

**REQUEST TO TEACH/LEAD A SHORT-TERM STUDY ABROAD PROGRAM  
COURSE & COMPENSATION APPROVAL FORM**

**FACULTY REQUEST:**

Every participating faculty needs to have this form signed and should be prepared to **provide course syllabi and additional program information** if requested by chair or College.

Study Abroad Program: New Zealand Human/ Animal Interactions  
Location: Auckland, Rotorura, Dunedin, New Zealand Term/Yr: 2018 Jan. Interession  
City, Country  
Anticipated Dates of Travel: Dec. 29 - Jan. 12, 2018 Number of Days in Country 12  
Faculty Name: Dr. Kathi Jogan Title: Instructor  
Department: ANSC Appointment:  9 month  12 month  Adjunct  
Requesting salary compensation for teaching how many classes? One Rate: \_\_\_\_\_

**DEPARTMENTAL CHAIR APPROVAL OF REQUEST:**

In signing below, I understand the following:

- 1) It is the responsibility of this academic department to approve faculty participation in the proposed study abroad program.
- 2) Approval is contingent upon an agreed minimum enrollment in order to justify appropriate salary compensation.
- 3) Approved faculty/courses will be listed on this Dept.'s Term Workload (i.e. summer) so that faculty member receives his or her negotiated salary.
- 4) The Office of Study Abroad is responsible for scheduling the approved courses and setting them up as 600/6000 sections with the appropriate country code.

Michael Looper  
Name in print

[Signature]  
Signature

3/21/17  
Date

**COLLEGE APPROVAL OF REQUEST:**

**College International Programs Coordinator:**

Leslie D. Edgar  
Name in print

[Signature]  
Signature

3/29/2017  
Date

**College Dean's Office:**

Michael R. Evans  
Name in print

[Signature]  
Signature

3/29/2017  
Date

Completed form must be returned to the Office of Study Abroad by **SEPTEMBER 1**  
[studyabroad@uark.edu](mailto:studyabroad@uark.edu)  
Departments should **RETAIN** a copy of this approval.

**Review Form for  
Bumpers College International Programs Office  
Call for 2017 Funding Proposals**

Primary faculty member requesting funding:

Name: Dr. Kathi Jogan

Title: ANSC Instructor

Email: kjogan@uark.edu

Phone: 479-966-5118

Country of Citizenship: USA

Anticipated Program Dates for Student Involvement: Dec. 29 - Jan. 12, 2018

Program County: New Zealand

Anticipated Course for Student Enrollment: 14

The attached proposal and budget have been reviewed and approved by the following individuals, after meeting the criteria of the grant submission guidelines and obtaining departmental support.

<u>Title</u>	<u>Signature</u>	<u>Date</u>
Project Director Name:	<u>K. Jogan</u>	<u>3/21/17</u>
Department Head:	<u>M. Jogan</u>	<u>3/21/17</u>

*Return to the International Programs Office with request for funding.*

**ANSC 410V, ANSC 510V, AFLS 401V(H)**  
**Human and Animal Interactions in New Zealand**  
**3 credit hours**  
*University of Arkansas*  
*Department of Animal Science*  
**2018 January Intersession**

**Prerequisite(s):** Instructors consent; Approval from Study Abroad office to participate in the Human and Animal Interactions in New Zealand course

**Instructor:**

Dr. Kathi Jogan  
Office: AFLS 107C  
E-mail: [kjogan@uark.edu](mailto:kjogan@uark.edu)  
Phone: 479-575-6300

**Course Description:** This faculty-led study abroad course will focus on human and animal interactions with a global perspective. Students will participate in a 2-week study tour to New Zealand during winter break where they will engage in a learning experience that explores human animal interactions in real world settings. Some of the opportunities that students may experience include: interactions with various species of wild life including two penguin species, the great white albatross, sea lions, fur seals, hector dolphins and koalas; interactions with livestock species and their management (sheep, dairy cattle, horses, deer), and many other animal-related activities. Cultural experiences will include museum tours, Maori rain forest walk, dinner and cultural show, exploration of the spectacular geothermals in New Zealand and a tour of the movie set of Hobbiton, which is also a working sheep and cattle farm. Students will have the opportunity learn from faculty members from the University of Arkansas and Lincoln University, experts in deer genetics, marine biology and animal behavior, and people from various Maori tribes. Students will have time off in locations so they can participate in specific activities that interest them and tailor their experience abroad.

Contact Hours		
	1 pre-departure orientation (2 hrs)	3
	2 lectures before departure (3 hrs each)	6
	53 contact hours during excursions	53
	1 debriefing section post excursion	3
	<b>Total contact Hours</b>	<b>65</b>

**Course Objectives:**

1. Discuss the evolution and high species diversity of animals in New Zealand with emphasis on vertebrate diversity.
2. Demonstrates knowledge of the cultural perspectives of the Maori in New Zealand.
3. Demonstrates knowledge of cultural perspective of livestock and wildlife management practices in New Zealand.
4. Describe how a commercial tourist operation can successfully be merged with animal industries.

5. Describe the cultural impact in the use of the New Zealand fauna, and faunal inhabitants.
6. Describe the behaviour of various animal species in New Zealand.
7. Explain the sustainability practices used in New Zealand that would be appropriate for the North American environment.
8. Identify key geographic features and historical events in New Zealand.
9. Describe human animal interactions in various locations in New Zealand.
10. Discuss academic, personal and professional growth resulting from the overall study abroad program experience.
11. Reflect critically to daily activities on discussion forums responding to instructor prompts.
12. Create a comprehensive overview of your observations in New Zealand as they relate to targeted course objectives.

**Student Learning Outcomes:**

1. Students will be able to articulate the behavioral characteristics and describe these vertebrates indigenous to New Zealand - the Kiwi bird, Hector's Dolphin, Kea Parrot, Albatross, Sperm Whale, Yellow-eyed Penguin, Hooker's Sea Lion and Little Blue penguin.
2. Students will be able to explain these Maori customs - the Hongi (greeting), Moko (tattoos), Haka (war dance), and Hangi (feast).
3. Students will be able to compare and contrast equine, cattle, sheep and red deer management practices in the United States with those in New Zealand.
4. Students will be able to compare and contrast wildlife management practices in the United States with those in New Zealand.
5. Students will be able to give two examples of successful New Zealand ecotourism focused on wildlife.
6. Students will be able to articulate how the fauna and flora has changed in New Zealand because of human occupation.
7. Students will be able to recommend three sustainability practices used in New Zealand that would be appropriate to use in the United States.
8. Students will be able to identify on a map the locations of the North Island Volcanic Plateau, Southern Alps, Otago Peninsula, Lake Taupo, Fiordland, Moraki Boulders, Cook Strait, Pacific Ocean and Tasman Sea.
9. Students will be able to identify on a map the locations of the North Island Volcanic Plateau, Southern Alps, Otago Peninsula, Lake Taupo, Fiordland, Moraki Boulders, Cook Strait, Pacific Ocean and Tasman Sea.
10. Students will be able to describe human interactions in New Zealand with the Kiwi bird, Hector's Dolphin, Kea Parrot, Albatross, Sperm Whale, Yellow-eyed Penguin, Hooker's Sea Lion and Little Blue penguin.
11. Students will appreciate the value of the culture and animal diversity in New Zealand.

## Included Activities

### Activities during the study abroad program with contact hours in parenthesis:

**Contact hours:** Pre-Study Abroad classes: (9 hrs) Will prepare students for trip and introduce students to differences in culture, customs and language they will encounter.  
**Total = 65**  
In-country: 53 hrs + (Objective 11)  
*Additional optional activities at student's expense in italics*  
Post trip de-briefing and wrap-up: 3hrs (Objectives 10,12)

- Day 1: **Orientation at Novotel Hotel (1 hr)** – Native New Zealander to speak about customs/ culture  
**Auckland City Tour (2 hrs)** – Students will see the highlights of Auckland via motor coach (Objective 8)  
**Auckland Zoo (2.5 hrs)** – Largest collection of native and exotic animals in NZ, there are informational displays addressing ecology, evolution biodiversity and conservation of NZ species. (Objectives 1,4,5,6,9)  
**Cambridge Stud visit (1 hr)** Internationally-known Thoroughbred stud farm established by Sir Patrick Hogan. This is New Zealand's finest thoroughbred nursery. Students will learn about NZ equine management practices. (Objectives 3,6,9)
- Day 2: **Hobbiton Movie Set Tour (1.5 hrs)** The Hobbiton movie set is a working sheep and beef farm in the Kaimai Ranges. Students will have the opportunity to see how a successful tourist operation is merged with a successful livestock farm. (Objective 4)  
**Agrodome Farm Show and tour (2 hr)** The Agrodome show provides insight into the world of NZ agriculture. Students will see 19 breeds of champion sheep and a Kiwi will shear a sheep using the Bowen technique. This is a 160-hectare working farm with 1200 sheep and 120 beef cattle. Students will tour the farm and see the livestock species and orchards. (Objectives 3,4,6,9)  
**Mitai Maori Village cultural experience with hangi dinner and Rainbow Springs kiwi experience (4 hrs)** Cultural experience provided by Maori family including warriors paddling the waka (canoe) dressed in traditional attire, a cultural performance, a guided bush walk of the flora and fauna and their medicinal purposes and glow worms in their natural habitat. This experience will give students an overview of Maori culture and customs. (Objectives 2,4,5)
- Day 3: **Wai-O-Tapu Thermal Wonderland (2 hrs)** New Zealand's most diverse geothermal areas, with geysers, rain forests, and mud pools. Students will learn how geothermals have influenced the Maori culture (Objectives 2,8)  
**Te Puia (2 hrs)** (Optional) Maori history, culture, kiwi hours, national schools of carving and weaving, Maori meeting house. Students will be led by a tour guide. (Objectives 2,5,8)
- Day 4: **Museum of New Zealand Te Papa Tongarewa (3 hrs)** As New Zealand's national museum, Te Papa offers six floors of displays on natural environments, Maori culture, art, heritage, national history and human and animal interactions in NZ. (Objectives 2,3,5,8)  
**Zelandia (2 hr)** (Optional) is the world's first fully-fenced urban ecosanctuary, with an 500 year vision to restore a Wellington valley's freshwater ecosystems as closely as possible to their pre-human state. The 225 hectare ecosanctuary is a groundbreaking conservation project that has reintroduced 18 species of native wildlife back in to the area, 6 of which were previously absent from mainland New Zealand for over 100 years.

- There are over forty species of native birds, half of which are endemic to New Zealand, along with native reptiles, plants, and invertebrates. (Objectives 1,2,3,5,6,7,9)*
- Day 5: **Interislander Ferry (4 hrs)** Wellington to Picton The 92 km journey between Picton and Wellington is acknowledged as one of the most spectacular cruises in the world. Cook Strait is named after James Cook - who discovered New Zealand. (Objective 8)
- Day 6: **Kaikoura Peninsula seal colony walk (2 hrs)** The Fyfe house (built on whale bones) will be viewed, and the importance of whales will be discussed. The history, geology, flora and fauna on the way to the resident seal colony will be described. Students will observe the behavior of seals while they are on the land at the seal colony. (Objectives 2,3,6,8,9)
- Seal Swim experience (2.5 hrs)** Students will see and interact with wild New Zealand fur seals in their natural environment in the coastal waters off Kaikoura, and will have the opportunity to see pods of hector's dolphins (only found in NZ) and possibly a sperm whale. (Objective 4,6,9)
- Maori Tours cultural experience (3 hrs)** (Optional) Maori guides teach customs and share stories handed down from their ancestors. Students will learn a Maori greeting and weave harakeke (flax), travel to a native forest, and learn how Maori use native plants, and their interactions and dependence on native animal species. (Objectives 1,2,3,7,5)
- Day 7: **International Antarctic Centre (2 hrs)** Students will explore a taste of Antarctica at the International Antarctic Centre and learn about the human impacts on the continent and discover information about the animal species present there. The Penguin Encounter provides the chance to view little blue penguins in a natural-themed environment. Willowbank Wildlife Reserve - Guided kiwi behind-the-scenes breeding tour (2hrs) (Objectives 1,6,9)
- Willowbank (5 hrs)** is a holistic New Zealand wildlife experience that combines conservation and culture. Students will have a guided tour behind the scenes of the breeding program for the endangered kiwi species, and see endangered wildlife in their natural habitat. (Objectives 1,3,4,6,7,9)
- Day 8: **Lincoln University Visit (1.5hrs)** University visit to learn about cattle, pasture management and an overview of farming in New Zealand from faculty members. (Objectives 3,5,6,7,9)
- Deer Genetics New Zealand (1.5hrs)** Students will tour the Deer Genetics New Zealand farm to learn about elite red deer genetics, pasture management, stockmanship and environment and nutrient practices. (Objectives 1,3,6,9)
- Moeraki boulders beach walk (1 hr)** Students will see the famous spherical calcite concretions formed about 65 million years ago and the Maori legends that surround them. (Objectives 2, 8)
- Day 9: **Elm Wildlife Otago Peninsula tour (6hrs)** This trip to the Otago Peninsula, led by graduate students from Otago University, includes wildlife 'hotspots' where students will see sea lions, yellow-eyed penguins, seals and a range of bird species. (Objectives 1,3,4,5,6,7,8,9)
- Day 10: **Anau Glowworm Caves (2.5 hrs)** Students experience an underground world of rushing water before drifting in silent darkness beneath the luminous shimmer of hundreds of glowworms. Students take a cruise to the western shores of Lake Te Anau. (Objectives 2,5,7,8)
- Day 11: **Fiordland (1 hr)** Students will stop in the Lower Eglinton Valley for an introduction to Fiordland geological history and at the Mirror Lakes to learn about the area's ecology. Halfway through the journey there will be a stop at Knob's Flat followed by a stop at The Chasm, which has unique water sculpturing and a diverse beech/podocarp forest. (Objectives 7,8)



**Milford Sound cruise (2 hrs)** This scenic cruise travels the length of Milford Sound for excellent views of waterfalls, rainforest, mountains and wildlife. (Objectives 7,8)

Day 12: **Skyline gondola (.5 hr)** allows students to get a bird's eye view of the adventure capital of the world, Queenstown and the Remarkables mountain range. (Objective 8)

**Trent Yeo and Ziptrek Ecotours (3 hrs)** (Optional), Trent Yeo, owner, has a background in sustainable architecture and ecotourism. Ziptrek Ecotours has won many sustainable business awards. After seeing the views, students can opt to take a series of ziplines down to Queenstown. (Objectives 4,5,7)

**Debriefing, wrap-up and assignments due upon return to the U.S. (3 hours)**  
(Objectives 11, 12, 13)

### **Class Readings**

There is no book required for this course, but you are expected to do ample reading about the animals you will encounter, livestock management practices, New Zealand key geographic features, historical events, and culture. Prior to departure, each student will purchase at the cost of \$20.00 an Instructor-created manual with photocopies of articles, chapters from relevant books, and relevant assignments.

### **Class Lectures and Activities**

Students are required to attend every meeting before, during and after the trip. Meetings will consist of lectures, class discussions, activities, excursions and presentations. Because activities in-country are tightly scheduled, it will be necessary for students to be prompt. Any tardiness over 5 minutes will result in total loss of attendance points for the day. See Appendix E for an outline of the day-to-day in country timetable.

### **Pre-Departure Quiz**

Students will be given a pre-departure quiz which will cover key geographic features and historical events, currency exchange rate and common terms used in New Zealand. The information you will need to know can be found in the course manual.

### **Posting on the Blog**

Students will be assigned specific day(s) to blog about the experiences they have during the trip. Pictures of activities must be included in the student blogs.

### **Tour Guide Assignment**

Each student will be given a topic to research prior to the trip. This topic may be about a specific city we are visiting, an activity we are doing, an animal we are encountering or about the differences in management between U.S. and New Zealand for a specific livestock species. Students must provide two pages of information about their topic and support the information provided with a minimum of 5 pertinent research articles or websites. These pages will be made available to the group prior to departure.

## **Tour Guide (In country)**

Students will present their tour guide topic to the group, without the aid of notes, while we are in-country prior to visiting the city, participating in the activity or visiting livestock farms. They will act as 'the on-site expert' informing the rest of the group about the information they learned while researching their topic. They will field questions from the group.

## **Posting Pictures**

Upon return, students are required to post pictures to googledrive. A minimum of 5 pictures or video clips per activity is required. Exceptions may be made based on the activity or lecture. All students will be able to assess the googledrive.

## **Team Tasks**

During the final pre-departure meeting, tasks will be assigned to teams of students. Tasks will include daily posting to our blog, helping to purchase food, attendance, trip accounting, daily passport check, head count (buddy system), etc.

## **PowerPoints**

Students will create two PowerPoints: one to present to the class, and one that is narrated. These PowerPoint presentations will be due, and must be posted, the evening before our debriefing meeting after our trip. During the final pre-departure meeting, students will have the opportunity to pick an instructor- created topic related to course objectives. Students will create a comprehensive overview of their experience in PowerPoint (non-narrated) and a narrated version using office mix (or a like format) of observations during the study abroad experience. The non-narrated PowerPoint will be presented during the debriefing and wrap-up meeting upon return to the University. Instructions for formatting requirements and what to include in these presentations can be found in Appendix A, Grading rubric can be found in Appendix B.

## **Post Trip Reflection Paper**

Upon return to the University, students will answer targeted questions in the form of a trip reflection paper. This paper should be no less than 1,000 words in length. This paper will be due the evening prior to our debriefing meeting. Rubric provided in appendix C.

Address all of these statements/ questions in your post trip reflection paper:

1. Explain how the study abroad trip positively affected your personal development.
2. Explain any networking opportunities or contacts you made while abroad and how you think they will impact your future.
3. What was the most valuable part of the trip as far as your professional development is concerned? Why?
4. Compare and contrast systems in the U.S. and New Zealand. (eg – systems of livestock management; horse training; native culture inclusion, environmental protection, conservation, etc.)
5. Connect something that you learned abroad with something that you learned in your studies at the U of A.
6. What was the most impactful part of this study abroad trip for you?



7. A student who has never studied abroad wants your opinion of the overall experience of studying abroad. How would you respond? Would you recommend a study abroad course to another student? Explain why or why not.
8. Why should students consider going on a *Human and Animal Interactions Study Abroad* trip to New Zealand?

**Grading:** All assignments must be completed by the scheduled due date unless previous arrangements are made with the instructor(s). Late work will not be accepted. Please note that all major assignments will be graded for grammar, spelling and usage as well as content and design. Also, please note that attendance is required and is linked to the grading system.

**Late Assignments:** Late assignments will NOT be accepted, and students will receive a score of 0 for any assignments not submitted by the stated deadline.

**Grading scale for students enrolled in ANSC 410V:**

- A 90 – 100 points
- B 80 – 89 points
- C 70 – 79 points
- D 60 – 69 points
- F <60 points

**Point breakdown**

**Grading Scale for ANSC 410V**

Course Requirement	Points	% of Grade
Pre-departure quiz	5	5%
Tour Guide Assignment	5	5%
Attendance	20	20%
Team task in country	10	10%
Tour guide in country	5	5%
Posting on Blog, FB and STAB FB (4 @ 2.5 pts ea)	10	10%
Posting Pictures upon return	5	5%
Post-trip reflection paper	15	15%
Post- Trip PPT	10	15%
Post- Trip Narrated PPT	15	10%
<b>Total</b>	<b>100</b>	<b>100%</b>

## Honors and Graduate Students

### For students pursuing honors credit - AFLS 401V (H):

Students enrolled in AFLS 401V (H) will be required to do all of the assignments as outlined in this syllabus. Additionally, honors students will be assigned a topic to research that relates to course objectives. An annotated bibliography of 10 peer-reviewed journal articles which aligns with one or more of the course objectives will be due at the beginning of the last pre-departure meeting. A 2000-word research paper and presentation of that paper that critically analyzes their on-site experience will be required at the beginning of the final day of class. The paper must be submitted to blackboard with word count. APA guidelines must be followed. Rubric can be found in Appendix D.

### For Graduate students – ANSC 510V

Graduate students will serve as leaders over undergraduate groups to ensure students are on task and the projects are professional and complete. They will also oversee the blog postings.

Students will be required to do all of the assignments as outlined in this syllabus. Additionally, graduate students will be assigned a topic to research that relates to course objectives. An annotated bibliography of 15 peer-reviewed journal articles which aligns with one or more of the course objectives will be due at the beginning of the last pre-departure meeting. A 3000-word research paper and presentation of that paper that critically analyzes their on-site experience will be required on the final day of class. The paper must be submitted to blackboard with word count. APA guidelines must be followed. Rubric can be found in appendix D.

### Grading scale for students enrolled in AFLS 401V (H) and ANSC 510V:

Course Requirement	Points	% of Grade
Pre-departure quiz	5	5
Tour Guide Assignment	5	5
Attendance	20	20
Tour guide assignment in country	5	5
Post trip reflection paper	10	10
Post trip ppt	10	10
Post trip narrated ppt	10	10
Posting on Blog, FB and STAB FB (4 @ 2.5 pts ea)	10	10
Posting pictures upon return	5	5
Team task in country	5	5
Annotated bibliography for research paper	5	5
Research paper	10	10
<b>Total</b>	<b>100</b>	<b>100%</b>

**Attendance Policy:**

Attendance is required. You are expected to come prepared with a notebook to every class meeting and activity. You will use notes taken during class meetings and activities to assist you with assignments. Any student who feels another student is monopolizing his/her time due to absence or tardiness should send a confidential e-mail to the instructors. The instructors will then handle the situation accordingly. Students who are late or do not have their notebook with them will forfeit attendance points for the day.

**Academic Honesty:** As commonly defined, plagiarism consists of passing off as one's own ideas, work, writing, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues. As a professional in any field plagiarism harms any profession.

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the University's Academic Integrity Policy, which may be found at <http://provost.uark.edu/> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

**Copyrights:** Please note that all handouts and supplements used in this course are copyrighted. This includes all materials generated for this class, including but not limited to syllabi, assessment instruments, in-class materials, and lecture outlines.

**Classroom Behavior:** Students are expected to be respectful of fellow classmates and instructors. In order to maintain a classroom environment that is conducive to learning, students are prohibited from using cellular phones, text messaging, or engaging in any other form of distraction. Inappropriate behavior will result in, minimally, a request to leave class.

**Educational Access:** All services, programs, and activities at the University are accessible to students. If you require accommodations in order to succeed in this course, please inform the instructors ASAP. To receive reasonable accommodations, you must be registered with the Center for Educational Access.

**Syllabus Changes:** It should be noted that this syllabus may be changed at the discretion of the instructor. Students will be notified in class or by e-mail of any changes.

Date	Topic	Assignment
TBA	Pre-departure orientation	
TBA	Pre-departure lecture	
TBA	Pre-departure lecture	Quiz & tour guide assignment due – distributed to class honors and grad students submit annotated bibliography;
Day 1	Auckland City tour; Zoo; Cambridge Stud	Team-task done throughout trip; Students are assigned to be tour guide or post on blog/ FB page; daily debriefings
Day 2	Hobbiton; Agrodome; Mitai Maori villiage	Team-task done throughout trip; Students are assigned to be tour guide or post on blog/ FB page; daily debriefings
Day 3	Wai-O-Tapu, Te Puia*	Team-task done throughout trip; Students are assigned to be tour guide or post on blog/ FB page; daily debriefings
Day 4	Te Papa; Zeelandia*, free time	Team-task done throughout trip; Students are assigned to be tour guide or post on blog/ FB page; daily debriefings
Day 5	Interislander Ferry	Team-task done throughout trip; Students are assigned to be tour guide or post on blog/ FB page; daily debriefings
Day 6	Kaikoura Penninsula Seal colony; Seal Swim; Maori Cultural Experience*	Team-task done throughout trip; Students are assigned to be tour guide or post on blog/ FB page; daily debriefings
Day 7	Antarctic Center, Willowbank	Team-task done throughout trip; Students are assigned to be tour guide or post on blog/ FB page; daily debriefings
Day 8	Deer genetics; Moeraki Boulders, Lincoln University	Team-task done throughout trip; Students are assigned to be tour guide or post on blog/ FB page; daily debriefings
Day 9	Elm Wildlife Tour, free time	Team-task done throughout trip; Students are assigned to be tour guide or post on blog/ FB page; daily debriefings
Day 10	Anau Glowworm Caves	Team-task done throughout trip; Students are assigned to be tour guide or post on blog/ FB page; daily debriefings
Day 11	Fiordland, Milford Sound Cruise	Team-task done throughout trip; Students are assigned to be tour guide or post on blog/ FB page; daily debriefings
Day 12	Skyline gondola, free time, Trent Yeo and Ziptrek Ecotours*	Team-task done throughout trip; Students are assigned to be tour guide or post on blog/ FB page; daily debriefings
TBA	Group Debriefing	PowerPoint Presentations, Reflection Papers, Grad and Honors Student papers due

\*Optional activities. An extra cost will be charged to students who wish to participate in these activities.

## Appendix A

### Human and Animal Interactions

#### Narrated and Un-narrated PowerPoint Presentation Information

##### Format:

**Create 2 PowerPoints.** Create one to present to the class, and create one that is narrated. These PowerPoint presentations can be similar. Load both PowerPoint presentations onto blackboard. Do NOT make into PDFs. For those of you with a MAC, be sure that the program that you use works properly on a PC.

##### For Narrated and Non-narrated PowerPoints:

- Opening slide: Include a picture of you in country, title of course, date, your name, major(s), minor(s) and designation (honors, undergraduate, or graduate student)
- Length of presentation: 5 – 7 minutes
- Number of slides: at least 8
- Maximum number of words per slide: 8 (use bullet points) You should speak to your bullet points during your group presentation and during the narrated PowerPoint. Reading text off of a slide is unacceptable.
  - Exception:
    - On one slide ignore the word limit, and include a short, impactful quote about your study abroad experience.
- Images: You can use multiple images per slide, but don't crowd slides with lots of small images. Imbed short video clips if you would like! Only use images/video clips that we took during this trip.
  - Tip: to enlarge or shrink images, grab image by the corner. Enlarging/ shrinking images by grabbing the sides, top or bottom distorts the image.
- Rehearse so your timing is correct.
- Make sure that you have cohesive transitions.
- Be creative!

##### For narrated ppt:

- Make sure slides advance on their own. I want people to be able to push 'play' to see and hear your presentation without having to advance the slides themselves.
- If you imbed short video clips, make sure that they start on their own.
- Do NOT write your script on the ppt: Speak to bullet points on your slides
- Rehearse before recording narration so you have cohesive transitions, you are upbeat and your timing is correct. Your narrated presentations will be shown to faculty and students.
  - Hint: Write out a script to read or to help you remember the points that you would like to make.

**Content:**

I want your presentations to **be creative**, and suspect that you will want to include the activities that most resonated with you. I do NOT want 30 PowerPoints that say "Day 1 we were in Auckland and went to the zoo; Day 2 we were in Rotorura and went to Hobbiton and the Agidome, etc" Do not simply report what we did, but reflect on what the overall experience meant to you, what specific activities you learned from/ liked, what most impacted you, and how you think this study abroad experience broadened your horizons. That said, here are some points that you must include during your presentations.

**Address at least 2 of the 5 statements below in your presentations:**

9. Explain how the study abroad trip positively affected your personal development.
10. Explain any networking opportunities or contacts you made while abroad and how you think they will impact your future.
11. What was the most valuable part of the trip as far as your professional development is concerned? Why?
12. Compare and contrast systems in the U.S. and either Australia or New Zealand. (eg – systems of livestock management; horse training; native culture inclusion, environmental protection, conservation, etc.)
13. Connect something that you learned abroad with something that you learned in your studies at the U of A.

**You must answer these 3 questions at the end of your presentations:**

1. **What was the most impactful part of this study abroad trip for you?**
2. **A student who has never studied abroad wants your opinion of the overall experience of studying abroad. How would you respond? Would you recommend a study abroad course to another student? Explain why you would recommend.**
3. **Why should students consider going on a *Human and Animal Interactions Study Abroad* trip to Australasia?**



## Appendix B

### Narrated and Non-narrated PowerPoint Rubric

Student Name: \_\_\_\_\_

CATEGORY	3	2	1
<b>Mechanics and Organization</b>	<p>No grammatical, spelling or punctuation errors.</p> <p>No more than 8 words/ slide</p> <p>Clear organization</p>	<p>Almost no grammatical, spelling or punctuation errors</p> <p>8 – 15 words/ slide</p> <p>Organization of ideas needs improvement</p>	<p>A few grammatical spelling or punctuation errors</p> <p>Over 18 words/ slide</p> <p>Lack of organization</p>
<b>Quality of Information</b>	<p>Information clearly responds to prompts based on specified course objectives; critical analysis experience in response to prompts</p> <p>8 or more supporting details provided</p>	<p>Presentation clearly relates to specified course objectives. Provides 6-8 supporting details and/or examples.</p>	<p>Limited details and/or less than 6 examples are given; presentation does not relate to prompts.</p>
<b>Meets time guidelines</b>	<p>9-11 minutes in length</p>	<p>Less than 9 minutes but at least 7 minutes in length OR</p> <p>Over 11 minutes, but under 13 minutes in length</p>	<p>Less than 7 minutes or over 13 minutes in length</p>
<b>Creativity</b>	<p>All images <b>original</b>, clearly relates to topics</p> <p>Creative!</p>	<p>Images used original but do not relate to topics</p> <p>So-So presentation</p>	<p>Images used from internet ,or images do not relate to topics</p> <p>Presentation not creative</p>

**Appendix C**  
**Post-Trip Reflection Paper Rubric**

Student Name: \_\_\_\_\_

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Mechanics and length requirements</b>  <b>1000 words</b>	No grammatical, spelling or punctuation errors.  Word requirement met	Almost no grammatical, spelling or punctuation errors  Word requirement met	A few grammatical, spelling, or punctuation errors.  Word requirement met	Many grammatical, spelling, or punctuation errors.  OR Does not meet word requirement
<b>Organization</b>	Information is very organized with well-constructed paragraphs.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
<b>Quality of Information</b>	Information clearly relates to the topics. It includes several supporting details and/or examples.	Information clearly relates to the topics. It provides 1-2 supporting details and/or examples.	Information clearly relates to the topics. No details and/or examples are given.	Information has little or nothing to do with the topics.

## Appendix D

### Honors ANSC 410V(H) and Graduate Student ANSC 510V Research Report Rubric

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Sources</b>	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
<b>Mechanics and length requirements</b>  ANSC 410V(H)= 2000 words  ANSC 510V = 3000 words	No grammatical, spelling or punctuation errors.  APA guidelines followed  Word requirement met	Almost no grammatical, spelling or punctuation errors  APA guidelines followed  Word requirement	A few grammatical,, spelling, or punctuation errors.  APA guidelines followed  Word requirement met	Many grammatical, spelling, or punctuation errors.  OR Does not meet word requirement  APA guidelines not followed
<b>Organization</b>	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
<b>Quality of Information</b>	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.

**Appendix E  
NZ Intercession Itinerary for January 201\***

**Itinerary prepared for  
University of Arkansas: New Zealand Animal Science Program  
Early January 2018  
Total Contact Hours: 43**



*\*\* Itinerary is subject to change, availability, and confirmation. Only the possible Wellington – Christchurch flight is included in program fee. AUIP can arrange a group flight for the international flights through STA Travel.*

**Day 1: Rotorua**

<b>TBC</b>	<b>Group flight arrives into Auckland Airport from Houston, Texas</b>
<b>TBC</b>	<b>Orientation</b> Novotel Hotel, Auckland Airport
<b>8:30 AM - 9:30 AM</b>	<b>City Tour by Coach</b>
<b>9:30 AM - 11:30 AM</b>	<b>Auckland Zoo Visit (2hrs)</b> Motions Road, Auckland, Phone: (09) 360 3805 Home to the largest collection of native and exotic animals in New Zealand, Auckland Zoo is a 40-acre zoological garden that was established in 1922. The zoo has informative displays addressing the topics of Ecology and Evolution of New Zealand Species and Biodiversity and Conservation. Educators available throughout zoo.
<b>11:30 AM - 12:00 PM</b>	<b>Lunch on your own at the Zoo</b>
<b>12:15 PM</b>	<b>Travel: Auckland Zoo to Cambridge by Coach (approximately 2.5hrs)</b> Please board the coach in the Zoo parking bay (number will be advised on arrival) by 12:10pm for a prompt departure to Cambridge

**2:45 PM - 3:45 PM**      **Cambridge Stud Visit (1hr)**  
As an internationally-known Thoroughbred stud farm established in 1976 by Sir Patrick Hogan, Cambridge Stud has arguably been New Zealand's finest thoroughbred nursery. Cambridge is responsible for standing the greatest stallions to have ever stood in New Zealand, Sir Tristram and Zabeel (still active). During the past four decades, the property has been developed to the showpiece spanning over 1,000 acres that it now is, which will be toured during the visit.

**4:00 PM**      **Travel: Cambridge to Rotorua by Coach (approximately 1.5hrs)**

**5:30 PM**      **Check-in to accommodation**  
Unpack and settle in to your accommodation

**6:15 PM**      **Depart accommodation on foot**

**6:30 PM**      **Group Welcome Dinner**

#### **Accommodation**

Rotorua YHA, 1278 Huapapa St, Rotorua, Phone: 07 349 4088  
Internet access, Laundry facility

#### **Day 2: Rotorua**

**8:00 AM - 8:30 AM**      **Rotorua YHA Cooked Breakfast**

**8:45 AM**      **Travel: Rotorua to Matamata by Coach (approximately 1hr)**

**10:15 AM - 11:45 PM**      **Hobbiton Movie Set Tour (1.5hrs)**  
501 Buckland Road, Hinuera, Matamata, Phone 07 888 1505  
Enjoy a one and a half hour tour of the Hobbiton set from the Lord of the Rings film trilogy. The movie set is still a working sheep and beef farm and it offers spectacular views across to the Kaimai

**Ranges.**

Please note there may be members of the public on your tour.

- 11:45 AM - 12:45 PM**      **Marquee Festive Feast at the Green Dragon Inn**  
Large buffet style meal, accompanied by tea and filtered coffee.
- 1:00 PM**                      **Travel: Matamata to Rotorua by Coach (approximately 1hr)**
- 2:00 PM - 4:45 PM**      **Agrodome Show & Eco Farm/Orchard Tour Combo (2hrs 45mins)**  
141 Western Road, Ngongotaha, Rotorua, Phone: 07 357 1050  
The sheep and farm show runs from 2.30pm - 3.30pm and is followed by the farm & orchard tour from 3.40pm to 4.40pm aboard a tractor pulled cart.
- 5:00 PM**                      **Depart for accommodation by coach (approx 15mins)**
- 6:00 PM**                      **Depart for activity by Mitai Village Coach**  
Please be at Reception ready to depart by 5.55pm
- 6:30 PM - 9:30 PM**      **Beauty by Night Combo: Mitai Maori Village cultural experience with hangi dinner and Rainbow Springs kiwi experience (3hrs)**  
196 Fairy Springs Rd, Rotorua, Phone: 07 3439132  
Throughout the experience you will receive the following inclusions:  
- Greeting / mihi  
- View the uplifting of the hangi from the earth oven in the ground  
- Witness the warriors paddling the waka (canoe) dressed in traditional attire  
- Enjoy a rich and powerful cultural performance  
- Dine on the succulent hangi served from a buffet alongside other tasty dishes and dessert  
- Participate in a short guided bush walk and learn of the flora and fauna and their medicinal purposes, view glow worms in their natural habitat and continue walking through to Rainbow Springs to view the Kiwi Bird and other wildlife  
- Conclusion and return to accommodation at approximately 9.30pm
- 9:30 PM**                      **Depart for accommodation by Mitai Village coach**

**Accommodation**

Rotorua YHA, 1278 Huapapa St, Rotorua, Phone: 07 349 4088



### Day 3: Rotorua to Wellington

6:45 AM - 7:15 AM	<b>Rotorua YHA Cooked Breakfast</b>
7:15 AM	<b>Check-out of accommodation</b>
7:30 AM	<b>Depart accommodation by Coach</b>
8:00 AM - 9:30 AM	<b>Te Puia visit (1.5hrs)</b> Whakarewarewa geothermal valley, New Zealand's native kiwi birds and Maori history & culture <ul style="list-style-type: none"><li>- Pohutu Geyser</li><li>- Te Whakarewarewa Geothermal Valley</li><li>- Kiwi House</li><li>- National Schools of Carving and Weaving</li><li>- Rotowhio Marae</li><li>- Pukarangi Village</li></ul>
9:30 AM	<b>Travel: Te Puia to Wai O Tapu by Coach (approximately 25mins)</b>
10:00 AM – 11:30 AM	<b>Wai-O-Tapu Thermal Wonderland (1.5 hrs)</b> As New Zealand's most colorful and diverse geothermal area, Wai-O-Tapu showcases a uniquely different natural landscape. <ul style="list-style-type: none"><li>-Geothermal area</li><li>-Lady Knox Geyser</li><li>-Mud Pool</li></ul>
11:30 AM - 12:00 PM	<b>Lunch on your own</b> The Geyser Cafe at Wai O Tapu has many options for lunch.
12:00 PM	<b>Travel: Wai O Tapu to Wellington by Coach (approximately 5hrs 30mins)</b> The coach will stop briefly to allow you to stretch your legs and view the Kaimanawa Heritage Horses landscape and habitat along the Desert Road. Do be on the look for the Kaimanawa wild horse herds that call this area home, observing the habitat that has contributed to the adaptations of New Zealand's wild horses.

A brief stop may also be made at Kaitoke Regional Park where the LOTR Rivendale filming took place. This will be subject to timing on the day.

6:30 PM                      **Check-in to accommodation**  
Unpack and settle in to your accommodation

7:00 PM - 8:00 PM              **Dinner on your own**

#### **Accommodation**

Wellington YHA, 292 Wakefield St, Wellington, Phone: 04 801 7280  
Internet access, Laundry facility, Wi-fi - charged, Kitchen

#### **Day 4: Wellington**

8:00 AM - 8:30 AM              **Wellington YHA Continental Breakfast**

8:45 AM                          **Coach departs accommodation for Zealandia**

9:00 AM – 11:00 AM              **Zealandia (2hrs)**

ZEALANDIA is the world's first fully-fenced urban ecosanctuary, with an extraordinary 5---year vision to restore a Wellington valley's freshwater ecosystems as closely as possible to their pre-human state. The 225 hectare ecosanctuary is a groundbreaking conservation project that has reintroduced 18 species of native wildlife back in to the area, 6 of which were previously absent from mainland New Zealand for over 100 years. There are over forty species of native birds, half of which are endemic to New Zealand, along with native reptiles, plants, and invertebrates.

11:15 AM                          **Coach departs for accommodation**

12:00 PM – 1:30 PM              **Lunch on your own**

1:30 PM – 4:00 PM

**Museum of New Zealand Te Papa Tongarewa visit (2.5hrs)**

55 Cable Street, Wellington, Phone: 04 381 7000

The interactive exhibits at New Zealand's national museum span five themes: art, history, Pacific, Maori and the natural environment.

5:00 PM

**Free evening**

Dinner on your own

**Accommodation**

Wellington YHA, 292 Wakefield St, Wellington, Phone: 04 801 7280

Internet access, Laundry facility, Wi-fi - charged, Kitchen

**Day 5: Wellington to Kaikoura**

TBC

**Wellington YHA Continental Breakfast**

TBC

**Check-out of accommodation**

TBC

**Depart by coach**

TBC

**Interislander Ferry: Wellington to Picton**

Phone: 0800 878 898

The 92 km, three and a half hour journey between Picton and Wellington is one of New Zealand's most iconic tourist experiences, and acknowledged as one of the most spectacular cruises in the world. You will never forget Cook Strait. It is so spectacular, it was named after the guy who discovered New Zealand! There is a full range of services on board the ship which include plenty of places to eat, sit and relax.

**OR**

**Group flight from Wellington to Christchurch (included in program fee)**

Contingency plan if Route 1 north of Kaikoura remains closed.

2:30 PM **Depart for Kaikoura by coach**

5:30 PM **Check-in to accommodation**  
Unpack and settle in to your accommodation.

Students may wish to use this time to purchase breakfast supplies for the next two mornings.

6:30 PM **Group Dinner**

#### **Accommodation**

Top 10 Holiday Park, Kaikoura

### **Day 6: Kaikoura**

7:00 AM - 8:00 AM **Breakfast on your own**

9:00 AM **Depart accommodation for Seal Swim activity by coach**

9:30 AM - 12:00 PM **Seal Swim experience (2.5 hrs)**  
58 West End, Kaikoura, Phone: 03 319 6182  
During today's tour, you will have the opportunity to see and interact with wild New Zealand Fur Seals in their natural environment in the coastal waters off Kaikoura. To swim with the seals, you must be a confident swimmer and have a reasonable level of snorkeling experience. However, if you have no previous snorkeling experience, instruction will be provided.

Please wear warm clothing and ensure you bring a swimsuit, towel and camera (wetsuits will be provided). Please also wear sunscreen and bring a sunhat and sunglasses for the boat.

As this activity takes place in the open ocean and you will spend at least 2 to 2.5 hours out on the water, it is strongly recommended that you take motion sickness medication. Please note that even with the help of medication, there is no guarantee against seasickness. The tour will be cancelled if weather conditions are poor.

12:30 PM - 1:30 PM      **Free afternoon**  
Lunch and dinner on your own.

**Accommodation**

Top 10 Holiday Park Kaikoura

**Day 7: Kaikoura to Christchurch**

8.00 AM - 8.30 AM      **Breakfast on your own**

8:30 AM – 10.00 AM      **Free morning**

It recommended to purchase lunch supplies for picnics for the next few days.

**Suggested Kaikoura Peninsula seal colony walk (1 hr)**

Seal colony, Kaikoura

Spend time walking the peninsula coastline and visiting the fur seal colony. A collection of information panels located along the Kaikoura Peninsula Walkway introduces the history, geology, flora and fauna of the area. Please be cautious while on the coastal segments of the walk, as fur seals can be aggressive. Ensure you stay a reasonable distance from them and do not get between them and the sea.

10.00 AM      **Checkout of accommodation**

10.30 AM      **Depart accommodation for Christchurch by coach (2 hrs 30 mins)**

Stopping for lunch on your own en route.

1:30 PM - 3.30 PM      **International Antarctic Centre (2 hrs)**

Explore a taste of Antarctica, the coldest, driest, windiest and most remote place on Earth at the International Antarctic Centre. Whilst here, learn about the human impacts on the continent and discover information about the animal species present there. The Penguin Encounter provides the chance to view little blue penguins in a natural-themed environment.

3:45 PM - 5:45 PM

**Willowbank Wildlife Reserve - Guided kiwi behind-the-scenes breeding tour (2hrs)**

60 Hussey Road, Northwood, Christchurch, Phone: 03 359 6226

Willowbank is not just a wildlife park with a collection of exhibits – it is a holistic New Zealand wildlife experience. Combining conservation and culture, Willowbank is an opportunity to experience New Zealand's endangered wildlife in a natural setting. The story tells of the development of a young country breaking off from Gondwanaland, and the establishment of its wildlife as a 'step frozen in time'. It tells of the coming of the indigenous people and their impact. It completes the story with a roadmap into the future, and how we can all take part in forging that future.

In addition to time to explore the wildlife park, you will have an exclusive guided tour behind the scenes of the breeding program for the endangered kiwi species. Learn how kiwi eggs are retrieved from the wild and then brought to Willowbank. If there are eggs on site during your time, you will get to go through the purpose-built viewing centre to look into the incubating room and see kiwi eggs being either candled, weighed or turned. A large viewing window makes it possible to see any newly-hatched kiwi chicks. The tour includes a walk through the Nocturnal House to view adult kiwi birds. (Tour is 1 hr)

6:15 PM

**Check-in to accommodation**

Unpack and settle in to your accommodation.

6:30 PM

**Dinner on your own**

YMCA Christchurch, 12 Hereford St, Christchurch, Phone: 03 366 0689

**Day 8: Christchurch to Oamaru**

6:30 AM

**Check-out of accommodation**

Please store your luggage in the conference room while you are at breakfast. Please load your luggage onto the coach on your return.

6:50 AM - 7:20 AM

**Boat Shed Cafe group breakfast**

2 Cambridge Terrace, Christchurch, Phone: 03 366 6768

Set breakfast menu. Coffee/tea/drinks are not included.

7:30 AM

**Travel: Christchurch to Lincoln by Coach (approximately 45 mins)**



- 8:15 AM – 9:45 AM**      **Lincoln University Visit (1.5hrs)**  
University visit to learn about cattle, pasture management and an overview of farming in New Zealand
- 10:00 AM**              **Travel: Lincoln to Geraldine by Coach (approximately 1.5hrs)**
- 11:30 AM - 1:00 PM**      **Deer Genetics New Zealand (1.5hrs)**  
Tour the Deer Genetics New Zealand farm to learn about their elite red deer genetics, the pasture management, stockmanship and environment and nutrient practices.
- 1:00 PM**                **Travel: Geraldine to Oamaru by Coach (approximately 1hrs 45mins)**  
Please eat the packed lunch you have brought with you on the coach en route to Mount Cook
- 2:45 PM**                **Check-in to accommodation**  
Unpack and settle in to your accommodation.
- 3:30 PM – 6:00 PM**      **Free time**  
Dinner on your own
- 7:30 PM**                **Depart accommodation for Penguin Colony**
- 7:45 PM**                **Blue Penguin Colony Evening Viewing – Premium Tour (2hrs)**  
  
You will be seated at the Premium Evening Viewing stand to learn about the penguins while watching them return home from their days fishing, making their way onto the beach, up a stony ramp, and into the Colony. You will also walk on the boardwalk through this breeding colony and amongst their nesting burrows. The penguins arrive onshore at about 9:00 PM in January.

**Accommodation**

Oamaru TOP 10 Holiday Park, 30 Chelmer St, Oamaru, Phone: 03 434 7666

## Day 9: Oamaru to Dunedin

- 7:00 AM - 7:30 AM      **Breakfast on your own**
- 7:45 AM                **Checkout of accommodation**
- 8:00 AM                **Travel: Oamaru to Moeraki by Cityline Coach (approximately 40mins)**
- 8:45 AM – 9:45 AM      **Moeraki Boulders Beach Walk**
- 9:45 AM                **Travel: Moeraki to Dunedin by Cityline Coach (approximately 1hr)**
- 11:00 AM               **Check-in to accommodation**  
Please note that you will need to store your luggage at the hotel until your rooms are available for check-in later in the day.
- 11:30 PM - 3:15 PM      **Lunch on your own & free time**  
During your free time please purchase a packed dinner, snacks and water to take on the tour this afternoon as you will return late into Dunedin and restaurants will be limited. Please meet back at Victoria Hotel at 3:15pm, ready to board the coach for your afternoon tour.
- 3:25 PM                **Board Elm Wildlife Coach**
- 3:30 PM - 9:30 PM      **Elm Wildlife Otago Peninsula tour (6hrs)**  
19 Irvine Road - The Cove, Dunedin City, Phone: 03 454 4121, 0800 356 563  
Elm Wildlife Tours will pick you up from your accommodation and drop you off there at the end of the tour. This afternoon's trip to the Otago Peninsula includes wildlife 'hotspots' where you will see sea lions, yellow-eyed penguins and a range of bird species. You will need a reasonable level of fitness, warm and waterproof clothing and comfortable walking shoes. Please note that close flash photography of the penguins is not allowed.
- A sunhat, sunglasses and sunscreen are also recommended. You need to also bring a packed dinner and water as you will not be returning to Dunedin until late in the evening. Please also pack any

personal medications. Any medical condition which could potentially be a problem should be conveyed to the guide at the commencement of the tour.

#### Accommodation

The Victoria Hotel, 137 St Andrew Street, Dunedin, Phone: 03 477 0572

#### Day 10: Dunedin to Te Anau

- |                    |   |
|--------------------|---|
| 8:00 AM - 8:30 AM  | <b>Victoria Hotel continental group breakfast</b>   |
| 9:00 AM            | <b>Check-out of accommodation</b><br>Please store your luggage on the coach/hotel during the free morning.              |
| 9:00 AM - 1:15 PM  | <b>Free time and lunch on your own</b>  |
| 1:30 PM - 5:00 PM  | <b>Travel: Dunedin to Te Anau by Cityline Coach (approximately 3hrs 30mins)</b><br>Stop for lunch on your own en route. |
| 5:30 PM            | <b>Check-in to accommodation</b>  |
| 6:00 PM - 7:45 PM  | <b>The Ranch Te Anau group dinner</b><br>111 Town Centre Milford Road, Te Anau, Phone: 03 249 8801                      |
| 7:45 PM            | <b>Walk to RealJourneys Centre for Cave Tour Departure</b>  |
| 8:15 PM – 10:30 PM | <b>Te Anau Glowworm Caves Tour (2hrs 15mins)</b>  |

Experience an underground world of rushing water before drifting in silent darkness beneath the luminous shimmer of hundreds of glowworms. Your trip to the Te Anau Glowworm Caves begins with a cruise to the western shores of Lake Te Anau.

Te Anau Lakeview Kiwi Holiday Park & Motels, 77 Manapouri - Te Anau Highway, Te Anau, Phone: 03 249 7457  
Internet access, Laundry facility, Wi-fi - charged

### Day 11: Te Anau to Milford Sound to Queenstown

6:30 AM - 7:00 AM	<b>Breakfast on your own</b>
7:00 AM - 10:30 AM	<b>Travel: Te Anau to Milford Sound (3.5 hrs)</b> You will stop in the Lower Eglinton Valley for an introduction to Fiordland geological history and at the Mirror Lakes to learn about the area's ecology. Halfway through the journey there will be a short restroom break at Knob's Flat followed by a stop at The Chasm, which has unique water sculpturing and a diverse beech/podocarp forest.
10:40 AM	<b>Report to boat terminal</b>
11:00 AM - 1:00 PM	<b>Milford Sound cruise (2 hrs)</b> Milford Sound Visitor Terminal, Milford, Phone: 03 249 6000, 0800 656 501 This 1 hour 40 min scenic cruise travels the length of Milford Sound for excellent views of waterfalls, rainforest, mountains and wildlife. There are inside and outside viewing options, and complimentary tea and coffee are provided. Lunch and snack options are available for purchase. The cruise departs from the Milford Sound Visitor Terminal. A sunhat, sunscreen and sunglasses are advisable.
1:00 PM - 5:30 PM	<b>Travel: Milford Sound to Queenstown (4.5 hrs)</b> You will stop at Cascade Creek to walk through beech forest.
5:30 PM - 6:00 PM	<b>Check-in to accommodation</b> Unpack and settle into your accommodation.
6:00 PM - 7:00	<b>Dinner on your own</b>

providing they fit into a zippered pocket. Any other loose items must be zipped into pockets prior to riding the zipline. Long hair should be held back with a hair tie or an elastic band. Applying sunscreen before the tour is recommended. Ziptrek provides safety harnesses and helmets, wet weather gear when appropriate and hats and gloves if needed.

10:00 AM                    **Moa 4-line tour (group 2)**  
45 Camp St, Queenstown, Phone: 03 441 2102

12:30 PM - 1:30 PM       **Lunch on your own**

2:00 PM - 6:00 PM       **Free afternoon**

6:00 PM - 7:00 PM       **Farewell group dinner**

**Accommodation**

Reavers Lodge, 56 Hamilton Road, Queenstown, Phone: 03 441 1059

**Day 14: Queenstown to USA**

6:30 AM - 7:45 AM       **Basic group continental breakfast**

7:45 AM                    **Check-out of accommodation**

TB                            **Depart accommodation for airport by Coach**

TBA                           **Group flight departs for the USA**

**New Zealand/ Australia Human/ Animal Interactions**  
**January 2017 Intersession Final Report**  
**Dr. Kathi Jogan**

By all metrics, the inaugural 2017 Bumpers College New Zealand and Australia Human/ Animal Interactions course was successful. Twenty-five students completed applications and 15 were accepted. All students reported that they would recommend this program to other students, and a vast majority reported that the program met their overall goals and expectations. That said, there are always areas for improvement. Below is information from the Study Abroad Evaluations and anonymous student evaluations that were collected in class - during a pre-trip survey and the post-trip debriefing meeting. Plans for addressing student concerns are listed below.

**Changes to course based on Study Abroad Evaluations:** Fifteen students participated in this intersession, 12 of which completed the study abroad evaluations. Of the 12 who completed the surveys, 3 were male and 8 were female, one was a sophomore, four were juniors, five were seniors, one was a fifth-year senior and one was a graduate student. Six of these students had never traveled out of the country. Although students responded positively about this program, there are concerns that were pointed out in this evaluation. When asked "what information did you feel you were missing?", three areas of concern were identified. The first area of concern was about charges to student accounts, price breakdowns and student scholarship opportunities. Because this was the first program that I led, I was unsure how to answer student questions and would tell students to direct their questions to the study abroad office. I feel that I am better prepared now to provide information to our students. Although the majority of students felt that the out of pocket expenses were about what they expected, the second area of concern was about in-country costs for food. I collected menus from typical restaurants and will do an in-class exercise so students can not only see food costs but also understand conversion rates between US and NZ dollars. Thirdly, students were concerned about unfamiliar terms used in New Zealand. I intend to create pages for their course book that explain the meaning of common terms and also create a game so students can practice these terms during our pre-trip meetings. When asked about the academic quality of the course, 58% said they were very satisfied and 33% reported that they were satisfied. I created a book for students with information and journal articles about New Zealand culture, animals, conservation and ecology. I plan to include more journal articles and information to bolster these sections. When asked "Did this program deepen your interest in your academic field of study?", 9 of the 12 students reported that it did to a great extent. A vast majority of the students found the excursions very valuable, but two of the excursions were identified by students as being the least valuable. These two excursions have been replaced for the upcoming intersession. Students reported that there was a good balance between free time and structured time, but also indicated that they would like more free time during their experience. More time off has been added in strategic places that offer opportunities for students to tailor their experience toward their majors. Our blog was difficult for students to work with – and consequently a more user-friendly blog will be used in the future. A few of the students were concerned because they were housed on the first floor of a hostel in Rotorua and felt uncomfortable leaving their windows open. Arrangements have been made to house students on an upper level. The final area of concern highlighted in the study abroad evaluations was the

lack of internet access. This was addressed with students prior to the trip, but I will be crystal clear concerning the lack of internet in remote places in the future.

### Changes to course based on anonymous class surveys (N=15)

A pre-trip/ post-trip anonymous student survey was completed by students who participated in the 2017 Study Abroad trip. They were asked to rate their knowledge of course objectives before and after the trip using a 1-10 Likert scale (1=lowest; 10=highest)

Rate your knowledge of	Pre-trip	Post-trip
Evolution and species diversity of animals in New Zealand	4.0	8.8
Cultural perspectives of the Maori in New Zealand	2.1	8.3
Wildlife and livestock management practices in New Zealand	2.8	8.5
Successfully merging commercial tourist operations with animal industries	4.4	8.8
Cultural impact of flora and fauna on New Zealand inhabitants	2.7	7.9
Behaviour of various animal species in New Zealand.	3.1	8.5
Sustainability practices used in New Zealand that would be appropriate for the North American environment.	1.7	7.6
Environmental protection practices in Australasia	2.0	8.2
Key geographic features and historical events in New Zealand	2.2	7.9
Human animal interactions in various locations in New Zealand	2.5	9.3

Based on the results of the pre/ post-test, additional information concerning New Zealand history, geographic features, sustainability practices and cultural perspectives of the Maori will be highlighted in 2018 both in the instructor-created manual and during pre-departure classes.

After the trip, students were asked to rate the experience on a 1-5 Likert Scale (1=Strongly disagree; 5=strongly agree)

Anonymous Student Responses to...	Strongly Agreed
Met my expectations	94%
I felt safe	100%
Leaders/ speakers competent	98%
Program was good value	94%
Recommends program	94%
Faculty effectively led program	97%
Manageable workload	96%

After the trip, students anonymously answered true or false to the following statements (N=15)

Because of this trip I...	Answered True
Have grown academically	100%
Have grown personally	100%
Have grown professionally	100%
My career path for the future has been influenced	93%
Question the way things are done in the US/ AR	80%
Question animal management practices in the US/ AR	86%
Am more likely to go abroad in the future.	100%
Would recommend this trip to other students	100%
Made friends I will stay in contact with in the future	100%

Surveys revealed that 10 of the 15 students made contacts abroad who they will stay in touch with in the future. Additionally, as a result of this trip, two students were offered internships abroad, one was offered a working student internship, and two students enrolled in the Honor's College. I plan to discuss these opportunities with the students in more depth in advance of the 2018 New Zealand Human/ Animal Interactions Intersession.