Dear Proposer,

Thank you for your interest in working with your department to propose a new program for 2020-2021! This process is not meant to be arduous, but we acknowledge that many of the questions we ask to assist through the development process, budgeting, review of risk and safety, and marketing may be time consuming. At any time, please feel free to contact our office with questions.

You will notice several proposal sections are marked with an asterisk. We understand you may not have detailed information for these are sections. If you do not have firm information for these sections, feel free to provide rough information to fine tune later once your proposal is accepted. Our office is happy to assist you think through these areas—please do not hesitate contacting us at any time!

Below, please find the relevant sections of the upcoming faculty guide to study abroad—this portion focuses in on the proposal itself and conceptualizing your program. Should you have any questions, please do not hesitate to contact our office.

Kind Regards,

Education Abroad Office
Excerpt from forthcoming 2020 Faculty Guide to Education Abroad:

The Proposal and Program Development

Overview

The first step is conceptualizing your department’s program—determining the goals, destination, courses, and target student population. **1.1: Conceptualizing The Program** goes over the first steps of program development needed prior to beginning the proposal process in earnest. This section is written as if to the nominated faculty leader.

Proposals are developed by faculty at the department level and submitted through the department chair or director of the school/department/center. While the nominated lead faculty is central to the planning of the program, it is the chair, as the department’s head, proposing the program to the relevant college. The dean of each college, or their designated representative, in turn reviews the department’s proposal and forwards it to USF World Education Abroad. The college leadership may also opt to stop the process if the proposal runs contrary to the college’s internationalization plan.

The proposal plays a vital role in the development of program logistics. Due to the amount of time required to develop a program, these are due as much as 18-months in advance. **1.2: Completing the Proposal** offers a section-by-section explanation of the information and why it is needed.

*If the chair or faculty member completing the proposal need assistance or have questions, please do not hesitate to contact our office.* We understand how many different projects, committees, and research initiatives faculty members are part of in addition to their teaching—if an element of the proposal is holding the process up, please contact our office to assist.

**1.1 Conceptualizing The Program**

Written for the nominated faculty leader

1) Determine if this is something that you (the nominated program developer) want to do!
   a. Developing and leading an education abroad program is a significant time investment. While the Education Abroad Office shares much of the responsibility with the department (specifically the nominated faculty leader) – the department is the academic driving force and will have the primary responsibility for recruiting students. You can expect to spend anywhere from 100 up to 500 hours before you have left the country. The amount of time depends upon the complexity and nature of the program, your experience in-country, and the amount of marketing and recruitment you must do to get the minimum number of students (normally a base of 12 to support the travel of 1 faculty member). If you are coming close to tenure review, or are taking part in an intensive of research project, or have a significant outside responsibilities, we encourage you to think carefully about taking on the role of leading and developing a foreign study abroad program. You should also carefully discuss these added responsibilities with your department or college head prior to accepting these duties.
   b. In-country the requirements of leading a program can be extremely demanding: You must be ready to be on-call 24 hours a day for the duration of your program. If a student gets ill, if there are student conflicts, if there is misuse of alcohol, if a student is

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arrested or has an emotional health issue you must be prepared to take all necessary steps. This can be particularly difficult if you do not have support from an in-country provider or other co-sponsoring institution. While the Education Abroad Office will provide support to you while abroad, our ability to manage a situation from thousands of miles and many time-zones away is limited.

c. While this may seem obvious, it is important to realize that you will be with the same group of students at least 6 hours a day for anywhere from 1-12 weeks. You really have to enjoy being around students, and being around them for an extended period of time. As a faculty director, you will not have weekends off, particularly if you are the only person leading the program.

2) Develop the concept of your program: You may already have very specific ideas about a study abroad program and location. Whenever possible, the academic content of the program should be the driving force in structuring any program. The program and course should relate to the country or region of the host country: the program should incorporate outside lecturers, students and other individuals from the hosting country whenever possible.

Generally, going to a country or region with which you are well versed equates to a better program—with some countries, particularly those with high-risk health or safety concerns, it may be required. Similarly, fluency in the host country language is preferred. Having experience in the country and some level of fluency in the language will make the program easier to develop, market and lead.

3) Meet with an Education Abroad Staff Member: Once you have a concept formed in your mind, we recommend that you prepare an outline of the program and arrange for a meeting with a member of the Education Abroad Office to go over your ideas and to discuss the necessary elements of the formal Program Proposal.

General guidelines to keep in mind when proposing a new program:

- **Academic rigor**: Education Abroad Programs are held to the same academic standards as on-campus courses. In addition to meeting any specific college or department course guidelines, **USF policy regarding minimum contact hours needed for the amount of credits offered must be followed for “Stand Alone” programs (see 1.2.1.c.a)**. Each academic credit requires a minimum of 15 50-minute contact hours (45 hours for a 3-credit course/2,250 minutes of instruction). Time spent on field trips or academic excursions can count as “contact hours,” generally on a 2-to-1 ratio (i.e., for every two hours spent on a course-related excursion, one hour may be counted as a contact hour). Please note that a tour or other recreational activity unrelated to the academic content cannot count as contact time. Two hours of “study time” should be available to students for each daily contact hour. On average, total contact hours should not exceed six in one day. Certain types of programs (e.g. archeological digs or other research and project- focused programs) may require derogation from this rule and allow a greater concentration and number of contact time and hours. Faculty may organize either pre- or post-program meeting times and assignments to meet the 45 contact-hour requirement. Pre-departure orientation sessions that relate to the academic focus of the program can count.

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toward contact hours, while logistical and safety briefings generally would not constitute academic contact hours.

- **Program cost**: Serious attention must be given to the issue of program costs. A number of factors can affect program cost, such as length and location of excursions, type of accommodation (faculty and student) used, and number of faculty and/or graduate assistants included in a program. For example, including more than one faculty member for each 12-15 planned participants can add significantly to the cost of a program and therefore needs to be justified by issues of student health and safety, program logistics, and/or faculty availability. Generally, the shorter the program, the more expensive it will be per week. Whenever possible, we recommend that program costs not exceed $1200-$1500 per week. However, we understand that certain program activities, locations and the number and amount of inclusions may bring the budget well above this recommended level.

1.2 Completing the Proposal: A Section-by-Section Guide

1.2.1 Program Sponsor Overview

This section captures the nomination information, proposed start and end date, locations, and the type of program.

- **Program Title Naming Convention**: “USF [Location] [Subject Area/Topic]” ie “USF London Accounting” “USF Spain Socio-Cultural Perspectives on Health.” Program titles should not exceed 49 characters.

- **Program Dates**: Please be sure to consult the USF academic calendar when setting the start and end date. While programs may be opened as “alternative calendar,” programs should not cut into the on-campus calendars particularly the fall and spring semester dates.

- **Types of Program**:
  
  i. **Stand Alone**: The courses associated with the overseas experience are only for students who are participating on the trip. While course delivery may begin a few weeks before the trip and end a few weeks after (operating on the alternative calendar) the course are new SCH that would not otherwise exist without the program. The overseas experience and the course(s) are locked together. At least 50% of the teaching or more is taking place abroad.

  ii. **Embedded**: The overseas experience is developed and added to a course that would have been taught even without the trip. Often times, this might be a semester-long course with a week-long international component at either before, during, or after the regular semester.

  iii. **CEEs**: Complimentary Embedded Experiences (CEEs): In this new model, a short-term international experience (typically during spring break, winter breaks or May intersession) is created into which multiple on-campus or online courses can imbed assignments related to the foreign experience. Students enrolled in the on-campus CEEs courses are not required to travel abroad, but those who do are able to connect course material to their international experience. Our CEEs programs may be interdisciplinary or focused on a variety of courses within one department. Examples of the current (19/20) CEEs programs include:

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This has been the most significant area of growth for students going abroad. Unlike a stand-alone or embedded program where a minimum number of students (typically 12) must be enrolled in one course in order for the program to “make,” in a CEEs program, 10 courses may send 2 students per course to enroll 20 students in the program.

1.2.2 Trip Leader Information

This information is used during the appointment process on campus as well as tracking faculty training completion.

1.2.3 Additional Faculty and Staff Traveling *

As with trip-leader information, this is needed for the appointment process and monitoring training completion. Normally, additional faculty only travel with the group once a certain recruitment threshold is reached (ie. 1 faculty travels with the group based on a minimum of 12 students, but once 18-20 students enroll an additional program staff may be added). This can have a major impact on a program budget as the cost of each additional faculty / staff traveler is pro-rated across the students.

1.2.4 Academic Program Overview

This section allows proposers to link the overseas experience with the academics of the course. It is used as rational for adding the program to a college’s portfolio. Departments may also use this information to assist in planning for certification with Global Citizens, Global Roadmaps, and High Impact Practices.

1.2.5 Course Information

What courses will be offered on the program and who will be responsible for delivering the content. For new programs, it is important to liaise with the undergraduate or graduate director and academic advisors in order to insure that the selected courses are: currently active in the USF catalog, have strong enrollment within the department, are the best fit for the timing of the experience.

1.2.6 Student Advising Information

This information is used to assist with advising and recruitment.

1.2.7 Program Logistics and Itinerary *

Departments may use this section as a worksheet, sketching out their ideal program. If a bid has already been secured from an existing partner, that may be attached. Proposals are not expected to have solid details – this is information is used to obtain bids from logistical providers. We also ask for any known accommodations you or other traveling staff may require—while the American with

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Disabilities Act does not extend beyond the borders of the US, we will make every reasonable effort to support you with these considerations.

1.2.8 Program Financials *

Will any department funds be used to support the program costs? Will funds be earmarked for scholarships? If this information is not known, “Unknown” or “N/A” may be

1.2.9 Marketing and Recruitment *

This information assist is used to generate a program website, print materials, as well as tailored digital marketing campaigns.

1.2.10 Student Accommodations and Special Considerations *

This information is used to assist students needing special accommodations. If the information is not known at the time of the initial proposal, it may be fine-tuned at a later time.

1.2.11 Program Safety Information *

The bulk of this information is available from the Department of State and CDC website and needed for the risk and safety review. If the proposer has any issues obtaining this information, please contact the Education Abroad Office for assistance. An expanded version of these questions are required prior to risk and safety approval—we ask for the information at this stage so proposers understand the inherent risks identified in the countries of travel.

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