

NAFSA Texas State Meeting

Friday, March 28, 2025
Dallas College, Eastfield Campus

Breakfast/Welcome – 8:00 to 9:15 AM (Registration/Check In until 9:30 AM)

Session 1 – 9:30 to 10:30 AM

IEM/ISSS Room C261	<p>Partnering for Progress: Strengthening ESOL Student Support Through Collaboration</p> <p>Presenters: Anna Birukoff – Dallas College and Edy Perez – Dallas College</p> <p>Supporting ESOL students goes beyond the classroom. At Dallas College, we've built a strong partnership between our credit ESOL program and Success Coaching to ensure students get the academic and personal support they need to thrive. In this session, we'll share how we identified student needs, developed a structured collaboration, and implemented key strategies like early alerts, tailored course adjustments, and specialized programs. We'll also dive into innovative initiatives, including international partnerships and career-focused ESOL course offerings, that are opening new doors for students. Whether you're looking to enhance your own student support systems or build stronger collaborations on your campus, this session will provide practical takeaways and lessons learned from our journey.</p>
TLS Room C295	<p>Student Workers Committee: To Cultivate and Nurture your Student Workers</p> <p>Presenters: Tyeisha Lee – University of Texas at Dallas and Gina Chou – University of Texas at Dallas</p> <p>Developing a successful committee that actively supports student workers in their personal growth and professional development by offering targeted resources and tools is crucial. Student workers often have limited opportunities to build their personal skills such as communication, teamwork and work ethics aligned with U.S. values. These competencies are typically cultivated over time through experience. Additionally, on-campus employment at universities often provides minimal professional development opportunities that students can apply beyond their current position. This initiative will offer guidance on creating a committee focused on delivering engagement activities, training sessions, professional seminars and much more that address the unique needs of student workers.</p>
ISSS/IEL Room C260	<p>Fostering International Engagement through Virtual Exchange</p> <p>Presenters: Steven Kroman – Texas International Education Consortium</p> <p>Virtual exchange presents students with a powerful and accessible opportunity to have international experiences without the resources required of other traditional exchange experiences. TIEC has been working with some of its members and the Chris Stevens Initiative for a number of years to implement international virtual exchange. This session will introduce some of TIEC's virtual exchange programs and highlight best practices and strategies for a successful virtual exchange. Finally, attendees will learn how to get involved with TIEC to help bring virtual exchange and other programs to their institutions.</p>

Session 2 – 10:45 to 11:45 AM

IEM/ISSS/ TLS/IEL	Unpacking the F1 Student Experience at Dallas College Through the Lens of the Student Learner Model
Room C295	<p>Presenters: Larisa Olin Ortiz – Dallas College, Robert Reyes – Dallas College and Florencio Alonso – Dallas College</p> <p>Join this session to explore our journey in implementing the Dallas College Student Learner Model, aimed at enhancing the F1 student experience through data-informed interventions and cross-departmental collaborations. Discover how targeted and strategic enrollment initiatives, the establishment of academic partnerships, and the reimagining of a Dallas College experience centered on Connection as a Basic Need are helping to remove barriers to the success of our global student populations. Participants will also gain insights into lessons learned along the way, new challenges addressed, and areas of opportunity that can help create a seamless Dallas College experience for our international students.</p>
EA	Why Do It Twice? Using Campus Resources to Enhance the Study Abroad Journey
Room C260	<p>Presenters: McCall Calloway - Southern Methodist University and Kodi Henderson - Baylor University</p> <p>Study abroad programs offer transformative experiences for students and faculty alike, yet maximizing these opportunities requires robust institutional support at all stages of the program. This session will explore effective strategies for leveraging on-campus resources to improve the experiences of both students and faculty before, during, and after their study abroad programs. Drawing on institutional partnerships, academic resources, student support services, and faculty development initiatives, this session will provide actionable insights for administrators and program leaders to foster a more holistic and inclusive study abroad experience. Through case studies and hands-on tools, attendees will learn how to create a more integrated, impactful study abroad experience that aligns with institutional goals for student success, diversity, and global engagement.</p>

Lunch & Award Ceremony – 11:45 AM to 1:15 PM

Session 3 – 1:30 to 2:30 PM

EA/TLS	Glocalizing Student Intercultural Competency through Hands-On COIL and Service-Learning Projects
Room C260	<p>Presenters: Dr. Michael Kay Allred – Dallas College, Noeli Piccoli Biggs – Dallas College and Rebecca Garcia – Dallas College</p>

	<p>World language educators face challenges facilitating students' meaningful learning of language and culture such as curricular and time restraints. The presenters will explore how they strive to deepen students' understanding of the target language and culture and their own through authentic interactions with bilingual and native speakers in collaborative online international learning and service-learning projects in Portuguese and Spanish courses.</p> <p>Through linguistic and intercultural exchange, students will develop a better understanding of their own cultural background and assumptions and those of the societies they are studying by sharing their products, perspectives, and practices. In the dual-credit Spanish course, this is accomplished through a service-learning project in which high school students teach songs to pre-school age students in English and Spanish using an interactive and kinesthetic approach. The students of Portuguese will create an advertisement in Portuguese that leverages what they have learned about Brazil and the Portuguese language to effectively promote a product in this cultural context. Both projects aim to humanize and give students the tools to navigate cross-cultural interactions, language barriers, and differences in worldview.</p>
<p>TLS Room C295</p>	<p>Become the Owl</p> <p>Presenters: Alla Alshalal – Dallas College and Kharon Williams – Dallas College</p> <p>“Become The Owl” aims to teach instructors, especially those who teach ESL to adults, that including games and activities in course curriculum will present great benefits in course instruction. The games presented will teach instructors how to liven up the classroom and provide a change of pace and break from textbook work. Instructors will learn that they will be able to instantly see and review students' progress and areas of improvement when using the games presented. Also, with the research and firsthand experience we have had with the material presented, instructors will be able to walk out of the presentation with a handful of games and activities they can use in their courses. We hope that our findings and knowledge will provide instructors with a new perspective of teaching, and/or recharge them with the tools they gather.</p>
<p>ISSS Room C261</p>	<p>Breaking the Mold: DSOs in a New Era</p> <p>Presenters: Britteny Nash – Rice University and Matteo Cortazar – Rice University</p> <p>To address key challenges within the DSO division in higher education, such as fostering relationships across generations, improving onboarding processes, facilitating professional interactions across different position levels, and cultivating a cohesive work culture, the Mentorship Program was established. The program helps mentees develop skills in supporting international students, immigration compliance, and program development, while encouraging mentors to share ideas and experiences to foster empathetic advising.</p>

Coffee Break – 2:30 to 3:00 PM

Session 4 – 3:00 to 4:00 PM

<p>EA/IEM/ISSS Room C295</p>	<p>What's in a Name? Navigating Passport Naming Conventions and SEVIS Entries</p> <p>Presenters: Rekha Gopalakrishnan - University of North Texas and Tim Schmidt - University of North Texas</p> <p>Passport naming conventions vary significantly by country, making it challenging to accurately enter a student's or scholar's name in SEVIS. The name recorded in the passport and entered in SEVIS may serve as the primary reference for all government-issued documents, including the U.S. visa, Social Security Number, and Driver's License, which the student or exchange visitor will need during their program in the U.S. Therefore, understanding common passport naming conventions and correctly inputting names in SEVIS is essential.</p> <p>In this interactive session, we will explore various passport naming conventions and discuss the best practices for entering names in SEVIS in a standardized format that aligns with the Name Standards guidelines from Study in the States. Additionally, we will examine how different agencies—including DOS, CBP, SSA, and DPS—interpret these naming conventions when issuing their respective documents.</p>
<p>TLS/IEM Room C260</p>	<p>Connecting Minds at a Distance: Collaborative Online International Learning (COIL) Within Colombia, Mexico and US</p> <p>Presenters: Dr. Maria V. Boccalandro - Dallas College, Adriana Lopez-Barberena - Dallas College and Jose Alejandro Martinez- Sepúlveda - Dallas College</p> <p>This session explores the implementation and impact of a Collaborative Online International Learning (COIL) experience that integrated three courses: Digital Communication Skills, Federal U.S. Government, and Environmental Science. The collaboration addressed institutional barriers, leveraged Padlet as a discussion board framework, and assessed global competencies using the AAC&U Global Learning Rubric through a post-survey.</p> <p>Survey results indicate that 75% of students found learning in another language relevant to their education, supporting the effectiveness of COIL in fostering intercultural skills. Additionally, 87.5% of participants would recommend COIL to a friend, demonstrating strong student engagement and perceived value. The overall experience received highly positive ratings, with 97.5% of students rating it a 4 or 5 out of 5. These findings suggest that COIL enhances critical global competencies, including cross-cultural communication, adaptability, and collaboration.</p> <p>This session will provide practical insights and strategies for faculty and administrators seeking to implement COIL in their classrooms, ensuring students develop essential 21st-century skills in a globalized learning environment.</p>

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