



# UWL Faculty-Led Study Abroad Guidelines

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## I. Introduction

A primary purpose of the International Education Committee (IEC) is to encourage and support the continued development and advancement of high quality, international study abroad programs at the University of Wisconsin-La Crosse. One of the responsibilities of the Committee is to review, for possible approval, each UWL credit-generating program offered at least in part at a site abroad. To that end, the Committee has developed these guidelines. The guidelines are intended for proposers and/or directors of programs, as well as for the Committee, which reviews the programs. In addition, International Education and Engagement (IEE) has prepared a "[Study Abroad Manual](#)" to assist faculty in the development and on-going administration of short-term study abroad programs.

Faculty-led program proposals originate from the faculty, are administered by IEE, and reviewed and approved by IEC. Many of the policies and procedures described below are the result of mandates from University of Wisconsin System for safety and liability reasons. All faculty who plan to lead programs are required to meet with staff in the IEE office for program planning purposes.

These guidelines are for international study abroad programs. These guidelines and required forms are available on the [IEE website](#).

A faculty-led study abroad program is a short-term credit-generating program that is led by UWL faculty and/or staff and takes place primarily in another country. Credit-granting, international study abroad programs are designed to provide UWL students educational experiences that are integrally related to the curriculum, but not otherwise available on-campus and/or offered through a unique and impactful cultural context. Such programs offer students the opportunity to: conduct research in an international setting, explore different cultures and societies, acquire intercultural competencies, and/or develop professional skills. These programs are (generally) short term in nature and may or may not involve another institutional (university) partner participating in the delivery of the program. Programs can be offered during the summer session, the winter intersession, as well as during spring break.

For the proposal process there are two types of faculty-led study abroad programs:

**New faculty-led study abroad.** A new faculty-led study abroad program is one that (a) has not been previously approved by the IEC, (b) has been approved by IEC but not been offered in the past five years, or (c) has been previously approved by the IEC, but has significant changes (e.g., location, course(s), majority of activities).

Faculty/staff proposing new international study abroad programs must submit a detailed proposal to the IEC following the guidelines outlined in the remainder of this document.

Faculty/staff leading previously approved study abroad programs must have submitted their post-program assessment report and new faculty leaders must submit a narrative statement addressing the items in section V.C. (Faculty Preparation) of this document.

**Previously approved faculty-led study abroad.** A previously approved faculty-led study abroad program is one that has been offered in the past five years and has no significant changes (e.g., location, course(s), majority of activities) to the program, with the exception of change of the instructor of record. If the only change is the instructor of record, the new faculty leader must submit a short, 1-page narrative explaining their preparation and experience in the program's location and in leading students abroad. Faculty leaders still must receive their Chair and Dean approval for a previously approved program by submitting the Recommendation Form (see link below) by the required deadlines.

Once IEC has approved a program, the program has continuous approval to be offered in future terms providing there are no significant changes to the program (e.g., location, course(s), majority of activities). Following the completion of the program, faculty leaders are required to discuss their program with IEE and make necessary changes to future programs deemed appropriate by the faculty leader and/or IEE Director. Post program assessments need to be submitted to IEC within 60 days of the completion of the program.

## II. Deadlines

Beginning with summer 2020 programs, IEE will require a [recommendation form](#) to be completed by department chairs and deans. Faculty need to complete the recommendation form within the academic year prior to the deadlines listed below (e.g. for a Summer 2020 program, the recommendation form is due to the chair by April 1 of 2019):

Term Offered	Chair Recommendation	Dean Recommendation	IEE Deadline	IEC Deadline
Summer	April 1	May 1	August 1	August 31
Winter & Spring Break	September 1	October 1	January 15	January 31

## III. Eligibility Information

Study abroad programs are designed and led by full-time faculty and instructional academic staff—with faculty status and a continuing appointment. While none of the qualifications listed below are required to develop a study abroad program, a proposer's ability to address one or more of the items mentioned are helpful in painting a picture of preparation. Proposers should speak to one or more of the following items when addressing section V.C. in their narrative.

1. Knowledge of the language and culture of the country/countries in the proposal from an academic/scholarship perspective and/or a personal perspective
2. Experience in the country (personal and/or scoping visit)
3. Contacts in the country such as: academic or personal
4. Experience organizing and leading groups of students overseas or outside of the La Crosse area.

#### IV. Program Design

Proposers should take the following steps before preparing a proposal.

1. Generate a program idea and then consider:
  - a. Has there been an ongoing expression of interest among students to study a specific topic in a particular location? Have you consulted with your colleagues, chair, and dean regarding the feasibility of leading a program abroad?
  - b. How is the topic you are interested in particularly relevant to a specific study abroad location?
  - c. What is the breadth of opportunities for site-specific contextualized learning at the site you are considering?
2. Attend workshops offered by [IEE](#) and/or [Center for Advancement of Teaching and Learning](#) (CATL) designed to help faculty work through the design and logistic elements of proposal preparation.
3. Review IEE's "Study Abroad [Handbook](#) for Faculty-Led Programs."
4. Contact IEE to begin working through the logistical aspects of the program and begin writing the proposal.
5. Consult IEE staff or IEC representatives to answer questions or concerns about individual proposals or the process.
6. Submit a proposal

#### V. IEC Proposal Submission Instructions

One of the roles of the IEC is to review and approve the academic portion of faculty-led study abroad programs: IEE works with proposers to prepare the logistical aspects of the program design. Faculty will prepare one proposal using IEE's Terra Dotta software and web portal. As part of this proposal, IEC requires that faculty upload a narrative (.pdf) and a detailed syllabus (.pdf) for review. The proposal narrative, with a recommended length not to exceed 10 pages, should be written to have the following headings (A-F) as applicable to the program:

##### A. Cover Page

Please include a cover page that includes the following information: name of faculty leader(s) and home department(s), title of program, location, term, travel dates, name of provider, and courses offered. This cover page will NOT be counted toward the total 10-page narrative.

## B. Need statement

Discuss the need for the study abroad program and why this course should be offered in the chosen location. In the answer, address student interest in the program.

## C. Program Design

Study abroad programs should be designed to align the chosen location, goals and learning outcomes with program activities. Specifically, proposals should include the following:

1. a description of main goal/purpose of the program, a rationale for why the program should take place in the chosen location, and the course(s) to be offered,
2. a list of the student learning outcomes associated with the study abroad elements of the course.
  - a. Include standard SLOs as found in the Curriculum Inventory Management (CIM) form for the course,
  - b. and the SLOs specifically developed for the study abroad aspects of the course.
3. a description—a minimum of two—of principal course activities that align the chosen location with the support and achievement of principal course SLOs,
4. a description of the course content, including:
  - a. how the content (including outline, instructional methods and evaluation procedures) is consistent with the documentation approved by the University's curriculum committees (CIM electronic system),
  - b. any independent research expectations, and if so, a timeline for development and all necessary approvals (e.g. IRB), and
  - c. differences in expectations if more than one course is listed (e.g., undergraduate and/or graduate courses), and differences in expectations if courses are offered for variable credit.
5. A description of academic activities, pre-departure and upon return, including an approximate timeline. The explanation should include how these activities are aligned with the course objectives and/or purpose of the program. (e.g., what do the students need to learn before departure/upon return?)
6. A detailed explanation of how communication will be accommodated in countries/territories where English is not the primary language (e.g., arrangements for interpreters, guides).

## D. Faculty Preparation

This section of the proposal is intended to inform the IEC of the proposer(s)/director(s) experience in international travel and/or international study-abroad programs. While experience in all of the items listed below is not required, please explain how you are prepared to lead this study abroad program by addressing any of the following items, as appropriate.

1. Prior experience with an international travel/international study-abroad programs and/or an experiential learning program

2. First-hand knowledge of areas to be visited
3. Special training/experience in international studies, including studies and experiences in comparative cultures, history, science, philosophy, etc.
4. Relevant fellowships, scholarships, grants or awards
5. International language knowledge and experience (include level of proficiency).
6. Related skills and interests (e.g., photography, art, geography, musical instruments, etc.)

### **E. Academic Emergency Contingency Plan**

Describe what arrangements have been made for the delivery of the academic components of the program in the event that the faculty member is either incapacitated before or during the program. Applicants should note that it is acceptable to cancel programs if academics will be affected due to health and safety issues. Providing program cancellation due to health and safety as a possible contingency will not negatively impact the committee's evaluation of the proposal.

### **F. Pre-program Orientation**

The proposal narrative should describe specific plans to orient participants in the language(s), culture(s) and country(ies) to be visited. Please explain the steps to prepare participants to be effective ambassadors of UWL while in an international location. These steps should be taken in advance of the planned study-abroad program (e.g., might include three or four training sessions of approximately 45-minutes each). Please also include a description of the language and cultural materials to be distributed and any other pre-departure orientation activities.

**Language:** For a course in a non-English speaking location, discuss any language training or assistance (e.g. translation services) that will be provided to enable program leaders and participants to communicate with key words and phrases.

**Culture:** Information on the culture of the location to be visited should be presented and distributed before the time of departure. The cultural materials to be covered could include, but are not limited to: history, politics, ethnicity, religion, cultural traditions, social organizations, geography, gender-sexuality, and diversity, as they relate to the program goals.

### **G. Course credit**

Credit-granting, international study programs are responsibly linked to a relevant course and their appropriate number of contact hours, as listed in the course catalogue (CIM), and previously approved by the appropriate University curriculum committee. Please describe how the program intends to deliver the course credit/contact hours. Use a 1:1 hour ratio to account for class time and 2:1 for non-instructional activities (e.g., program/class-related excursion/lab activities) or UW-system recommendation of 1 credit per week unless otherwise justified, i.e. if the course offered is three credits, how does the faculty leader plan to deliver 45 hours of instruction?

Before uploading the narrative to *Terra Dotta*, please attach a tentative syllabus, for each course, to the end of the proposal that includes the following items:

1. The course title and description, as approved through a University curriculum committee, that includes any necessary modifications for the overseas location
2. Student learning outcomes for the original course and SLOs for the overseas portion, if different
3. Assessment procedures
4. A tentative draft of the itinerary of travel and study when away from UW-La Crosse, including approximate dates and how the contact hours will be met

## **VI. Proposal Approval Process**

The IEC and IEE will review every proposal. The IEC's main objective is reviewing proposals for how a course's learning objectives and activities align with the location for the program, and (to a lesser extent) reviews other aspects of the proposal (such as the emergency situation plan), which may have an effect on the academic experience of the program. Specifically, the IEC will consider the following:

1. A narrative that addresses all items listed in section V of these guidelines and a detailed syllabus.
2. The proposal demonstrates a solid rationale for the program location.
3. The proposal has learning objectives relevant to the course content and the educational experience in the program location.
4. The program activities in the overseas location align with the outcomes stated in the above learning objectives.
5. The proposal offers a minimum of two descriptions of sample activities that support the program learning outcomes related to the location.
6. The course(s) includes assessment methods to evaluate student's mastery of the course learning outcomes.
7. The proposal has outlined a plan for the delivery of academic content if an emergency arises, and faculty leader(s) can no longer participate.
8. The pre-departure coursework required does not exceed 10% of the overall credit hour time commitment of the class. If pre-departure course work exceeds 10% of the total credit hour time commitment, the proposal includes a letter of approval from the appropriate dean, director, or department chair.
9. The proposal includes a detailed syllabus that has been appropriately developed/modified for the course(s) being offered in the program.

## **VII. Review Process**

All proposals will be reviewed according to previously noted due dates. Applicants may be invited to attend an IEC meeting to discuss your proposal. The Committee will then review proposals and make approval decisions. Failure on the part of applicants to follow all the guidelines and procedures described in this document will result in automatic disqualification of the proposal.

In recognition of the diversity of academic disciplines represented on campus, the proposal review process may require special exceptions in some rare cases. In particular, there are study abroad programs for which the proposal submission deadline(s) are incompatible with the nature of the study abroad experience. Potential program leaders may submit a short narrative (500 words or less) which details any reason(s) why a particular program should have an exception with regards to aspects of the IEC policies/procedures such as submission deadlines.

### **VIII. Award Administration Information**

The Chair of the IEC will notify the faculty proposers, the department chair/director, and/or the dean via email regarding the IEC approval or denial of the faculty-led study abroad program proposal. In the event a proposal is denied, the IEC will provide a written rationale.

### **IX. Reporting Requirements**

A post-program assessment must be submitted electronically to IEE within 60 days of the completion of the program. Future proposals by faculty will not be reviewed if the post-program assessment has not been completed. The guidelines for writing the post-program assessment can be found on the [IEE website](#).

### **X. Post-Program Assessment**

Upon return from travel, and at the completion of the program, faculty must provide a Post-Program Assessment to the IEC. The Assessment will consist of a brief (5-7 pages) narrative that addresses the following items:

1. Summarize program strengths and weaknesses
2. Make recommendations based on program weaknesses—if any?
3. Assess curricular goals and objectives
4. Include student evaluations that address:
  - a. How satisfied were you with the \_\_\_\_\_ study abroad program?
  - b. The program developed my ability to interact with diverse groups of people
  - c. The course(s) developed my ability to apply theory to practice
  - d. The course(s) gave me a deeper insight into the topic
  - e. To what extent was international content integrated into your course(s)?
  - f. UWL helped me prepare adequately for the experience
  - g. Provide any general comments about the program

### **XI. Contact for more information**

Questions regarding the faculty-led study abroad programs can be directed to IEE at (608) 785-8016.