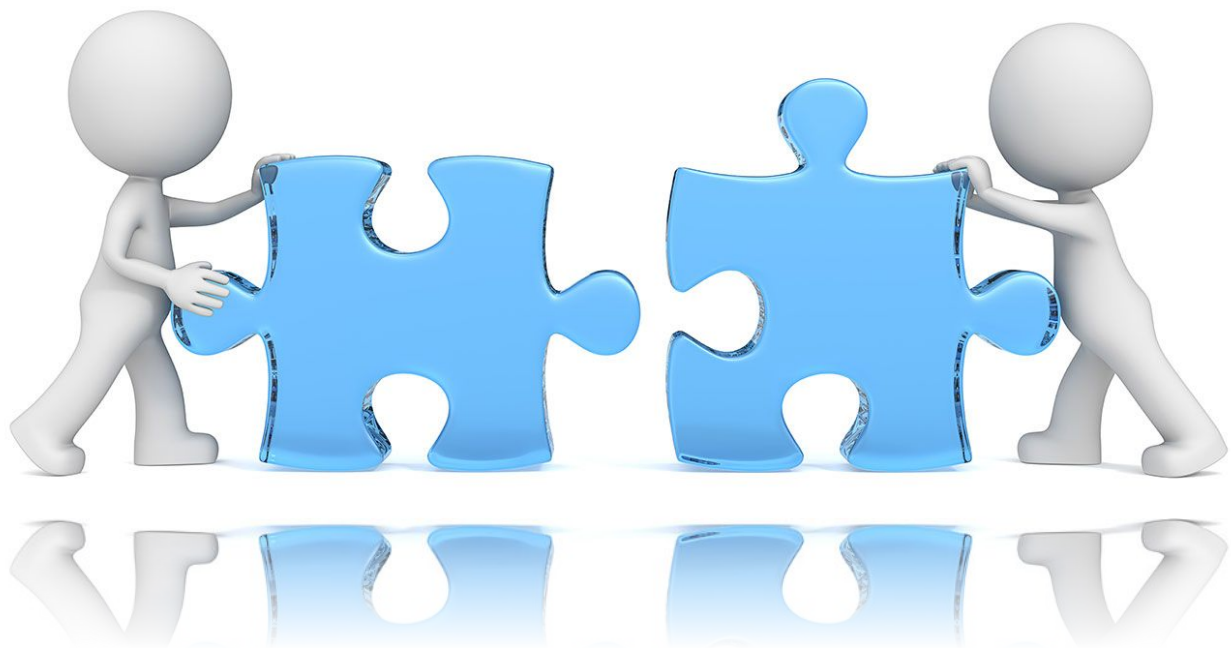


# Marketing & Recruitment



## Matching People and Opportunities



Fall 2022

# International Education Program Marketing and Recruitment

**IEMG 8520**

CRN: 91160  
Online

Mondays  
2:00 – 3:50 pm (Pacific)

Fall-B 2021  
Oct. 26, 2022 - Dec. 16, 2022

CRN: 90695  
On campus

Wednesdays  
2:00 – 3:50 pm (Pacific)

## *Features*

**Course details and  
welcome**

**Methodologies and  
learning outcomes**

**MIIS policies and  
support**

**Learning plan**

**Schedule overview**

**Forms of assessment**



Photo by LOGAN WEAVER on Unsplash

# International Education Program

## Marketing and Recruitment

### IEMG 8520

If you would like a syllabus that looks like all the other syllabi you have had at MIIS, [click here](#).

**Instructor: Dr. Daniel Chatham, MBA**  
**dchatham@middlebury.edu**  
**Mobile: 909-907-4544**

#### Office hours

Tuesdays 9:00 am - 11:00 am  
Fridays 9:00 am - 11:00 am  
and by appointment

Office appointments will take place  
in my [Zoom room](#) or by telephone

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Feb 28	Mar 1	2	3	4	5	6
	9:00 AM Bu? 10:00 AM % 10:00 AM %	9:00 AM Bu? 10:00 AM % 10:00 AM %	10:00 AM % 10:00 AM % 10:00 AM %	9:00 AM Bu? 10:00 AM % 10:00 AM %	9:00 AM Bu? 10:00 AM % 10:00 AM %	9:25 AM Bu?
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	1:30 PM % 2:00 PM Bu?	1:30 PM % 2:00 PM Bu?	10:00 AM Bu? 10:00 AM %	10:00 AM %		
14	15	16	17	18	19	20
	Away					
21	22	23	24	25	26	27
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28	29	30	31	Apr 1	2	3
	10:00 AM % 10:00 AM % 10:00 AM %	10:00 AM % 10:00 AM % 10:00 AM %	10:00 AM % 10:00 AM % 10:00 AM %	10:00 AM % 10:00 AM % 10:00 AM %	12:00 PM Bu?	
	1:30 PM % 2:00 PM Bu?	1:30 PM % 2:00 PM Bu?	1:30 PM % 2:00 PM Bu?	1:30 PM % 2:00 PM Bu?		

You are welcome to make appointments for one to one meetings or additional instruction during office hours throughout the course. My office hours are marked as "tentative" on my calendar so they are reserved for you. [View my calendar availability](#), and send a meeting request during any of those tentative office hour times. If you need to meet at other times, email me with details and propose three times so we can set an appointment efficiently. If you ever need to talk or have an urgent issue, call my mobile to reach out.

## Course description

This course introduces the fundamental essentials of marketing and recruiting as a managerial process. Students who complete the course will understand how to make decisions as managers in educational organizations responsible for defining and operating recruiting and marketing strategies according to their selected mission. This decision-making process includes understanding how to identify and evaluate target market opportunities, define and articulate a value proposition for an educational service, and develop a promotional strategy that takes into consideration competitors.

An introduction to many focused marketing and recruitment practices applied to international education programs, this course provides a broad introduction to marketing leading up to the field of enrollment management. This is an opportunity for students to study, explore and apply marketing skills to the international education context. Students put their learning into practice through analysis of current marketing and recruitment efforts, interpreting the week's news through the lens of its impact on higher education recruitment, and creation of a marketing plan proposal, among other activities.

# Methodologies And Promises



Photo by Austin Kehmeier on Unsplash

Hi there!

The course is based on mostly asynchronous learning through readings, videos, activities, online engagement, case studies, self-reflection, and optional synchronous participative learning. Hence, it is expected that you will manage your time to consume and engage with the assigned material and be prepared to discuss and apply it through the learning activities. Content delivery will be chiefly through the text and materials available on Canvas or other sources.

Optional synchronous class sessions will be devoted to applying new knowledge to create skills and abilities, addressing misconceptions, sharing alternative ideas.

To effectively participate in assigned work and class discussion, you should be able to accomplish one or more of the following: demonstrate your understanding of class materials or a case by showing how to analyze and evaluate a given situation; present creative solutions or alternatives during class discussion and presentations; present additional material not contained in class materials; and assist in clarifying or settling a discussion.

As your professor and mentor, I care about your professional growth and future, therefore I promise to provide you actionable feedback, professional mentorship, and candid input. I will also listen to constructive feedback about your learning experience in this course. Your suggestions to improve learning are welcome.

To achieve professional growth toward your future, I expect that you will make an effort on readings, assignments, and discussions. Participate in class because more professional interactions = more opportunities to apply and explain concepts. If you do these, you will have better success in practicum and your next professional opportunities.

Sincerely,

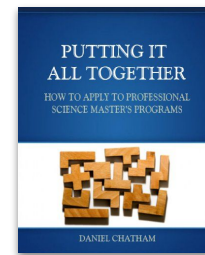
*David Chatha*

# Experiences I bring to the classroom...

*This is my favorite book...*



*...and I wrote this one about getting into the right grad school*



## International marketing and recruitment experience



Assistant Director of Recruitment  
 Associate Director of Admissions  
 Director of Admissions  
 Director of Marketing - Asia  
 Dean of Admissions and Financial Aid  
 Director of Graduate Programs  
 Founder, American Advisors

**750,000**  
 Approximate miles flown to meet with prospective students around the world

Photo by Amarnath Tade on Unsplash

## Coached international students to admission to over 100 universities, including:

Academy of Art University, San Francisco  
 Adelphi University  
 American University, Washington DC  
 Arizona State University  
 Ball State University  
 Barry University  
 Baylor University  
**Bocconi University, Italy**  
 Boston College  
 Boston University  
 Cal State Pomona  
 California Lutheran University  
 California Polytechnic State University, San Luis Obispo  
 California State University - East Bay  
 California State University - Fresno  
 California State University - Fullerton  
 California State University - Los Angeles  
 California State University - Sacramento  
 Carnegie Mellon University  
 Case Western Reserve University  
**Chalmers University Sweden**  
 City University of New York  
 Columbia University  
 Concordia University  
 CUNY Baruch College  
**Delft University of Technology**  
 Drew University

Drexel University  
 Duke University  
**École polytechnique fédérale de Lausanne**  
 Emerson College  
**ESADE Business School, Barcelona Spain**  
 Fashion Institute of Design & Merchandising, New York City  
 Florida Atlantic University  
 Florida Institute of Technology  
 Fordham University  
 George Mason University  
 George Washington University  
 Georgetown University  
 Georgia Institute of Technology  
 Grand Canyon University  
 Harvard University  
**HHL Leipzig Graduate School of Management**  
 Hofstra University  
 Hollins University  
 Hood College Graduate School  
 Hult International Business School San Francisco  
**Imperial College London**  
 Indiana University  
 Indiana University-Purdue University Indianapolis  
 Jacksonville University  
**Jacobs University, Germany**  
 Johns Hopkins University  
 New York Film Academy, Hollywood  
 New York Institute of Technology  
 New York University

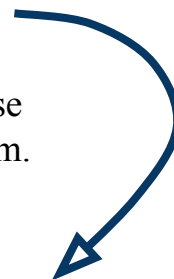
New York University-Abu Dhabi  
 Northeastern University  
 Northwestern University  
 Nova Southeastern University  
 NYU Polytechnic  
 Ohio Wesleyan University  
 Parsons School of Design - The New School  
 Pennsylvania State University  
 Pratt Institute  
 Princeton University  
 Purdue University  
 Rhode Island School of Design  
 Rutgers, The State University of New Jersey  
 Saint Louis University  
 San Diego State University  
 Santa Monica College  
**Sorbonne University, Paris, France**  
 Southern Methodist University  
 Susquehanna University  
 Syracuse University  
 Temple University  
 The New School, New York  
 Parsons School of Design, New York  
**University College London**  
 University of California, Berkeley  
 University of California, Davis  
 University of California, Irvine  
 University of California, Los Angeles  
 University of California, Merced  
 University of California, Riverside

University of California, San Diego  
 University of California, Santa Barbara  
 University of California, Santa Cruz  
 University of Central Florida  
 University of Cincinnati  
 University of Colorado, Colorado Springs  
 University of Florida  
 University of Illinois, Chicago  
 University of Iowa  
**University of Leeds**  
 University of Maryland - College Park  
 University of Miami  
 University of Michigan Ann Arbor  
 University of Nevada, Reno  
 University of North Carolina  
 University of Pennsylvania  
 University of Southern California  
 University of Southern California  
 University of Texas, Arlington  
 University of Texas, Austin  
 University of Texas, Dallas  
 University of Washington  
**University of Western Ontario, Canada**  
 University of Wisconsin - Madison  
 Virginia Polytechnic Institute  
 Woodbury University

# Academic Conduct

All students will be held to all policies and procedures listed in the most current Policies and Standards Manual (PSM). This includes but is not limited to our Student Honor Code and regulations on plagiarism. A complete copy of the Policies and Standards Manual (PSM) can be found here: <http://www.miis.edu/offices/records/policies>

Self-Plagiarism: Re-use of a student's work, in part or in its entirety, for another course the express permission of the course instructor may be considered a form of plagiarism.



The screenshot shows the Middlebury Handbook website. At the top, there is a dark blue header with the text 'Middlebury Handbook'. Below the header is a search bar with a magnifying glass icon and navigation icons for home, back, forward, and search. The main content area is divided into two columns. The left column contains a navigation menu with the following items: >  I. Middlebury-Wide Policies; >  II. Policies for the Undergraduate College; >  III. Policies for the Language Schools; >  IV. Policies for the Institute of International Studies; >  A. Academic Policies and Standards (highlighted in light blue); >  B. Policies Governing Student Conduct and Student Organizations; >  C. Faculty Handbook; >  D. Employee Handbook;  Previous Handbooks. The right column displays the title 'A. Academic Policies and Standards' followed by a list of sub-sections: · [A.1. Introduction](#); · [A.2. Academic Honesty](#); · [A.3. Academic Programs](#); · [A.4. Change of Academic Program](#); · [A.5. Instruction](#); · [A.6. Grades, Credits and Academic Policies](#); · [A.7. Policies Concerning Enrollment and Payment Fees](#); · [A.8. Leaves of Absence, Withdrawal, Suspension, Expulsion, and Graduation](#).



## Active Participation

Active engagement in learning activities is essential for students' individual learning. In addition, each student's participation enhances the learning community for all students.

If there are extenuating circumstances preventing you from meeting deadlines, please discuss the situation with me as early in the semester as possible. Students are responsible for seeking all information related to required course materials and activities. In addition, contributing late, making only superficial contributions, or causing distractions in class exchanges (as judged by the instructor), will result in a loss of participation and professionalism points.

You are evaluated on the quality of your contributions and insight. Quality comments possess one or more of the following properties: offers a different and unique, but relevant perspective; contributes to moving the discussion and analysis forward; builds on other comments; Transcends the "I feel" syndrome – meaning, it includes evidence and demonstrates reflective thinking.

*"The research is almost unanimous, which is very rare in social science, and it says that people who chronically multitask show an enormous range of deficits...including multitasking and learning."* –

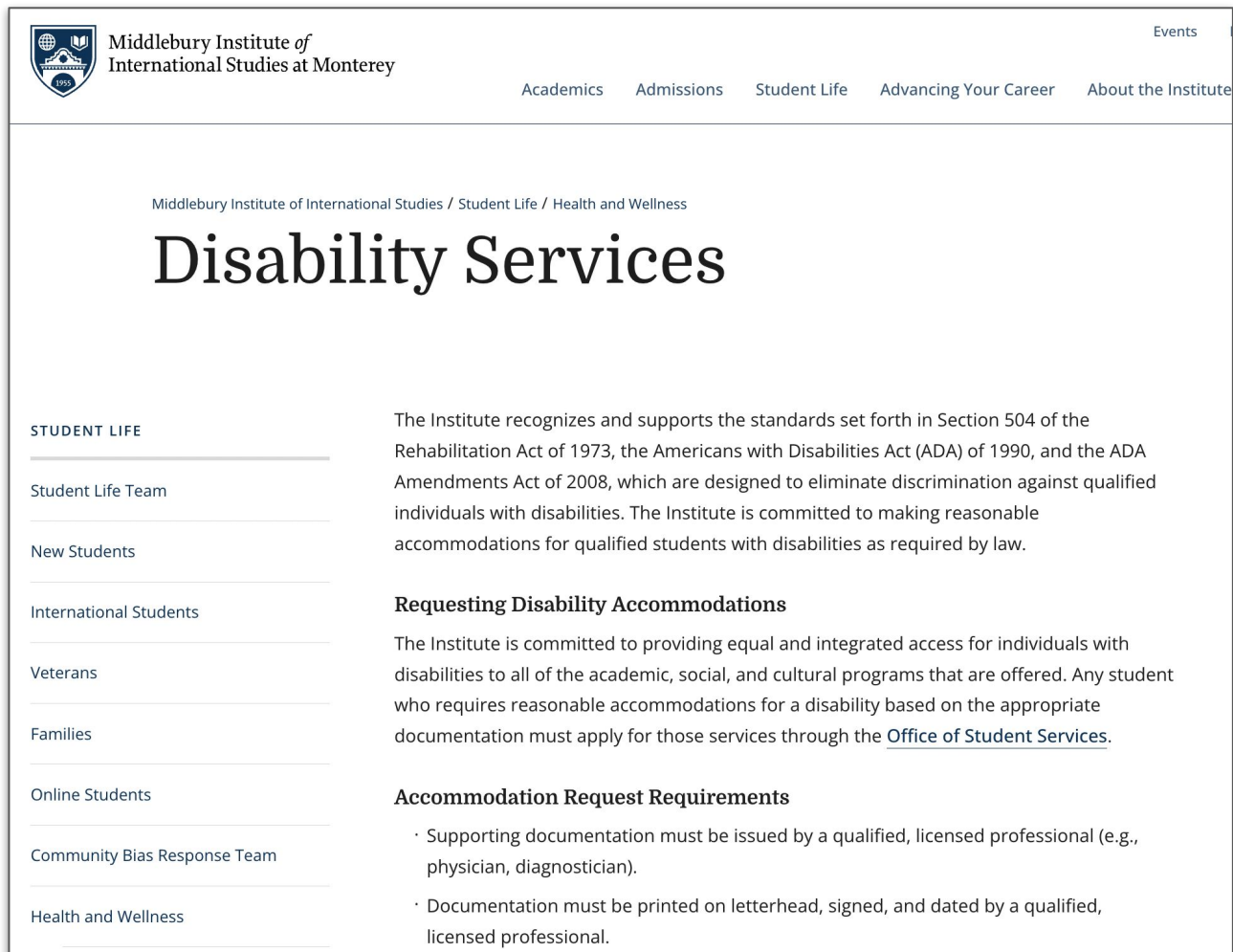
More research is available at:

<http://journalistsresource.org/studies/society/social-media/multitasking-social-media-distraction-what-does-research-say>

# Policy For Student Disability Accommodations

**Students with documented disabilities who believe that they may need accommodations in class are encouraged to contact the Assistant Dean of Student Services, Ashley Arrocha, as early in the semester as possible to ensure that such accommodations are implemented in a timely manner.**

Assistance is available to eligible students through the Office of Student Services. Please contact [aarrocha@miis.edu](mailto:aarrocha@miis.edu) or 831-647-4654 for more information. All discussions will remain confidential.



The screenshot shows the website for the Middlebury Institute of International Studies at Monterey. The page is titled "Disability Services" and is part of the "Student Life / Health and Wellness" section. The page includes a navigation menu with links for Academics, Admissions, Student Life, Advancing Your Career, and About the Institute. The main content area is divided into two columns. The left column contains a "STUDENT LIFE" menu with links for Student Life Team, New Students, International Students, Veterans, Families, Online Students, Community Bias Response Team, and Health and Wellness. The right column contains the main text, which includes a paragraph about the Institute's commitment to accessibility, a section titled "Requesting Disability Accommodations" with a paragraph about the process, and a section titled "Accommodation Request Requirements" with a bulleted list of requirements.

Middlebury Institute of International Studies at Monterey

Events

Academics Admissions Student Life Advancing Your Career About the Institute

Middlebury Institute of International Studies / Student Life / Health and Wellness

## Disability Services

**STUDENT LIFE**

- Student Life Team
- New Students
- International Students
- Veterans
- Families
- Online Students
- Community Bias Response Team
- Health and Wellness

The Institute recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008, which are designed to eliminate discrimination against qualified individuals with disabilities. The Institute is committed to making reasonable accommodations for qualified students with disabilities as required by law.

### Requesting Disability Accommodations

The Institute is committed to providing equal and integrated access for individuals with disabilities to all of the academic, social, and cultural programs that are offered. Any student who requires reasonable accommodations for a disability based on the appropriate documentation must apply for those services through the [Office of Student Services](#).

### Accommodation Request Requirements

- Supporting documentation must be issued by a qualified, licensed professional (e.g., physician, diagnostician).
- Documentation must be printed on letterhead, signed, and dated by a qualified, licensed professional.

<https://www.middlebury.edu/institute/student-life/health-wellness/ada>



# Writing Style & Formatting Requirements



Photo by Chris Chow on Unsplash

Written assignments in this course will follow business writing guidelines. Business writing means a “plain-language” style that is clear and succinct and appropriate in a professional context. The writing for each assignment should be understood by anyone with a secondary/high school education, and should be skimmed easily.

Resources are available in <http://sites.miis.edu/iemprojecbasedcourses/> under “General Resources”. Students are also encouraged to utilize resources on Lynda.com for Business Writing and to utilize the [Graduate Writing Center](#) on campus.

# Course Logic Model - High level course plan

## Current situation:

Most students have no prior training in marketing or recruitment for educational programs and those that do have uneven knowledge, skills, and abilities. Closing these KSA gaps increases their job opportunities and the impact MIIS can have more broadly on international education.


Inputs / Resources	Activities	Outputs	Student Learning Outcomes		Impact
			Short	Mid	
World news	Marketing podcast	5 Podcast episodes	Students will be able to:		
Live marketing campaigns	Competition analysis	Weekly analysis of live marketing materials	Interpret external events for impact on IE mktg and recruitment.	Create education program marketing plans for different types of programs.	MIIS graduates will expand int'l education by matching others in pursuit of educational programs, especially around int'l education, with appropriate options.
Case study materials	Marketing hourglass	Make 5 outreach recommendations	Know and recognize the principles of marketing in the IE context.	Devise appropriate and creative recruitment plans.	
Marketing texts	Advertising strategies and planning	3 potential partnership proposals	Segment a target market.	Articulate a partnership strategy.	
Related videos	Recruitment event creation	5 innovation spotlights	Identify potential partners.	Produce appropriate marketing strategies and example components.	
Podcasting system	Partner identification exercise	1 innovation showcase presentation	Create and interpret conversion funnels.		
Shared documents	Innovation showcase	1 marketing strategy proposal			
Canvas					

## Context and Assumptions:

Students are motivated to help others find and pursue educational programs that are a good fit. Students can reflect on their own experience being “recruited” and analyze that experience through the lens of the organization’s marketing and recruitment goals.

The skills developed in this course are adaptable to a variety of marketing and recruitment contexts, from domestic study away programs to inbound recruitment of international students. More broadly, many of these skills can apply to marketing for nonprofit and for-profit organizations.

# Detailed Learning Outcomes

A person wearing a maroon graduation cap and gown is walking away from the camera on a city street. The person has long dark hair and is seen from behind. The street is lined with buildings and parked cars, and the scene is brightly lit.

Skills developed in this course are adaptable to a variety of marketing and recruitment contexts, from domestic study away programs to inbound recruitment of international students. More broadly, many of these skills can apply to marketing for nonprofit and for-profit organizations.

## **By the end of this course students will be able to:**

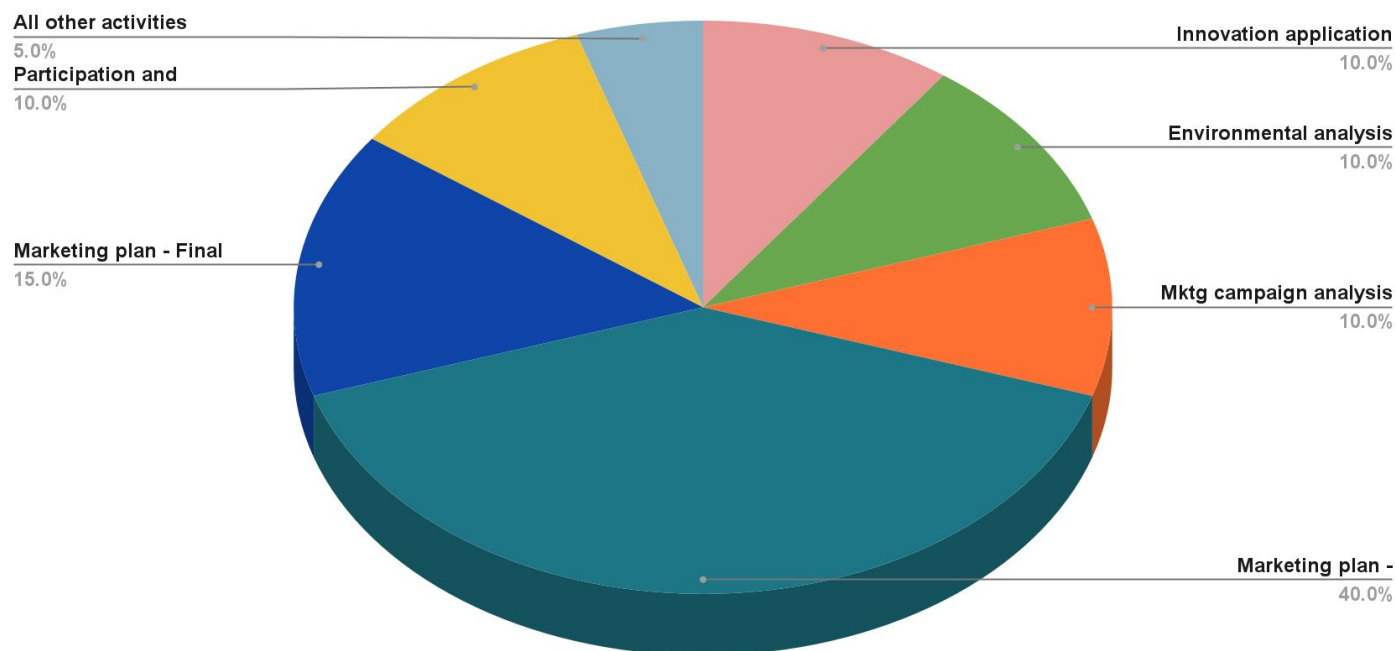
1. Interpret external events for impact on IE marketing and recruitment.
2. Know and recognize marketing principles in the IE context.
3. Segment a target market.
4. Identify potential partners and articulate a partnership strategy.
5. Create and interpret conversion funnels.
6. Create education program marketing plans for different types of programs.
7. Devise appropriate and creative recruitment plans.

# Requirements And Grading

There are many assessments of your learning throughout this course. The course grade is based on assignments falling into the categories below, including some individual (i) and some group (g) assignments.

Details for each assignment are provided throughout the course.

For information on standard MIIS Grading Policies, please refer to the Policy and Standards Manual (PSM). A complete copy of the Policies and Standards Manual (PSM) can be found here: <http://www.miis.edu/offices/records/policies>



Innovation application	10%
Environmental analysis	10%
Marketing campaign analysis	10%
Marketing plan - components	40%
Marketing plan - Final	15%
Participation and professionalism	10%

**Total: 100%**

# Textbooks And Other Materials



There is no  
textbook  
required for  
this course  
:)

Photo by [Kimberly Farmer](#) on [Unsplash](#)

All required readings will be provided via the [Canvas learning management system \(LMS\)](#) or as links to online resources. Most materials will be provided through use of a shared Google Drive folder. Some texts may be provided electronically through the [MIIS Library course reserves](#)

A screenshot of a Canvas LMS page for the 'Marketing and Recruitment' course. The page header includes 'Fall 2022' and 'Marketing and Recruitment'. Below the header is a navigation bar with 'Start Here' and 'Ask a Question' buttons. The main content area starts with a 'Welcome!' message, followed by a paragraph of introductory text. Below the text are two module cards: 'Module 0' with a thumbnail image and the text 'Before first week of class', and 'Module 1' with a thumbnail image and the text 'Dates'.

# Schedule Overview

Week	Main questions / focus areas	Tools / techniques / models / frameworks	Assignments due this week
1	<p>Understand course goals, expectations, and structure.            Relate to personal marketing experiences in international education sector            Understand the marketing hourglass and customer pipeline concepts.            Identify and describe the course case partner            Analyze the external environment and apply the DESTEP model to IE marketing context.            Select case of personal interest for semester projects            Analyze email marketing efforts</p>	<p>Introduction to the course            Course Case: MIIS IEM program            Individual case selection            Marketing hourglass            DESTEP analysis            Podcast archive</p>	<p>Syllabus familiarization            Reflection journal            Email signup            Podcast signup            Innovation spotlight            Environmental analysis</p>
2	<p>Analyze IE student ("customer") traits and preferences.            Segment the target market for an IE institution or program.            Identify components of the marketing mix in practice.</p>	<p>Market segmentation            Customer personas            DESTEP analysis</p>	<p>Reflection journal            Innovation spotlight            Market analysis: USP and            Market segmentation            Environmental scanning</p>
3	<p>Draft value propositions for IE programs with consideration for the markets they serve.            Explain why different education market segments receive different value propositions.            Draft / continue drafting value propositions for selected project program.            Conduct a competitor analysis.</p>	<p>3C's competition model</p>	<p>Marketing analysis: Value proposition and positioning            Competitor analysis            Customer personas            Environmental scanning            Innovation spotlight            Reflection journal</p>
4	<p>Become familiar with different types of outreach and promotion options for the international education sector.            Interpret conversion rates in the candidate pipeline.            Apply game mechanics to sustain or increase candidate engagement.</p>	<p>Marketing funnel            Gamification strategies</p>	<p>Innovation spotlight            Marketing analysis: Lead flow plan            Enrollment funnel            Environmental scanning            Community building</p>

Optional synchronous class sessions will be held on campus in [McGowan 99](#) or this Zoom room (online section only):

<https://middlebury.zoom.us/j/91013798977?pwd=U2dRYUVFZGs0QTFvbnVKYUVNT2NKdz09>

# Schedule Overview, continued

Week	Main questions / focus areas	Tools / techniques / models / frameworks	Assignments due this week
5	<p>Understand the role education agents play in international contexts and identify ethical considerations associated with this marketing approach.</p> <p>Identify potential partners and propose mutually beneficial collaboration options.</p> <p>Create a feeder institution plan, adapted to your case study's context.</p>	Partnership practices	<p>Innovation spotlight</p> <p>Marketing analysis: Story arc</p> <p>Feeder institution plan</p> <p>Partnership plan</p> <p>Environmental scanning</p>
6	<p>Evaluate marketing plans for efficacy of communication, alignment of strategies, and potential impact of solutions.</p>	<p>Existing program models</p> <p>Worked examples</p>	<p>Innovation review</p> <p>Marketing analysis: review and reflection</p> <p>Outreach and promotions</p> <p>Final marketing plan</p> <p>Environmental scanning</p>
7	<p>Iterate past marketing deliverables and create composite marketing plan.</p> <p>Effectively communicate marketing strategies, goals, and tactics.</p> <p>Recognize the new knowledge, skills, abilities, or attitudes you have developed in this course.</p> <p>Consider how course learning objectives and personal learning objectives have been met.</p> <p>Visualize how and when you will use these new insights within your anticipated professional pathway.</p>		<p>Final marketing plan</p> <p>Reflection journal</p> <p>Exit ticket</p>

Optional synchronous class sessions will be held on campus in [McGowan 99](#) or this Zoom room (online section only):

<https://middlebury.zoom.us/j/91013798977?pwd=U2dRYUVFZGs0QTFvbnVKYUVNT2NKdz09>

# Forms of Assessment

## Professionalism

You will be evaluated upon your regular participation and engagement. Active participation in class discussions is essential for your individual learning and to contribute to building a positive learning environment. You are expected to discuss the reading assignments and to engage with your peers in meaningful discussions about the topics. Your preparation dictates the quality of discussion and engagement and what you take away from the course. Additionally, this course requires a significant amount of student effort and students are encouraged to make use of instructor office hours to seek guidance and counsel on project-specific needs throughout the course.





# Forms of Assessment

## Marketing Podcast

We will host a weekly audio podcast about higher education news and have a roundtable discussion focused on the marketing and recruitment implications of those news items.

Every student will participate in the panel once during the term, and needs to listen to the weekly podcast episode. This represents two different assignments related to the podcast.

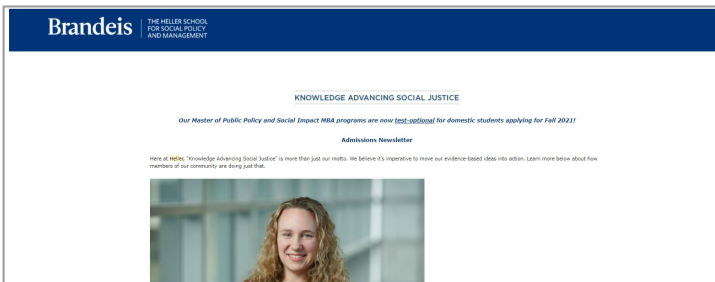


# Forms of Assessment

## Email Analysis



Review and critical analysis of actual recruitment materials received from real programs or schools. This will be done on a weekly basis in weeks 1-6.



Find the right program for you!

Our most popular options are the 150-hour TEFL Certification or the 180-hour TEFL Certification. Or better yet, turn your TEFL certification into an adventure abroad and take advantage of our placement assistance opportunities at no additional cost!

Learn More About Our Courses:

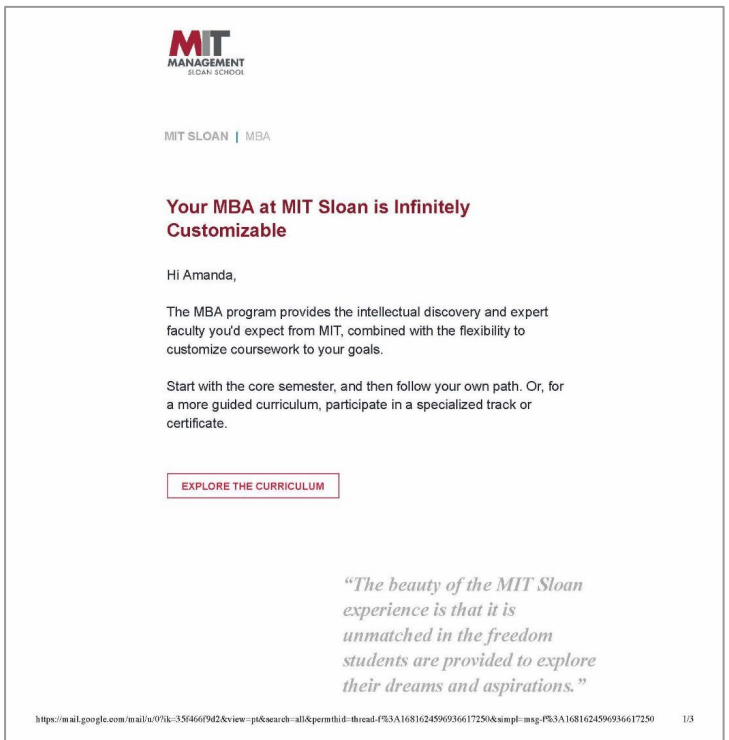
- [150-Hour TEFL Certification](#)
- [180-Hour TEFL Certification](#)
- [60-Hour TEFL Certificate](#)
- [30-Hour TEFL Certificate](#)

Get Started Today!



Anna,

How will the **Suffolk** MBA transform your career? We have a full lineup of virtual events that will connect you with faculty and

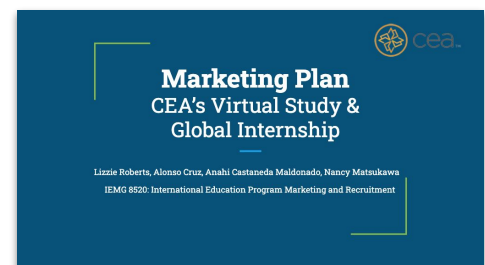
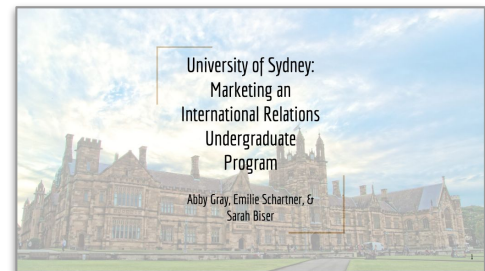


# Forms of Assessment

## Marketing Plan Proposal and Deliverables

Throughout the term, you will compile a marketing plan document with drafts of each section due at specific dates during the term. The composite final document is due in the last week of the course and will generally include the following components:

1. Description of the organization profile
2. Context and assumptions
3. DESTEP analysis
4. Competitive assessment
5. SWOT / TOWS analysis / strategy description
6. Target market description / personas
7. Partnership recommendations
8. Feeder institution ID and recommendations
9. Recruitment plan
  - i. Description of initiatives
  - ii. Schedule of initiatives
  - iii. Resources
10. Sample marketing collateral



# Forms of Assessment

## Innovation Spotlights / Showcase

Throughout the semester you will scan for marketing and recruiting innovations to learn where the cutting edge is in this industry, learn from it, and apply some of your findings to your case's marketing plan - as appropriate. The spotlights are weekly reports, and the showcase is an end of term presentation and application to your selected case organization.



**A-LEVEL RESULTS DAY** Personalised video campaign

**CASE CIRCLE OF EXCELLENCE AWARDS 2020**  
MARKETING ON A SHOESTRING  
THE UNIVERSITY OF MANCHESTER

On results day we responded to 109 tweets and Instagram stories (68 videos live from alumni, 23 by current students and 18 pre-recorded by academics).

The campaign achieved over 14,400 views across social media.



# Forms of Assessment

## Discussion & Reflection



Photo by [Chris Montgomery](#) on [Unsplash](#)

Typically, students will post an individual response and then are required to respond to two peer responses to compare and contrast experiences, offer support and guidance, and generally support colleagues through the course. For full points, individual responses and peer responses must be submitted by the assignment deadline.

A reflection journal, self-reflection exercises, discussion board posts, and/or reflection prompts will be used in class or on Canvas to evaluate the various components of the process throughout the term. Postings and discussion of peer responses are expected to earn full points for discussion and reflection.



Photo by [Randy Jacob](#) on [Unsplash](#)

# Fall A to B Break is over :(

Let's get geared up for a good class. Do what you do when you want your creative juices flowing.

Keep your pencils sharp, and let's figure out the puzzle that is marketing and recruitment of international education programs.

