FACULTY-LED STUDY ABROAD INFO SESSION

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WHAT IS FACULTY-LED STUDY ABROAD?

SHSU Faculty-Led Study Abroad 101:
- SHSU faculty members teach an SHSU course at a distance location
- The course must be taught abroad for more than 50% to be considered a study abroad course
- Courses offered abroad must adhere to the same minimum requirement for number of contact hours and academic integrity as on-campus courses
- The location where the course is taught must be relevant to coursework and enriching to the students’ experience and understanding of the content
- Courses can be taught at the undergraduate or graduate level:
  - Undergrad courses must have a minimum of 10 students
  - Graduate courses must have a minimum of 5 students
- Faculty members are responsible for:
  - Creating their program proposal, submitting it on time, and making changes as requested by the OIP or Academic Planning and Assessment
  - Creating and executing their budget
  - Working with third-party vendors or partner universities to help execute their program
  - Recruiting students for the program
  - Leading the program
  - Completing required post-program paperwork

*The role of the OIP is to assist you throughout this process.*
WHY LEAD A PROGRAM ABROAD?

- Unique teaching experience, access to academic resources abroad for personal research, different kind of professor/student experience.

- Most common study abroad model for students. Going with a professor they know and trust, and with fellow SHSU students, provides a sense of comfort and familiarity, especially for first-time travelers.

- Internationalizing the campus and your department. Recruit students by offering specialized international opportunities within their major
WHERE CAN I GO?

Restrictions:
- Locations on the U.S. State Dept. Travel Advisories List level 3-4
  - Most of these locations are not ones you would typically consider anyway (Syria, North Korea, etc.), but be aware that this list also includes the following: Turkey, Honduras, Venezuela, some regions of the Philippines, Mexico, and Colombia.
- Locations not covered by SHSU ACE travel insurance (these lists generally overlap)

Considerations:
- Is this location at risk of landing on the Travel Advisories List level 3-4?
- Will my students need a visa? If I have non-U.S. citizen students on my program, will they need a visa?
- How much will the flight cost? Is there a direct flight? If the flight requires a layover, is that layover in a Travel Warning country? Is the layover in a country that requires a transit visa?
- Do I or another traveling faculty member speak the language of this country? If not, will I be working with a local contact that can act as a translator?
WHERE CAN I GO?

Additional considerations:

- Is this location easily marketable to my students? (in other words, is it somewhere they are interested in going?)
- Does holding a course in this location positively contribute to the content being taught? Examples:
  - Holding a Texas Government class in Hawaii because “Ooh, pretty beaches…” = bad idea
  - Holding an Asian Politics class in South Korea because there are opportunities to connect coursework to real life (meeting with Korean legislators, visiting field offices of Korean political parties, etc.) = great idea
- Do I have a third-party or partner university to work with in mind?*
- Does SHSU already have a program in this location?

Current SHSU faculty-led program locations:

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<tr>
<td>China</td>
<td>Costa Rica</td>
<td>England</td>
<td>Germany</td>
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<td>Italy</td>
<td>Japan</td>
<td>Mexico</td>
<td>Poland</td>
<td>United Arab Emirates</td>
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*Have a location in mind, but no partner university or third-party vendor contacts? Talk to the Office of International Programs- We have lots of contacts!
WHAT CAN I TEACH?

In theory, you can teach any course that you would regularly teach on-campus at SHSU.

In reality, the course must:

• Have a direct connection to the location it is being taught in
• Have a minimum of 10 students enrolled (or 5 students for graduate courses)

The course(s) offered could be

**Topical**
• Offering 1-2 courses geared toward specific majors
• Typically limits student recruitment to within your department, but may allow you to offer upper level/cross-listed courses

**Interdisciplinary**
• Courses that could fill general electives across majors
• Allows you to recruit students, and work with faculty, from multiple departments
WHAT CAN I TEACH?

Prerequisites listed in the SHSU course catalog cannot be waived for study abroad courses.

Considerations for choosing a course:
- Is the content of this course directly related to the location it will be taught in?
- Will this course be easy to recruit for?
  - Is it a core course?
  - Is it a lower-level or upper-level course?
  - Are there major restrictions or other prerequisites?
  - Can a graduate-level course be offered as well?

Discuss with your Chair and Dean what will work best for your department.
WHAT’S THE PROGRAM LENGTH?

• The program length should match up with the credits being offered. Max 15 contact hours/1 contact hour can be awarded per week abroad (in other words, a 3-week program could offer a 3-credit course).

• Most SHSU faculty-led programs are 2-4 weeks in length during the summer, but it’s also possible to offer programs during Winter and Spring Break.

• If not all contact hours can be earned abroad the teaching can be a combination of on-campus instruction and out-of-country instruction.
OUT-OF-STATE PROGRAMS

Can I lead a “study abroad” program in Arizona?
• Yes! That’s called Study Away!
• The Office of International Programs governs Study Away programs as well
• Study Away programs are subject to the same proposal review, policies, and regulations as Study Abroad programs

Perks of Study Away programs:
• Students don’t need a passport
• May appeal to DACA students and others with travel restrictions
• May not require students to fly
• May appeal to students with little to no overseas/travel experience

Drawbacks of Study Away programs:
• Students don’t gain international experience

Know your student population!
QUESTIONS TO ASK WHILE DEVELOPING A PROPOSAL

- Does the program support the overall mission of the institution, college, and department?
- Does this program fit a needed academic or geographic niche not currently available to SHSU students?
- What is the minimum number of students you need to recruit? Is this number sustainable year after year?
- Will this program fit well with SHSU academic calendar and students’ degree plans?
- Is this program affordable to students?
- Have you visited the location, and can you provide information at the orientation of the program to prepare students for their study abroad experience? Can you also attest that this site has the necessary resources and support for participants?
QUESTIONS TO ASK WHILE DEVELOPING A PROPOSAL

• Is this program in a geographic location that falls under an advisory level 3 or 4 by the Department of State? [https://travel.state.gov/content/travel/en/traveladvisories/traveladvisories.html](https://travel.state.gov/content/travel/en/traveladvisories/traveladvisories.html)

• Do your Chair and Dean find this program acceptable?

• Do you have enough time to commit to this program in terms of its proposal, recruitment, orientation, and successful education stages?

• Will you be able to lead the program every year?

• Is this a program that could be offered by your department if you are unable to lead it in the future?

• Have you identified a provider or partner university that can support your program at the site?

• What are the proposed courses to be taught abroad?
SUGGESTED LEARNING OUTCOMES

All study abroad programs should address one or more international-based learning outcomes in addition to the specific discipline-related learning outcomes of the program.

- **Knowledge**
  
  Study abroad participants will seek to understand the host culture in a global and comparative context; that their culture is one of many diverse cultures and that alternate perceptions and behavior may be based in cultural differences; how historical and current forces shape world systems; other languages and cultures (beliefs, values, perspectives, practices, and products); or how the natural environment of the country is contextually important to the program.

- **Skills**
  
  When appropriate, study abroad participants will analyze issues, situations, or the natural environment from more than one cultural perspective and have opportunities to speak, listen, read, and/or write in a language other than their first language.

- **Cultural Perspective**
  
  SHSU study abroad participants should seek to learn from others who are culturally different from themselves; accept cultural differences and accept cultural differences and ambiguities; appreciate the language, art, religion, philosophy, material culture, or utilization of the natural environment of different peoples.
Additional Suggestions for Learning Outcomes

• A substantial portion of the academic program should be related to the socio-cultural or geographic environment of the host country.

• Class-hour credit may be awarded for extra-curricular lectures and field trips when the content is academic in nature and integrated into the class for which the credit is awarded.

• Where possible, opportunities for cultural immersion should be incorporated into the program, e.g. service learning, internships, host families, interaction with students from the host country, discovery of the natural environment, etc.

• When feasible, programs in non-English speaking countries should seek to incorporate a language development component.

• The program should include opportunities for reflection on the experience abroad during and after the experience.
PROPOSAL TIMELINE

Spring 2019: Consult with your Department Chair/Dean AND Malin/Office of International Programs regarding proposal questions and concerns

July 2019: Put the final touches on your proposal and get the necessary proposal signatures from your Department Chair and Dean

August 1, 2019: PROPOSALS ARE DUE IN THE OFFICE OF INTERNATIONAL PROGRAMS. The OIP will take two weeks to review proposals and will reach out to you if edits/clarifications are necessary.

August 14, 2019: Proposals are due in the Office of Academic Planning. Academic Planning will review proposals and inform you of necessary edits/clarifications, with the Office of International Programs.

Late November 2019: Receive notification from the THECB (through OIP) about course approval

*The August 1st and August 14th deadlines are fixed and non-negotiable. Start your planning EARLY!*
PROGRAM TIMELINE (SUMMER 2020)

Mid-August-October 2019: Begin marketing proposed program to students.

Mid-August-October 2019: Submit New Fund Request (new programs only)

November-December 2019: Submit Vendor W-9s

January-February 2020: Submit Travel Requisition and Class Schedule Maintenance Form

January-March 2020: Last marketing/recruiting push- Courses with fewer than 10 students will be contacted.

March 2020: Students must have all required paperwork submitted to the OIP.

March-April 2020: Submit Direct Payment Form, Outgoing Wire Form, and Travel Cash Advance Request
March-April 2020: Study Abroad Coordinator will conduct a Pre-Departure Health and Safety Orientation for students.

April 2020: Students will register for their classes in MySam.

May-July 2020: HAVE FUN ON YOUR PROGRAM!

**Post-Program**

- 2 weeks after return: Submit Faculty Expense Report and Accountability Form
- 4 weeks after return: OIP will administer student evaluations
- 1 months after return: Budget Reconciliation
Let’s take a look at the proposal template.
BUDGET TEMPLATE

Let's take a look at the budget template
QUESTIONS?

Complicated problem? Lots of questions? Set up a meeting!

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