Submitting a Proposal for a new faculty-led Loyola Study Abroad Program (Revised based on Education Abroad Committee meeting on 3/3/2009)

Overview

The following guidelines for submitting a proposal for a new faculty-led Loyola study abroad program are based on the Loyola policies for study abroad programs and the following documents from the Forum on Education Abroad: Standards of Good Practice for Education Abroad and Standards of Good Practice for Short-Term Education Abroad Programs.

Definition:

Faculty-led study abroad programs are academic experiences/programs that are initiated, organized, and carried out by full-time members of the Loyola faculty, with assistance from the Center for International Education. Programs may range in length from a week-long spring break excursion to a semester or year-long comprehensive experience.

General Procedures:

Developing a study abroad program, even just a week-long program, is a lengthy process that involves early discussions with various stakeholders, an exploratory site visit, as well as the timely completion of a fairly detailed application form. This document is designed to provide faculty with all the required information, including deadlines, questions, and forms.

A faculty-led study abroad program proposal should normally originate with faculty and carry the endorsement of the appropriate department and college. Depending upon proposed length and complexity of the program a lead time of from 12-18 months prior to the commencement of a program may be needed: (a) Departmental initiator meets with the Center for International Education to discuss options and develop a proposal. CIE will work with all the colleges except Law (because of the additional requirements of the ABA) to help develop and administer all education abroad programs. (b) In cases where CIE is the initiator, a meeting is held with faculty in appropriate departments for the purposes of developing the proposal and obtaining faculty approval and involvement in the planning stages. Exploratory site visits (which precede the development of a formal proposal) are required for all programs, but exceptions may be made in certain circumstances by the Education Abroad Committee.

Academic departments and colleges have the primary responsibility for not only the academic content and instructional delivery methods of study abroad programs, but also all pre-departure and on-site arrangements for the program. By submitting a proposal for a faculty led program, the faculty director agrees to abide by the policies for these programs enumerated in the Loyola Study Abroad Policies.

Approval Process:

Any new study abroad program must be reviewed and approved by the following departments and committees:

1. Sponsoring department
2. College with letter of approval from the Dean
3. Education Abroad Committee reviews the programs adherence to study abroad guidelines and risk management issues. Proposals must be submitted to the EAC by September 1 for summer programs to be run in the following summer. Other proposals should be submitted a minimum of 10 months in advance. The EAC will take one of the following actions on any new program:
a. Approve unconditionally or with minor changes not affecting the finances, curriculum or strategic planning of the college. Refer to UC&CC for review.

b. Approve with recommendations or conditions with financial, curriculum or strategic planning implications. Proposal would go back to the College for changes.

c. Not approve with specific recommendations. Proposal would go back to the College for changes.

4. University Courses and Curriculum Committee (UC&CC): Once the program is approved by the EAC the application will be sent to the UC&CC by October 1. Upon approval by the UC&C, the proposal will be sent to the Provost for final approval (Please note, that this timeline may not be adequate time to advertise and recruit sufficient numbers of students.) If the Provost grants approval, the program will be evaluated with a site visit during its first year of operation. The Provost will then determine whether to approve the program for further operation on the basis of the site evaluation and a consideration of the first year operation including the results of the participants' assessment of the program. Approval after the first year, if granted, is effective for five years. If it is determined that a program is no longer complying with the risk management/accreditation criteria, the program approval is immediately suspended pending resolution of risk management/accreditation criteria.

5. Any of the following changes in a program will require that the changes be resubmitted with supporting documentation on the change to the Education Abroad Committee for approval. Faculty directors should submit any changes by October 1 for summer programs.

   a. Location
   b. Housing
   c. Local host/travel agent
   d. Courses - Experimental courses can be offered one time on study abroad programs but must be go through the university course approval before being offered again.

Proposal components (to be posted online)

- On-line application
- Syllabi of courses to be offered
- letters of support from the appropriate chairperson and dean(s), indicating department and college commitment to the program
- a detailed budget for the program
- itinerary
- Supporting documentation including contracts and/or publications on physical facilities including housing, institutional affiliation, classroom space, study space, travel agency etc.
- CVs of non-Loyola on-site staff

Instructions

The evaluation of proposals will focus on a number of key issues, each of which must be addressed in the online application. Please address each of these key issues in the order they are presented below. If an issue does not apply to your program, please indicate that and state the reason.

1. Loyola International Learning Outcomes

All new undergraduate study abroad programs should address one or more of the learning outcomes articulated in the vision statement of the Strategic Plan for Internationalizing Loyola in addition to the specific discipline related learning outcomes of the program. The proposal should address these specific learning outcomes and how they will be accomplished and assessed.

   a. Knowledge: Loyola graduates will know and understand
      i. their culture in a global and comparative context;
ii. that their culture is one of many diverse cultures and that alternate perceptions and behavior may be based in cultural differences;

iii. how historical and current forces shape world systems;

iv. other languages and cultures (beliefs, values, perspectives, practices, and products).

b. Skills: Loyola graduates will
   i. interpret issues and situations from more than one cultural perspective;
   ii. use knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and to work toward more just relationships within and between societies;
   iii. speak, listen, read, and/or write in a language other than their first language.

c. Attitudes: Loyola graduates will
   i. be willing to learn from others who are culturally different from themselves;
   ii. accept cultural differences and tolerate cultural ambiguity;
   iii. appreciate the language, art, religion, philosophy, and material culture of different peoples.

2. Overview
Description of the program, a clear statement of program objectives, proposed dates, information on the program site including how it relates to the academic program and mission of the sponsoring department/unit and college and the learning outcomes. Include any country specific issues and language spoken in courses.

3. Academic content
   a. Description of courses with syllabi attached – describe method of assessment of student performance, e.g. journals, exams, papers
   b. Relationship to Loyola curriculum.
   c. Method for evaluation of credit, e.g. number of classroom hours, pre-departure classes, field trips, internships, etc.
   d. Prerequisites for program/courses
   e. Loyola University New Orleans strongly urges programs in non-English speaking countries to incorporate a language component. It is understood that this may not be possible in short-term programs. If English is not the country's language, is foreign language study or instruction in the native language to take place? If so, what are the arrangements? How will language learning be reinforced? If the foreign language is not to be used in the program, how will instruction be provided? What kinds of support will students receive to help them function outside the classroom?

4. Program Activities
Provide an overview of the field trips and how local faculty, students, and resources will enhance instruction.

5. Cultural Immersion
Please describe opportunities for cultural immersion in the host culture? Host families, service learning, internships

6. Faculty and staff
List of staff/faculty and qualifications, including the names and addresses and biographies of on-site coordinator and participating faculty and staff if non-Loyola. Provide previous experience in host country, language of host country or in related academic area for all faculty. Qualifications of guides/staff leading field trips
7. Logistical Arrangements
Provide an overview of the logistical arrangements, including travel to and from the host country and transportation within the host country. Please provide information on the organization making these arrangements. Supplemental material should be provided for all in-country transportation including contracts, insurance, etc.

8. On-site administrative infrastructure
What infrastructure is needed on site? Please provide detailed information on housing, class space, local field trips, internet access, study space, library, etc. How will this be provided? Is there a partner university or institution or travel agent? What are Loyola's responsibilities? What are host institution responsibilities? If you are using host families, how are they selected? Supervised? Evaluated?

9. Student requirements
  a. What are the admission requirements? GPA? Major?
  b. Are there pre-requisites?
  c. What student constituency is this program expected to serve?
  d. Will any special efforts be made to reach out to traditionally underserved students?
  e. What, if any, arrangements have been made for students with disabilities?
  f. Are visas required? Who assists students with obtaining a visa?

10. Health and safety
  a. Will the participants need to take any special health precautions?
  b. Are there any ongoing political or ethnic conflicts that could compromise the safety of the program participants?
  c. What are the safety and security risks at the proposed program site, and how will these be addressed?

11. Orientation, reflection and assessment
Please describe
  a. pre-departure and on-site orientation,
  b. opportunities for student reflection on their experience living in another culture, and
  c. assessment of learning outcomes.

12. Student Enrollment
  a. Estimate the student enrollment initially and in subsequent years.
  b. What evidence supports these estimates?
  c. What is the minimum enrollment needed to cover costs?
  d. Are there contingency plans to cover financial losses?
  e. What kind of potential does the program have to develop and grow?
  f. Is this a site that might be valuable to other departments or colleges?

13. Current study abroad
What impact would the program have on current study abroad programs?

14. Supplemental documents
  a. Itinerary
  b. Syllabi for courses – include information on any predeparture classes
  c. Budget (See attached format)
  d. Letter from College certifying that the program has been approved by the college
e. Supporting documentation including contracts and/or publications on physical facilities including housing, institutional affiliation, classroom space, study space, etc.

f. CVs of non-Loyola on-site staff