebanonHabitat.org
Help families build and improve places to call home while also helping to provide affordable housing to those in need.



OPPORTUNITIES AFTER GRADUATION

Although IPS won't be advising you after graduation, we highly encourage you to seek even more international experiences! If you are interested in extending your interest in all things international, here is a list to start your research:



Graduate School Abroad

Many of MU's past study abroad participants travel back overseas to gain master's degrees. Students have even gone back to their exchange universities, such as Philipps-Universität Marburg and Queen's University Belfast!

Some European universities charge little to no tuition for studies regardless of nationality, while others can be similar costs to U.S. education. Just remember that not all international universities are recognized by US federal loans providers and will not pay for you to get a degree abroad. For more information visit the **Continue Your Journey** information on our website international.millersville.edu.

Search Portals:

Findamasters.com
Studee.com
Gradschools.com
Mastersportal.edu
goabroad.com/degree-abroad

Queens University Belfast:

qub.ac.uk

Philipps-Universität Marburg:

uni-marburg.de

Work, Intern, or Volunteer Abroad

The Work Abroad programs can be great as resume boosters or as a way to put your foot in the door in a particular industry. It's also a great way to earn money and gain global skills while traveling. There are various options from teaching English listed separately below, to Child Care/Au Pair, Science and Healthcare, Hospitality and Tourism, and more.

Job/Intern Abroad:

jobs.goabroad.com
usajobs.gov
gooverseas.com/work-abroad
overseasjobs.com
internhq.com

Volunteer Abroad:

cusointernational.orf

InterExchange (Au Pair programs, language exchanges & internships):

interexchange.org/working-abroad

Interning and Working Abroad Guide: myworldabroad.com



Teach English / ESL Abroad

Teaching English overseas is great for both education and non-education majors. Many countries do not require you to have a degree in education, some only require a bachelor's degree and a TOEFL certificate (or equivalent) which you can earn online or are included in the program training. You can teach in various types of schools including public, private, religious, after-school academies, and even to adults in different industries! You can check out a very sampling of programs and jobs in the links below:



Resources:

gooverseas.com/teach-abroad
teachaway.com
ciee.org/teach
goabroad.com/teach-abroad
iss.edu
tieonline.com
tefl.com
eslcafe.com
careers.tesol.org/jobs

The Teaching Assistant Program in France offers you the opportunity to work in France for 7 months, teaching English to French students of all ages. Each year, over 1,100 American citizens and permanent residents teach in public schools across all regions of metropolitan France and in the overseas departments of French such as Guiana, Guadeloupe, Martinique and Réunion.

→ Teaching Assistance Program (France) | tapif.org

The Teaching Assistant Program in France offers you the opportunity to work in France for 7 months, teaching English to French students of all ages. Each year, over 1,100 American citizens and permanent residents teach in public schools across all regions of metropolitan France and in the overseas departments of French such as Guiana, Guadeloupe, Martinique and Réunion.

→ EPIK Program (South Korea) | epik.go.kr

The EPIK Program is an employment opportunity that allows young professionals to live and work throughout South Korea in public schools. EPIK participants are English teachers and have a minimum contract length of one year. Participants receive a salary, pension, settlement fee, free housing, and insurance. To review benefits and working conditions review the following website.

Teach English / ESL Abroad (cont.)

→ JET Program (Japan) | jetprogramusa.org

The JET Program is a competitive employment opportunity that allows young professionals to live and work in cities, towns, and villages throughout Japan. JET Program participants are not only teachers and public servants—they are cultural ambassadors of the United States to Japan, and only the best candidates are chosen to represent America. Most participants serve as Assistant Language Teachers (ALTs) and work in public and private schools throughout Japan.

→ Fulbright U.S. Student Program | us.fulbrightonline.org

The Fulbright U.S. Student Program provides grants for individually designed study/research projects or for English Teaching Assistant Programs. During their grants, Fulbrighters will meet, work, live with and learn from the people of the host country, sharing daily experiences. The program facilitates cultural exchange through direct interaction on an individual basis in the classroom, field, home, and in routine tasks, allowing the grantee to gain an appreciation of others' viewpoints and beliefs, the way they do things, and the way they think.

Professional Organizations

There are several professional organizations for you to join if you are interested in working in the field of international education. These organizations provide training, events, networking, and job postings for members. Many also offer membership discounts for current students, so it's never too soon to start checking them out!

→ NAFSA: Association of International Educators | nafsa.org

NAFSA is for professionals interested in all areas of international education including international admissions, education abroad, international student support, teaching abroad, ESL, and more. Some benefits of NAFSA include:

- **Career Center** - Job listings and career advancement resources
- **Mentor Program** - Match with experienced professionals who can introduce you to the organization and the field of international education
- **NAFSA Academy** - Yearlong international education training program with extensive networking opportunities

Professional Organizations (cont.)

→ FEA: Forum on Education Abroad | forumea.org

The Forum is a non-profit, recognized by the U.S. Department of Justice and the Federal Trade Commission as the Standards Development Organization (SDO) for the field of education abroad. The Forum provides training and resources to education abroad professionals and its Standards of Good Practice are recognized as the definitive means by which the quality of education abroad programs may be judged.

Those interested in the field can get their [Professional Certification in Education Abroad](#) through the Forum to learn the field's best practices and help boost your resume!

→ Diversity Abroad | diversitynetwork.org

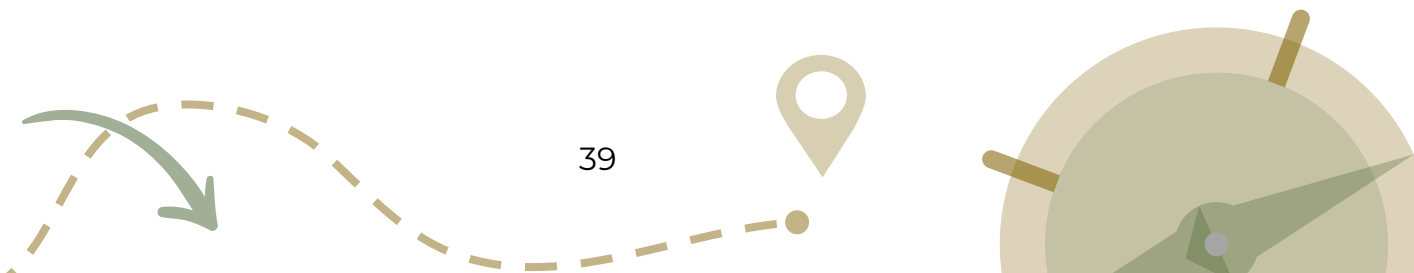
Diversity Abroad provides educators, policy makers, industry professionals and other stakeholders with the resources needed to support students from diverse and underrepresented backgrounds. They offer training and development and host regular conferences and events promoting inclusion in global education.

Students who wish to support global education through diversity and inclusion initiatives can get their [Global Education D&I Certificate](#) through Diversity Abroad.

Peace Corps

The Peace Corps volunteer program allows you the chance to fully integrate into a host country community, where you will live and work on projects ranging from education to business development. Primary areas of interest to the program are education, Agriculture, Community Development, Health, etc. This is also a great program and resume booster for those seeking to work in the government in the future!

www.peacecorps.gov





Millersville University

OFFICE OF INTERNATIONAL
PROGRAMS AND SERVICES