



CET PRAGUE

School of Record Assessment Report



TABLE OF CONTENTS

4	Executive Summary
7	Full Assessment Report
23	Response from CET



EXECUTIVE SUMMARY

PURPOSE OF THE ASSESSMENT

In November 2023, CET Prague hosted a School of Record Assessment Visit as part of our partnership with the University of Minnesota (UMN). As School of Record, UMN leads a group of external reviewers to assess one CET program per year.

CET asked assessors to pay particular attention to the major areas of the academic curriculum: the core courses in Jewish Studies, Central European Studies, and Business and Economics; the Czech language course; and the optional internship course and placements.

ASSESSMENT TEAM

The assessment team was comprised of a representative from the University of Minnesota, a member of CET's National Advisory Council representing Washington University in St. Louis, and a professor of Political Science & Policy Studies representing Elon University.

Members of the CET Prague assessment team:

- Mr. Tim Dohmen, Assistant Director, Learning Abroad Integration and Outreach, *University of Minnesota* (Chairperson)
- Dr. Joel Shelton, Associate Professor of Political Science & Policy Studies, *Elon University*
- Dr. Amy Suelzer, Director of Overseas Programs, *Washington University in St. Louis*
- Dr. Igor Tchoukarine, Assistant Professor of History, *University of Minnesota*

SCOPE OF THE ASSESSMENT

Assessments review all elements of a program: pre-departure materials, on-site orientation, academics, housing, student life, health & wellness, and program infrastructure. Assessors had full access to CET staff, faculty, and students during the visit and submitted a report of recommendations and commendations for CET to review, respond to, and incorporate into the program in the future.

“The strong focus on a curriculum that can be enhanced by place-based learning yields a **compelling academic experience** for students. The program leadership’s investment in providing training and regular **individualized feedback to faculty** fosters a strong connection with CET and helps hone their pedagogy. The **small class size** allows dialogic learning and **personal connections between students and their faculty**. The overall engagement we observed in both students and faculty reflects these efforts.”

— Final assessment report

ASSESSMENT RATINGS



ACADEMICS: Exceed Expectations

Includes curriculum, syllabi, evaluation of instructors, learning in situ, and academic advising



STUDENT SERVICES: Exceed Expectations

Includes pre-departure advising, on-site orientation, housing, health & wellness, and student life



INFRASTRUCTURE: Meets Expectations

Includes center & classrooms, program location, and staff roles



RELATIONSHIPS with HOST COMMUNITY & HOST UNIVERSITY: Meets expectations

CONCLUSIONS & RECOMMENDATIONS

The assessment team provided commendations and recommendations for each area assessed. The full list is included in the report to follow, but below are some of the highlights.

CATEGORY	COMMENDATIONS	RECOMMENDATIONS
Academics	<ul style="list-style-type: none"> ➤ "The level of engagement and enthusiasm in classroom learning is high among participants." ➤ "The instructors are well prepared and knowledgeable, and their teaching style is lively and engaging." 	<ul style="list-style-type: none"> ➤ Consider re-classifying core courses to the 300-level ➤ Refresh the "European Economies in Transition" course and the internship course
Student Services	<ul style="list-style-type: none"> ➤ "The team and program leadership have clearly considered the importance of facilitating intercultural learning and personal development on the program and the positive student feedback we received and overall engagement we observed by students reflect these efforts." 	<ul style="list-style-type: none"> ➤ Retain the emphasis on engagement with the local language, culture, and community as the program evolves
Infrastructure	<ul style="list-style-type: none"> ➤ "The CET Prague Center's location is one of its greatest assets. In addition to the exceptional location within the city, the facility itself fosters meaningful interaction between students, faculty, and staff, in part due to its small size." 	<ul style="list-style-type: none"> ➤ Monitor the ability to scale existing student support structures and adjust staffing levels if needed to maintain support as the program grows
Relationships with Host Community & Host University	<ul style="list-style-type: none"> ➤ "The program has developed a great relationship with Grant Thornton, and this demonstrates significant efforts that have been made to build diverse and engaging internship opportunities." 	<ul style="list-style-type: none"> ➤ Consider expanding programming that would establish additional connections to the local Czech community

“At a time when many international education programs are becoming increasingly streamlined and impersonal, CET Prague stands out for offering a **highly personal, academically challenging** learning environment paired with **outstanding and supportive student services.**”

— Dr. Joel Shelton, Associate Professor of Political Science & Policy Studies, Elon University

RESPONSE FROM CET & NEXT STEPS

CET received a copy of the assessment team’s report in December and immediately began plans to incorporate the feedback into program operations. The full recommendation-by-recommendation response from CET is included after the team’s full report. Many of the recommendations are currently being implemented while others will inform the long-term evolution of the program.

Examples of how recommendations have been put into action:

RECOMMENDATION	ACTION TAKEN
<p>“Prioritize curriculum expansion and addition of new courses in areas that are difficult to replicate in a U.S. university setting, leveraging the existing strengths of the program in place-based learning.”</p>	<p>We have recently made the decision to offer an additional core course in the area of Global Security Studies beginning in 2024-2025, and intend to add additional disciplinary foci in the near future based on consultations with our partner school and their needs.</p>
<p>“Updates to the Business and Economics core course, <i>PR/IBUS 250: European Economies in Transition</i> should be considered. We believe the Business and Economics program concentration would benefit from shifting the focus away from the economics of transition (a process unfolding for several decades now). We would recommend moving this course in the direction of a more thematic treatment of ‘European political economy in a global context.’”</p>	<p>CET Prague is in conversation with a current faculty member who is willing to take on the reimagining and updating of this core course.</p>
<p>“Consider re-classifying core courses at the 300-level rather than the 200-level, reflecting the challenge and the learning opportunity that these courses provide, as well as their suitability for transferring in as upper-level courses at home institutions.”</p>	<p>In the coming year, CET plans to review the core course level designations to ensure accurate coding, in particular examining upper-level vs. lower-level classifications.</p>

THANK YOU

CET thanks the assessment team for their time and thoughtful feedback. We believe that feedback is a gift, and we are grateful for the recommendations and candid feedback from the assessment team that will make CET Prague a better, stronger program for the students and U.S. institutions it serves.

We look forward to sharing future reports from other CET programs with our greater community in future years.

FULL ASSESSMENT REPORT



Prague School of Record Assessment Report

INTRODUCTION

The UMN/CET-appointed review team is pleased to present the following report on the CET program in Prague.

METHODOLOGY

The assessment visit team is composed of:

- Mr. Tim Dohmen, Assistant Director, Learning Abroad Integration and Outreach Learning Abroad Center/College of Liberal Arts, University of Minnesota (Chairperson)
- Dr. Joel Shelton, Associate Professor of Political Science & Policy Studies, Elon University
- Dr. Amy Suelzer, Director of Overseas Programs, Washington University in St. Louis
- Dr. Igor Tchoukarine, Assistant Professor of History, University of Minnesota

The members of the assessment visit team reviewed:

- CET website information
- CET Pre-departure Guides for students
- CET Prague Program Syllabi
- CET Faculty CVs
- Czech Republic student blogs
- Canvas information including:
 - Orientation Information
 - Program policies/processes

During the three day site visit, team members:

- Met as a group several times with the CET Program Staff
- Met as a group with four local Czech roommates.
- Met as a group with Charles University Faculty of Social Sciences International Office
- Met as a group with Core Course Instructors:
 - Tomas Bouska, Central European Studies
 - Petr Balcar, Business and Economics
 - Daniela Bartokova, Jewish Studies
- Attended and observed the following CET Prague classes as a group:
 - PR-CEST 250 Political and Cultural History of East Central Europe in the 20th Century
 - PR-JWST 250 Modern History of the Jews in the EC
 - PR ECON 340 World Economy Finance & Technology
 - PR-LANG 100 Beginning Czech Language C
 - PR IBUS 250 CORE European Economies in Transition
 - PR-INTR 350 Central and Eastern European Security in an Insecure World
 - PR-INTS 350 Internship Bridging Theory and Practice
- Had a lunch and feedback session with a group of eight CET Fall 2023 students.
- Visited an Internship Site (Grant Thornton)
- Visited two program housing locations touring apartments and common spaces.
- Received overview of Classes, Faculty, Curriculum Review, Student Support and Student Resources

PROGRAM ASSESSMENT

The assessment visit team jointly drafted and agreed on recommendations that are made part of this report.

ACADEMICS

The CET Prague program is well-established and well-positioned to benefit from the cultural and academic resources of central Prague, including proximity to many sites of historical and cultural significance, opportunities for academic partnership with Charles University, and access to instructors associated with a range of local

institutions and academic programs. The curriculum is focused on providing coursework that is academically rigorous and incorporates the experiential learning opportunities available in and beyond Prague - including local site visits (field study), co-curricular offerings, multi-day traveling seminars, and local internship opportunities.

The academic strengths of the CET Prague program include small class sizes that support interactive and engaged class sessions; a unique Czech language program that is designed to support language learning as well as to provide vital cultural connections to the local community; traveling seminars that are generally well-integrated into curriculum and coursework; and close connections between students and staff, particularly program coordinators.

The academic program benefits from a strong sense of place; concentrations and course offerings draw on the political and economic history of Central and Eastern Europe and the cultural and social setting of Prague in particular. The traveling seminars are connected to the coursework and concentrations and add an important experiential component to the overall program; this is among the features of the CET Prague program that students most value. The program center in Prague is well-situated in Old Town, allowing for students to participate in brief excursions and site visits during their regular class sessions, and to take advantage of historical sites and cultural offerings close at hand. The built environment, including classroom spaces, allows for close interaction between students, faculty, and staff. Staff supports students while encouraging their autonomy, independence, and growth.

Recommendations:

- Any expansion of the CET program, including the addition of concentrations and courses, as well as expanding the number of students served by the program, would benefit from closely aligning new offerings to maintain the benefits of interactive and engaged classroom settings, small class sizes and place-based learning and relevant connections to Prague and the broader region.
- CET should continue to foster connections and communications with U.S.-based academics to provide input on future curriculum development.

Curriculum

Participants in the CET Prague program choose one of three concentrations: Business and Economics; Central European Studies; and Jewish Studies. Courses at CET are 3 semester hours. Students enroll in a core course associated with the concentration, as well as a Czech language course and three elective courses, for a total of 15 semester hours. (Students who elect for an internship placement enroll in an internship course in the place of one elective, and if approved by their home academic institution, may choose to enroll in 12 total credits instead of 15).

Core courses include the following:

- PR/IBUS 250: European Economies in Transition (Business and Economics)
- PR/CEST 250: Political and Cultural History of East Central Europe in the 20th century
(Central European Studies)
- PR/JWST 250: Modern History of the Jews in East Central Europe (Jewish Studies)

Participants also have the option of directly enrolling in courses at Charles University, the institution of record for CET in Prague. Available courses are instructed in English and are in the Faculty of Humanities and the Institute of Economic Studies in the Faculty of Social Sciences.

The curriculum, particularly the Central European Studies and Jewish Studies concentrations, draw directly on the historical and cultural features of Prague and Central Europe. Traveling seminars to Poland and Hungary are an important dimension of the program, and faculty work to integrate the seminar experiences into their CET coursework.

Language instruction is an essential feature of the academic program, and the priority it is given is evident in the 20 hours of intensive language instruction that students receive during the orientation period, in addition to their

semester-long Czech language course. This course assists students in developing essential communication skills but is also valuable for the cultural and social competencies conveyed through language instruction.

More than twenty elective courses are offered, with nine elective courses in Area Studies and International Relations; two-course offerings in Arts and Art History; four courses in Business, Finance, Economics, and Marketing; one course in Communications; three electives in Jewish Studies and Language; and two courses in Psychology.

Two new curricular developments are notable for their impact on the overall program. In particular, we would note the strong potential for the newly approved Global Security concentration, which aligns with student interests while also leveraging the unique political and economic landscape of Central and Eastern Europe, with the potential to expand traveling seminar offerings and to add additional courses focused on various aspects of security, including traditional military alliances, human security, and issues surrounding migration and regional threats to democracy.

Two new Economics courses have also recently been approved and will add to the four elective courses already offered in this area. These new courses are:

- PR/ECON 320: European Economics and Monetary Integration
- PR/ECON 330: Migration and Remittances: Global Principles and the EU

Both courses represent thoughtful and focused program growth, emphasizing coursework that speaks to the regional context of the program as well as contemporary political and economic challenges that are of interest to students.

Given the new Economics courses, PR/ECON 320 and PR/ECON 330 and the potential for growth of the Business and Economics concentration, we would recommend that CET consider updating the core course, “European Economies in Transition.” While the focus of this course on conceptual and historical frameworks for understanding current political-economic challenges (rather than the emphasis on mathematical modeling most common in Economics courses) is appropriate, we believe the Business and Economics concentration would benefit from shifting the focus of this core course away from the economics of transition (a process unfolding for several decades now). Additionally, the current course places a great deal of emphasis on comparative economic systems and models (which is not unimportant), but this material should probably carry less weight in the course as a whole. We would recommend moving this course in the direction of a more thematic treatment of “European political economy in a global context.” Such a course would still consider the significance of the transition from communism to capitalism in Central and Eastern Europe. Still, it would not be the titular focus of the class. The reading list could be updated to give more weight to contemporary developments in international trade and global finance as they impact Europe, as well as issues related to EU integration and enlargement, regional differences in employment, income, and inequality. In our view, this type of course would be more suited to meet the needs of students in an expanding Business and Economics concentration.

Given the difficulty level of these courses, the typical reading requirements, and the experiential learning and travel component of these courses, CET should consider placing core courses at the 300-level rather than the 200 level. 300-level courses without prerequisites are common in many U.S. universities, and students who are studying abroad are often doing so during their junior year when this level of academic challenge is appropriate. Many U.S. partner institutions require students to take elective courses in the major at the upper-division level, so core courses at this level would be attractive for students seeking to transfer courses back to their home university. When making decisions about future elective offerings, the program should prioritize course subjects and experiences that cannot be easily replicated in the U.S. university setting and that draw on the unique history, culture, and political economy of Central and Eastern Europe. In our view, expanding curriculum, for example, in the area of Environmental Studies, with a focus on European environmental regulation and regional and local approaches to environmental problems, and cultural norms surrounding environmental practices, is a more consistent approach to program growth than adopting courses that are easy to replicate in a U.S. university setting.

Learning in Situ (Field-based components, co-curriculars, internships, traveling seminar)

From our conversations with students and instructors the traveling seminar is a program component that is greatly appreciated. Students underscored that this seminar allows them to further develop what they are learning in class and broaden their horizons. In addition, this seminar fosters bonds between students and helps them cultivate a great group spirit among the cohort. This seminar is without doubt a strength of the CET Prague program and distinguishes it from other similar programs.

Most instructors pointed out that it is difficult to know exactly what participants learn or experience while traveling on the seminars which puts them in the position of having to ask students for clarification about what they saw and learned. If a topic is not covered, instructors must compensate for possible omissions. Instructors have first-hand experience of the sites/cities included in the traveling seminar, but the students' experience may not exactly correspond to what the instructors know of these sites/cities.

Similarly, site visits in Prague complement the courses in several significant ways. Prague is uniquely positioned for its rich and diverse architecture, its sites related to the history of communism, its distinctive Jewish quarter, and for its vibrant cultural life. Instructors take full advantage of this and organize numerous trips in Prague to complement in-class teaching. These class trips are a great asset to the CET Prague program and contribute to distinguishing it from other similar programs.

Occasionally, instructors invite guest speakers to their classes. The assessment team observed the lecture of one guest speaker whose presentation focused on China's influence in Central Europe (in the context of the new course *Central and Eastern European Security in an Insecure World*). The presentation was of high quality and students' numerous and articulated questions speak to their interest in the subject matter.

Recommendations:

- Updates to the Business and Economics core course, "European Economies in Transition" should be considered. We believe the Business and Economics program concentration would benefit from shifting the focus away from the economics of transition (a process unfolding for several decades now). Additionally, the current course places a great deal of emphasis on comparative economic systems and models (which is not unimportant), but this material should probably carry less weight in the course as a whole. We would recommend moving this course in the direction of a more thematic treatment of "European political economy in a global context."
- Faculty members should occasionally have opportunities to accompany the participants on the seminars as their professional activities allow. This will allow the instructors to better integrate seminar content into overall classroom learning in the core courses.

Internships

CET Prague has a good Internship program that has been in operation since 2018. The assessment team was able to visit an internship site, Grant Thornton, an international financial audit, and tax services consultancy firm. The team spoke to one of the supervising consultants who reinforced discussions we had with Nela Faltusova, the program coordinator of internships. It was clear that the relationship between CET and this organization was mutually beneficial and that students who had participated in internships at this site had experienced a transformative educational and career-focused experience.

The assessment team believes that the internship course (*Internship Bridging Theory and Practice*) is an essential component of the internship program, but that some adjustments are needed. The goals of this course are to help students reflect on their internship and to help them navigate the specificities of the Czech Republic's socio-cultural and work environments. In its current form, the course does not provide an established framework or specific definitions of the competencies that students typically develop when participating in an internship. This could be useful to students as they try to articulate the value of their experience and the competencies, skills, and abilities they gain as a result of completing an internship while they study abroad.

Recommendations:

- Further develop the curriculum of the Internship course so that there is a greater emphasis on career development. Adopting a common language of skills or proficiencies, such as the [Competencies for A Career Ready Workforce](#), developed by the National Association of Colleges and Employers (NACE), could help provide a framework for students to articulate the value of their internship experiences in language that future employers use.
- Continue to develop a network of businesses and organizations that will complement existing and new program track development so that high-quality internship opportunities continue to be available to future participants.

Faculty

The CET Prague program has a wide variety of experienced instructors whose passion for teaching is unquestionable. With the exception of the internship course instructor, who is teaching his class for the first time this semester, all instructors who met with the review team have been working for the Prague program for six years or longer. This long-term commitment has issued a continuous delivery of high-quality courses each semester and also contributes to CET's favorable reputation among students and faculty at colleges and universities who partner with CET.

Many of the CET Prague program instructors have terminal degrees or are currently obtaining them. The program can therefore rely on teaching instructors whose expertise in their respective disciplinary fields is well established and recognized internationally.

CET Prague program instructors underscored that they felt supported by the program leadership and staff and expressed great satisfaction in working for the CET Prague program. The Academic Director provides individual support as well as workshops as faculty adopt the discussion-based, interactive pedagogies more familiar to US students.

Syllabi/Learning Outcomes

Students report that coursework is generally challenging and that classes integrate a range of effective engaged teaching and learning strategies, from interactive lectures to small group discussions and group activities. Classroom visits generally support these conclusions. As part of this review, we examined syllabi for all three core courses, the Czech language course, and a selection of elective course offerings. We had access to syllabi of record as well as course-specific syllabi.

Core course syllabi (PR/IBUS 250; PR/CEST 250; PR/JWST 250) are generally well structured. Course descriptions are clear, course objectives are included, and assignments are varied and comprehensive - including tests, presentations, papers, book and film reviews, class journals, reflections on traveling seminar activities, etc. Topics and readings are clearly outlined, and field study opportunities are integrated into class sessions.

The Czech language course (LANG 100) is well structured to introduce students to basic grammatical structure, vocabulary, and a working knowledge of the language of everyday life. All sections of the course use a common textbook, and course assignments include participation, quizzes, and tests. Class sessions emphasize conversation and the cultural context of language learning.

Elective courses are varied in content and coverage and are similarly formatted. Overall, CET Prague course syllabi are clear, and readings and content are up-to-date. We recommend that some courses, for example, PR/IBUS 250: European Economies in Transition, consider updating the course content and reading list.

Commendations:

- CET Prague has a comprehensive academic program that combines core courses, traveling seminars, language instruction, and elective courses.

- Despite occasional challenges, CET Prague constantly seeks to integrate the traveling seminars into coursework, and expansive experiential education opportunities, including in-class field study and site visits.
- CET Prague has a promising new “Global Security” program concentration, which leverages student interests, regional setting, and emerging issues in international relations.

Recommendations:

- Prioritize curriculum expansion and addition of new courses in areas that are difficult to replicate in a U.S. university setting, leveraging the existing strengths of the program in place-based learning.
- Consider re-classifying core courses at the 300-level rather than the 200-level, reflecting the challenge and the learning opportunity that these courses provide, as well as their suitability for transferring in as upper-level courses at home institutions.

Evaluation of Instruction/Classes

The assessment visit team observed seven classes and talked with five instructors (including all of the core course instructors). From these observations and conversations, several main points emerge:

- The level of engagement and enthusiasm in classroom learning is high among participants. Instructors structure their class meetings in ways that allow students to easily share their opinions and ideas which is similar to the approach in American colleges and universities. The smaller class sizes, normally capped at 15 students (12 in language courses) also contribute to the high level of engagement in the classroom.
- The instructors are well prepared and knowledgeable, and their teaching style is lively and engaging. Instructors use varied methods of instruction, including interactive lectures, small group discussions, and group work/activities (in at least one case, including the analysis of primary source documents). Use of PowerPoint presentations was varied and was generally balanced with class conversations. Faculty call on students by name and work with them on an individualized basis.
- Instructors have high expectations for student achievement and balance these expectations with supportive pedagogy that facilitates engaged and active learning. Based on our observations, the CET Prague program attracts students who are generally prepared to meet these expectations in the classroom.
- In addition to the traveling seminars, students especially value the field study components of instruction, which include neighborhood visits to historical sites and memorials, as well as to sites of cultural and commercial significance (including the first McDonalds established in Prague, a visit which we observed during a class session on “globalization, localization, and McDonaldization”).

Academics overall

Please indicate the extent to which academics meet expectations. If you choose “do not” or “exceed” please provide a rationale in the space below.

<input checked="" type="checkbox"/> Exceed expectations	<input type="checkbox"/> Meet expectations	<input type="checkbox"/> Do not meet expectations
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The program assessment team felt that the overall conceptualization and execution of the academic program were excellent. The strong focus on a curriculum that can be enhanced by place-based learning yields a compelling academic experience for students. The program leadership’s investment in providing training and regular individualized feedback to faculty fosters a strong connection with CET and helps hone their pedagogy. The small class size allows dialogic learning and personal connections between students and their faculty. The overall engagement we observed in both students and faculty reflects these efforts.

Academics Commendations and Recommendations

Commendations

- CET Prague has a comprehensive and well-developed academic program that combines core courses, traveling seminars, language instruction, and elective courses.
- Despite occasional challenges, CET Prague constantly seeks to integrate the traveling seminars into coursework, and expansive experiential education opportunities, including in-class field study and site visits.
- CET Prague, has a promising new “Global Security” program concentration, which leverages student interests, regional setting, and emerging issues in international relations.
- The assessment team recognizes the outstanding work of Pavla Bořilová who has a very dynamic pedagogy for teaching the Czech language courses. This aspect of the program is essential to the curriculum and is not exclusively about learning Czech. In her classes, Bořilová also talks about Czech culture (music, literature, arts) and thus covers several important parts of Czech culture that students do not necessarily deepen in other courses. This pedagogical approach was developed in consultation with other Czech language teachers, which ensures a degree of consistency between Czech language courses.

Recommendations

- Any expansion of the CET program, including the addition of concentrations and courses, as well as expanding the number of students served by the program, would benefit from closely aligning new offerings to maintain the benefits of interactive and engaged classroom settings, small class sizes and place-based learning relevant connections to Prague and the broader region.
- CET should continue to foster connections and communications with U.S.-based academics to provide input on future curriculum development.
- Updates to the Business and Economics core course, “European Economies in Transition” should be considered. We believe the Business and Economics program concentration would benefit from shifting the focus away from the economics of transition (a process unfolding for several decades now). Additionally, the current course places a great deal of emphasis on comparative economic systems and models (which is not unimportant), but this material should probably carry less weight in the course as a whole. We would recommend moving this course in the direction of a more thematic treatment of “European political economy in a global context.”
- Faculty members should occasionally have opportunities to accompany the participants in the seminars as their professional activities allow. This will allow the instructors to better integrate seminar content into overall classroom learning in the core courses.
- Further develop the curriculum of the Internship course so that there is a greater emphasis on career development. Adopting a common language of skills or proficiencies, such as the [Competencies for A Career Ready Workforce](#), developed by the National Association of Colleges and Employers (NACE) could be helpful in providing a framework for students to articulate the value of their internship experiences in language that employers typically use and understand.
- Continue to develop a network of businesses and organizations that will complement existing and new program track development so that high quality internship opportunities continue to be available to future participants.
- Prioritize curriculum expansion and addition of new courses in areas that are difficult to replicate in a U.S. university setting, leveraging the existing strengths of the program in place-based learning.
- Consider re-classifying core courses at the 300-level rather than the 200-level, reflecting the challenge and the learning opportunity that these courses provide, as well as their suitability for transferring in as upper-level courses at home institutions.

STUDENT SERVICES

Pre-Departure materials

The Pre-Departure materials incrementally provide useful information and guidance. From the general Preparing to Study Abroad, Health, Wellness, and Safety, and Money Matters information to the program-specific materials for CET Prague on Academics and Student Life, students receive clear and accessible information to help prepare them for their study abroad experience at the appropriate phase of their pre-departure period. Although necessarily text-dense, the materials are well laid out and easy to read either comprehensively or by targeting specific topics. The section in the Student Life materials on perceptions of race in the Czech Republic is concise and quite valuable for students preparing to study in Prague, regardless of their own identity.

On-Site Orientation

The CET Prague orientation programming is well conceptualized and prepares students holistically for their semester. Orientations are inherently intense and must combine information delivery with location familiarization. It is always challenging to deliver important information in a way students will remember at a time when they are jet-lagged and adjusting to a very unfamiliar environment. To mitigate this challenge, the program provides reinforcement through written materials that are available on a central Canvas page, which allows students to refer back to this vital information as needed. The walking tours and other out-of-classroom experiences familiarize students with Prague. The presence of staff during all components of the orientation and Czech roommates during some parts allows students to build familiarity with the people who will be supporting them throughout their time in Prague.

During orientation, the program also establishes multiple WhatsApp groups that include CET staff for both the entire CET group and smaller subsets according to the core course, housing, etc. This makes communication of questions, problems, and needs easier for students and allows staff to monitor concerns, communicate important information, and respond promptly.

We appreciate that the program proactively introduces all students to topics and resources that focus on well-being. Discussion of diversity and identity may be coupled with visits from members of the Czech community who share different identities. The program's established counselor speaks to the group, breaking down barriers to accessing mental health support. Students receive clear guidance on medical facilities approved by GeoBlue and how to access care if they need it.

The intensive Czech language component of the orientation is also noteworthy and commendable. Students receive 20 hours of Czech language instruction to provide them with the basic linguistic underpinnings of their semester coupled with cultural information that is immediately applicable. The culminating activity is going as a group to a restaurant and ordering a meal in Czech. This provides a very clear marker of progress in and applicability of their Czech studies and gives them confidence as they embark on the rest of the semester.

Commendation:

The pre-departure materials and Orientation are thoughtfully organized, thorough, and support the desired learning outcomes for the semester program.

Health and Wellness

There is an extensive range of services and activities intended to support the health and wellness of students from Pre-Departure through arrival and participation in the CET Prague Program

The staff and faculty working for the program are very intentional in creating an open and welcoming environment that supports the health and wellness of students. Mental health counseling and support is a local counselor who attends the on-site orientation and is introduced to the students, thus breaking down potential barriers to accessing mental health. Additionally, at orientation the program provides an opportunity to learn about the way different identities and approaches to Justice, Equity and Diversity and Inclusion differ in the Czech Republic and the U.S.

CET offers medical Insurance through GeoBlue, which offers both in-person visits and Telemed support for health issues. Virtual counseling is also available through Global Wellness Assist. There are extensive instructions for how to access these resources on Canvas which are also reviewed during the onsite orientation.

Housing and local roommates

CET Prague housing is primarily located in buildings in the Nusle neighborhood, a short fifteen-minute commute from the CET Prague Center on public transportation. CET's long-term lease on these properties provides continuity and certainty of their primary housing option. There are additional locations contracted to accommodate students when the program has a larger enrollment. Students live in units that are modern, and updated, and have access to laundry facilities. The number of bedrooms per apartment varies. Students usually share bedrooms, although single rooms are prioritized for those with specified medical needs.

Local Czech roommates share housing with program participants. These students are recognized as peer advisors but also serve as a cultural resource and guide for students. CET looks for local university students interested in cultural exchange and being friends with American students to fill these roles. They are not required to be Czech but must speak the language. In addition to organizing Czech conversation tables to reinforce language learning, the roommates also coordinate regular programming and activities designed to teach students about Czech life and culture. Roommates are not housed in each apartment but are assigned to a group of students. The number of roommates is adjusted depending on program enrollment.

Student Life

CET Prague has very well-thought-out and robust support for student life and development. These are a few program components that are central to their successful model.

- Staff support: Each core course has a designated staff member who serves as the participant's primary point of contact for the duration of their experience in Prague. While this in no way impedes access to other staff members, it means one person will be taking special interest in and responsibility for the support of that student. The low student-to-staff ratio allows for a lot of personal interaction, which can build communication and trust in times when students may experience challenges or need guidance.
- Communal spaces: The student lounge, kitchen, and library spaces are an important hub for student activity in the CET Prague Center when students are not in class. They allow for interaction with other students as well as the CET Student Life Coordinator and foster informal interaction and a positive social dynamic within the group.
- Program excursions: Co-curricular group travel fosters both group cohesion and knowledge of the host country and the region. CET Prague incorporates travel in its program in a variety of ways.
- Programs excursions, one required to Český Krumlov (a UNESCO World Heritage site located in southern Bohemia) during orientation and others optional, are short trips to noteworthy locations in the Czech Republic
- Czech roommates and Czech Cultural Activities ("Czechtivities"): The Czech roommate program is mentioned in the housing section, but we would like to highlight here the Czech roommate-organized Czechtivities, which can range from pub food tastings to nights at the opera. These are open to the whole CET group and foster this interaction and cultural learning. These activities are funded by CET to reduce barriers to participation. Students must participate in two Czechtivities per semester but can take advantage of more of these sign-up programs if they wish. The Czech roommates also organize and participate in a Czech conversation table ("Czechtables") for additional language practice and cultural exchange.
- Traveling Seminars (covered in Academics)

- Course excursions (covered in Academics): It is notable that these educational travel experiences are included in the program cost, which removes financial barriers to access for any student, and that staff travel with the students, which fosters relationships and communication.

Commendations:

- CET Prague places a significant emphasis on engagement with the local language, culture, and community and this is reflected in both its curriculum and its co-curricular programming for students. This is a real asset and should remain central in the future evolution of the program.
- It is also commendable that CET Prague provides all these co-curricular learning and travel experiences at no additional cost to the students. This clearly supports the awareness of socioeconomic diversity that is part of CET's JEDI focus.
- The regular presence of program staff fosters relationships that provide meaningful support throughout the program experience.

Student Services Overall

Please indicate the extent to which student services meet expectations. If you choose “do not” or “exceed” please provide a rationale in the space below.

<input checked="" type="checkbox"/> Exceed expectations	<input type="checkbox"/> Meet expectations	<input type="checkbox"/> Do not meet expectations
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The program assessment team felt that the overall approach, structure and efforts of the student services team are excellent. The team and program leadership have clearly considered the importance of facilitating intercultural learning and personal development on the program and the positive student feedback we received and overall engagement we observed by students reflect these efforts. It is also worth noting that the entire program staff make a concerted effort to ensure student needs and concerns are addressed in a prompt and thorough manner.

Commendations

- The pre-departure materials and Orientation are very thoughtfully organized, thorough, and support the desired learning outcomes for the semester program
- The CET Prague program places a significant emphasis on engagement with the local language, culture, and community and this is reflected in both its curriculum and its co-curricular programming for students. This is a real asset and should remain central in the future evolution of the program.
- It is also commendable that CET Prague provides all these co-curricular learning and travel experiences at no additional cost to the students. This clearly supports the awareness of socioeconomic diversity that is part of CET's JEDI focus.
- The regular presence of program staff fosters relationships that provide meaningful support throughout the program experience.

INFRASTRUCTURE

CET Center/Classrooms

The CET Prague Center is well suited to current program needs. It occupies a 5-story historical building that houses all staff offices, classrooms, meeting spaces, and student spaces such as the lounge and library. The space is currently configured for 7 classrooms, which are adequate for the current curriculum and some growth. The classroom spaces foster small-group learning, since all are sized for no more than approximately 15 students. They provide the technology professors need to conduct their classes and are arranged for an interactive, discussion-oriented pedagogy.

Because the CET Prague Center is a historical building, access may be difficult for students with mobility limitations. There is a small elevator that could accommodate a small wheelchair, but there are other building features that could also prove challenging, including bathroom access.

Program Location/neighborhood

The CET Prague Center's home in Old Town has clear benefits for both the academic courses and the student experience and adds significant value to the program. In the academic realm, the central location allows professors to incorporate place-based learning within the timeframe of their class periods. Opportunities abound in all content areas, so most courses will have the option of including short excursions. Beyond academics, students have access to a wide variety of restaurants, shops, and major cultural sites that they can take advantage of during class breaks. The CET Prague Center is well connected by public transportation to student housing, and students generally have no more than a 15-20-minute commute.

Commendation:

The CET Prague Center's location is one of its greatest assets. In addition to the exceptional location within the city, the facility itself fosters meaningful interaction between students, faculty, and staff, in part due to its small size.

Staff Roles

There are eight full-time staff members for CET Prague: The Director of Prague Programs, the Academic Director, four Program Coordinators as well as an Office Coordinator and a Student Life Coordinator. The leadership and staff of the program seem very dedicated to appropriately supporting students and the successful operation of the program. Additionally, at several points during the visit, many of the staff acknowledged the importance of being thoughtful about any new program and curricular development and the impact it has on the successful operation of the program and the high-touch approach to both challenging and supporting students in the program environment.

Jiri Bukovinsky is the Director of Prague Programs and manages the operations of the program including, facilities, technology, and oversight of finances and contracts. Jiri also works collaboratively with Kevin on program development and management and leadership of the program coordinator staff.

Kevin Johnson is the Academic Director and has been with the program since 2019. Kevin is responsible for the hiring of faculty and management of the academic components of the program including program and curricular development, hiring and management of faculty, and management of host university relationships, and he also shares in the leadership of program coordinator staff.

There are four Program Coordinators, currently Simona Sobilevska, Adriana Cotek, Nela Faltusova, and Anna Tomendalova. These positions serve as a connection to the Core program concentrations and faculty who teach them and, when possible, CET hires people with subject-area expertise to foster that connection with faculty. They provide logistical support and management associated with the traveling seminars as well as performing a broad range of other program administrative and support functions such as management of orientation, housing, internships, the Czech roommate program, and student life and development. Natalia Sloboidanyk is the Office Coordinator and provides vital support to finance and operations functions. Marie Glagola is the Student Life

Coordinator, very connected to the students, and also shares in the administration and support for program activities.

Infrastructure overall

Please indicate the extent to which the infrastructure meets expectations. If you choose “does not” or “exceeds” please provide a rationale in the space below.

<input type="checkbox"/> Exceeds expectations	<input checked="" type="checkbox"/> Meets expectations	<input type="checkbox"/> Does not meet expectations
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Commendations and Recommendations

Commendations:

- The staff make a point of being transparent with one another and understanding each other's roles so that when participants have questions or concerns, they can respond in a very timely manner to effectively support the students on the program. The participants that we spoke with corroborated this and several made a point of mentioning that the staff were very responsive to their inquiries and needs.
- The CET Prague Center's location is one of its greatest assets. In addition to the exceptional location within the city, the facility itself fosters meaningful interaction between students, faculty, and staff, in part due to its small size.

Recommendations:

- As the program size fluctuates from Fall to Spring and increases over time, the CET Program Leadership and staff should make a point of being mindful of monitoring whether their existing efforts to support students are sustainable and in some cases scalable to ensure that staff does not burn out. If existing or new concentrations grow considerably, CET may want to consider adjusting staffing levels to meet new needs.

RELATIONSHIPS WITH HOST COMMUNITY & HOST UNIVERSITY

The richness and flexibility of the CET Prague program can be explained in part by the existence of an extensive network that the CET Prague staff have developed with local partners and members of the community.

Three components of this network were observed:

- The agreement between the CET Prague Program and Charles University's Faculty of Social Sciences enriches the course offerings (some classes are offered in English). They can thus build a course selection specific to their academic interests and familiarize themselves with Czech higher education culture. Classes at Charles University start around October 1 and end after the end of the CET program, but this difference with the CET program calendar is not a major issue. Faculty members at Charles University are aware of this situation and are ready to work with students to find accommodations. The agreement allows Czech students to take courses offered by CET and, although not significant, their presence in the courses offered by the CET Prague program is another way to foster links between American students and Czech culture. They also build reciprocity into the relationship by offering Czech students who do not have the opportunity to learn abroad greater exposure to English-taught coursework and American perspectives.
- To offer internships to students interested in this option, the Prague program has established close links with four Prague institutions: Grant Thornton (a consulting firm), Radio Free Europe, Manifesto (a food market pop-up repurposing brownfields), and the Institute for the Study of Totalitarian Regimes. The Grant Thornton representative the assessment team met with has been extremely pleased with the students with whom the company worked and is looking forward to working with more interns.

- In addition to these agreements, the staff has contacts with several other companies and local institutions. These contacts are essential since the creation of each internship requires contact with many institutions (between 30 and 50). This fall, three students are taking this pathway, but seven to nine students are planning to do an internship in the spring of 2024. The addition of several other internships will put additional pressure on the Prague team, but its capacity to support more internships is going to improve as they are building the foundation for a larger internship program.
- Each student is matched with a Czech roommate, and most students share an apartment with a Czech roommate. Czech roommates also organize socio-cultural activities (called Czechivities) that are offered to all students in the program. The aim is to promote the integration of American students into Czech culture and to offer occasional help (information about the city, transportation, Czech language assignments, etc.) if necessary. Based on our conversations with the students and with four Czech roommates, this initiative is well-received and appreciated by both parties even if matches don't always satisfy students' expectations.

Relationships with host community/university overall

Please indicate the extent to which CET's relationships with the host community/university meets expectations. If you choose "do not" or "exceed" please provide a rationale in the space below.

<input type="checkbox"/> Exceed expectations	<input checked="" type="checkbox"/> Meet expectations	<input type="checkbox"/> Do not meet expectations
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Commendation and Recommendation

Commendations

The program has developed a great relationship with Grant Thornton, and this demonstrates significant efforts that have been made to build diverse and engaging internship opportunities.

Recommendation: Consider expanding programming that would establish additional connections to the local Czech community. Reinstating volunteer or service-learning experiences could be a good way to develop mutually beneficial connections for the program and community.

ACHIEVEMENT OF CET GOALS

Based on your assessment of the program, please indicate whether CET has achieved its stated goals (listed on the assessment questions document). If you feel CET has not achieved a particular goal, please explain why.

Overall Yes No

Academic Yes No

Student Life Yes No

CET Prague specific Yes No

SUMMARY OF COMMENDATIONS AND RECOMMENDATIONS

Commendations

- CET Prague has a comprehensive and well-developed academic program that combines core courses, traveling seminars, language instruction, and electives.
- CET Prague does a nice job of integrating traveling seminars into coursework, and expansive experiential education opportunities, including in-class field study and site visits.
- CET Prague has a promising new "Global Security" program concentration, which leverages student interests, regional setting, and emerging issues in international relations.

- The assessment team recognizes the outstanding work of Pavla Bořilová who has a very dynamic pedagogy for teaching the Czech language courses. This aspect of the program is essential to the curriculum and is not exclusively about learning Czech. In her classes, Bořilová also talks about Czech culture (music, literature, arts) and thus covers several important parts of Czech culture that students do not necessarily deepen in other courses. This pedagogical approach was developed in consultation with other Czech language teachers, which ensures a degree of consistency between Czech language courses.
- The pre-departure materials and Orientation are very thoughtfully organized, and thorough, and support the desired learning outcomes for the semester program.
- The CET Prague program places a significant emphasis on engagement with the local language, culture, and community and this is reflected in both its curriculum and its co-curricular programming for students. This is a real asset and should remain central in the future evolution of the program.
- It is also commendable that CET Prague provides all these co-curricular learning and travel experiences at no additional cost to the students. This supports the awareness of socioeconomic diversity that is part of CET's JEDI focus.
- The regular presence of program staff fosters relationships that provide meaningful support throughout the program experience.
- The CET Prague Center's location is one of its greatest assets. In addition to the exceptional location within the city, the facility itself fosters meaningful interaction between students, faculty, and staff, in part due to its small size.
- The staff make a point of being transparent with one another and understanding each other's roles so that when participants have questions or concerns, they can respond in a very timely manner to effectively support the students on the program. The participants that we spoke with corroborated this and several made a point of mentioning that the staff were very responsive to their inquiries and needs.
- The program has developed a great relationship with Grant Thornton and this demonstrates significant efforts that have been made to build diverse and engaging internship opportunities.

Recommendations

- Any expansion of the CET program, including the addition of concentrations and courses, as well as expanding the number of students served by the program, would benefit from closely aligning new offerings to maintain the benefits of interactive and engaged classroom settings, small class sizes and relevant connections to Prague and the broader region.
- CET should continue to foster connections and communications with U.S.-based academics to provide input on future curriculum development.
- Updates to the Business and Economics core course, "European Economies in Transition" should be considered. We believe the Business and Economics program concentration would benefit from shifting the focus away from the economics of transition (a process unfolding for several decades now). Additionally, the current course places a great deal of emphasis on comparative economic systems and models (which is not unimportant), but this material should probably carry less weight in the course as a whole. We would recommend moving this course in the direction of a more thematic treatment of "European political economy in a global context."
- Faculty members should occasionally have opportunities to accompany the participants on the seminars as their professional activities allow. This will allow the instructors to better integrate seminar content into overall classroom learning in the core courses.

- Further develop the curriculum of the Internship course so that there is a greater emphasis on career development. Adopting a common language of skills or proficiencies, such as the [Competencies for A Career Ready Workforce](#) developed by the National Association of Colleges and Employers (NACE), could be helpful in providing a framework for students to articulate the value of their internship experiences in language that employers typically use and understand.
- Continue to develop a network of businesses and organizations that will complement existing and new program track development so that high quality internship opportunities continue to be available to future participants.
- Prioritize curriculum expansion and addition of new courses in areas that are difficult to replicate in a U.S. university setting, leveraging the existing strengths of the program in place-based learning.
- Consider re-classifying core courses at the 300-level rather than the 200-level, reflecting the challenge and the learning opportunity that these courses provide, as well as their suitability for transferring in as upper-level courses at home institutions.
- As the program size fluctuates from Fall to Spring and increases over time, the CET Program Leadership and staff should make a point of being mindful of monitoring whether their existing efforts to support students are sustainable and in some cases scalable to ensure that staff does not burn out. If existing or new concentrations grow considerably, CET could consider adjusting staffing levels to meet new needs.
- Consider expanding programming that would establish additional connections to the local Czech community. Reinstating volunteer or service-learning experiences could be a good way to develop mutually beneficial connections for the program and community.

RESPONSE FROM CET





CET-UMN SoR Assessment Report: Response for CET Prague

Review Team Recommendations	CET Response
ACADEMICS	
<p>(1) Any expansion of the CET program, including the addition of concentrations and courses, as well as expanding the number of students served by the program, would benefit from closely aligning new offerings to maintain the benefits of interactive and engaged classroom settings, small class sizes and place-based learning relevant connections to Prague and the broader region.</p>	<p>We wholeheartedly agree, and will plan for future CET Prague curricular expansion to adhere to the current program model regarding experiential learning (including the Traveling Seminar) and will intentionally situate the academics within the context of the greater Prague community and beyond. We expect to next engage in this process in 2024.</p>
<p>(2) CET should continue to foster connections and communications with U.S.-based academics to provide input on future curriculum development.</p>	<p>CET feels our relationship with our U.S. partner schools and, by extension, their faculty, is critical to our continued academic excellence and success. Our current practice for new course development includes consultation with our partner school Study Abroad Offices and relevant academic departments to ensure academic quality and content that aligns with our sending school needs. For example, two new upper-level economics courses to be offered in 2024 were developed in consultation with Vanderbilt University’s Economics Department. CET plans to continue to foster connections and communications with U.S.-based academics in collaboration with our partners to inform curriculum development. To that end, in 2024 we will reconceive our previous Faculty Advisory Committee (FAC) structure, which had become inactive and subsequently was paused in fall 2023.</p>
<p>(3) Updates to the Business and Economics core course, “PR/IBUS 250: European Economies in Transition” should be considered. We believe the Business and Economics program concentration would benefit from shifting the focus away from the economics of transition (a process unfolding for several decades now). Additionally, the current course places a great deal of emphasis on comparative economic systems and models (which is not unimportant), but this material should probably carry less weight in the course as a whole. We would recommend moving this course in the direction of a more thematic treatment of “European political economy in a global context.”</p>	<p>Prague staff appreciate this suggestion, as the need to rethink and update the PR/IBUS 250 (Business & Economics core) course has been anticipated. Thus, this feedback not only affirms the need but also provides useful ideas for the course moving forward. To that end, CET Prague is in conversation with a current faculty member who is willing to take on the reimagining and updating of this core course. We plan to have the revised course in place by fall 2024.</p>

<p>(4) Faculty members should occasionally have opportunities to accompany the participants in the seminars as their professional activities allow. This will allow the instructors to better integrate seminar content into overall classroom learning in the core courses.</p>	<p>In general, we agree that faculty members participating in the Travel Seminar is a good idea. Now that CET Prague is back on track, financially speaking, CET plans to determine if core course faculty can accompany some aspects of the Traveling Seminar on a rotating basis, beginning in 2024 or 2025. We acknowledge there are many logistical and financial aspects that need to be taken into consideration to achieve this. We also feel there would be benefit in core course faculty taking part in the Traveling Seminar orientation to guide students regarding the connection of activities to course content.</p>
<p>(5) Further develop the curriculum of the Internship course so that there is a greater emphasis on career development. Adopting a common language of skills or proficiencies, such as the Competencies for A Career Ready Workforce, developed by the National Association of Colleges and Employers (NACE) could be helpful in providing a framework for students to articulate the value of their internship experiences in language that employers typically use and understand.</p>	<p>We appreciate the suggestion to incorporate career-integrated learning components into the INTS 350 Bridging Theory and Practice Internship course, as it confirms the imperative need to do so (a similar recommendation was made in the 2022 Assessment Visit to Jordan). We began the process of reviewing and revising the INTS 350 internship course in 2023 to incorporate NACE competencies as part of the curriculum, less focus on academic research, and more emphasis on identifying, building, and articulating career skills gained from the international internship experience. CET's goal is to have an updated Syllabus of Record for review by the University of Minnesota in early 2024 for implementation across the four CET programs sites that offer the internship option.</p>
<p>(6) Continue to develop a network of businesses and organizations that will complement existing and new program track development so that high quality internship opportunities continue to be available to future participants.</p>	<p>This is an excellent recommendation, and the CET Prague team feels well situated to enact this process with a new internship coordinator in place. We recognize that expanding our network of internship placement types is an ongoing goal that is achieved to a greater extent in some terms than in others. We will continue to pursue expansion of discipline areas in internship placements as a primary focus, with the goal of seeing results by fall 2024.</p>

<p>(7) Prioritize curriculum expansion and addition of new courses in areas that are difficult to replicate in a U.S. university setting, leveraging the existing strengths of the program in place-based learning.</p>	<p>We completely agree, and CET strives to ground academic content in the local context to the extent possible and to take advantage of the immediate and surrounding environment to inform and enhance student learning. We balance this goal with providing course offerings that meet the needs of students from our U.S. partner schools. We have recently made the decision to add an additional core course in the area of Global Security Studies beginning in 2024-2025. In addition, we have added three new courses beginning next year that have content grounded in the local context and play to the strengths of available resources for experiential learning opportunities. In response to the CET Prague program growing in student numbers, we plan to add additional courses in the near future that focus on content unique to Prague/Central Europe and reflecting disciplines in demand by our U.S. university partners.</p>
<p>(8) Consider re-classifying core courses at the 300-level rather than the 200-level, reflecting the challenge and the learning opportunity that these courses provide, as well as their suitability for transferring in as upper-level courses at home institutions.</p>	<p>We feel this is an interesting and timely observation that points to a broader need to reassess all CET Prague course level designations more generally. In response, in 2024 CET will plan to review the course level designations for existing CET Prague courses to ensure accurate coding, in particular examining upper-level versus lower-level classifications. As part of this effort, we also plan to conduct an audit of core course levels across CET programs to assess parity and relevancy, making revisions as warranted.</p>
<p>STUDENT SERVICES</p>	
<p>No recommendations</p>	
<p>INFRASTRUCTURE</p>	
<p>(9) As the program size fluctuates from Fall to Spring and increases over time, the CET Program Leadership and staff should make a point of being mindful of monitoring whether their existing efforts to support students are sustainable and in some cases scalable to ensure that staff does not burn out. If existing or new concentrations grow considerably, CET may want to consider adjusting staffing levels to meet new needs.</p>	<p>This is a valid point that we recognize. CET certainly will consider staffing and roles as the program grows. We will also keep a close eye on infrastructure capacities (CET Center space and housing) as enrollment grows and fluctuates in 2024 and beyond. We plan to adjust infrastructure to support students (and staff) to the extent possible and as necessary based on local possibilities.</p>

RELATIONSHIPS WITH HOST COMMUNITY & HOST UNIVERSITY

(10) Consider expanding programming that would establish additional connections to the local Czech community. Reinstating volunteer or service-learning experiences could be a good way to develop mutually beneficial connections for the program and community.

This recommendation is well taken and aligns with the CET value of local relationships. Technically, CET Prague offers community service volunteering opportunities for interested students who inquire (see ‘volunteering’ in our chart of Educational Components Across Locations under the [Academics section](#) of our website). In fall 2023 we offered one Jewish community-oriented opportunity but unfortunately no students signed up. In 2024 we hope to look into the barriers to students participating in such activities. CET Prague has the ability to reinstate volunteering options more formally and would consider it in the future if student interest supports doing so.

