

Guide to Developing a USFSP Faculty-led Study Abroad Program Proposal

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Developing a USFSP Faculty-led Study Abroad Program Proposal

General Information:

The University of South Florida St. Petersburg Education Abroad Office (EAO), in partnership with USF World, academic units, and colleges facilitates and develops study abroad programs for USFSP students. Study abroad program proposals should originate with USFSP faculty and should carry the endorsement of appropriate departmental and college administrators.

Faculty-led study abroad programs are programs in which the academic instruction on site is provided by USFSP faculty or specially-contracted host institution faculty teaching existing USFSP courses. Typically, they are short-term (up to eight weeks) and offered during the summer or winter/spring breaks.

EAO encourages early, informal consultation by faculty and units for program planning and encourages coordinated programming among departments. Please refer to the table below to identify Education Abroad staff member who is responsible for the geographic region in which your program will be held.

Nam	Areas of Responsibilities	Contact information
Wendy Baker	All USFSP faculty-led programs including budgets	wbaker@usfsp.edu 727-873-4851

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EAO Program Review Procedures

Review of formal program proposals takes place on a rolling cycle during the year. In order to be approved in time for sufficient marketing and program planning, proposals ideally should be submitted one year in advance of the planned program start date. Early submission of proposals is critical due to the complexities of developing any new program. Proposals can be accepted more than one year in advance. Proposals received **less than 6 months prior to the planned start date, may not be approved.** Program publicity and student planning, including student access to financial aid, are adversely affected by late program approvals. In addition, because of the limited number of staff resources within the Education Abroad office, we cannot approve an unlimited number of program proposals.

When **completed** proposals are received, they will be reviewed by the USFSP Education Abroad Coordinator (for overall proposal strength, feasibility of program logistics, cost, and marketing). In addition, USF World will conduct a risk assessment for health or safety concerns. Once a complete program proposal is received in EAO, a final decision regarding approval takes an average of one month, depending on reviewers' availability and need for program revisions.

All study abroad programs must be reviewed and approved in order to be promoted by the Education Abroad Office.

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Role of the Office of Education Abroad

1. **Pre-proposal planning:** During the proposal development stage, EAO staff will provide input on several key aspects of the program proposal, including feasibility of program logistics, potential for marketing, program costs, sufficient contact hours for the number of credits offered, and health/safety concerns. Prospective program leaders should make an appointment with the USFSP study abroad program coordinator. Programs traveling to rural locations or to areas with high health risks should consult with the EAO Coordinator responsible for the geographic area.
2. **Proposal review:** as described above. (see Review Procedures)
3. **Program administration:** Once approved, all USF study abroad programs are administered by EAO, in partnership with the sponsoring college(s).
4. **Program Promotion:** creation of program website, brochures and other flyers. Supports faculty in recruitment efforts.
5. **Safety and Emergency planning prior to the program and support during the program.**

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Role of the Academic Units

1. **Pre-proposal planning:** Faculty planning to submit a new program proposal should consult with all of the sponsoring department(s) and college(s) that will offer academic credit on the program) regarding academic design, instructional delivery methods, desired learning outcomes, and the proposed program's fit with the college's existing programs and strategic plan for their study abroad programming. Some colleges have their own internal review process for new program proposals. The college-level review must be completed before a proposal can be forwarded to EAO for final review and approval.
2. **Proposal review:** Academic units and colleges are responsible for review of program and course subject matter and instructional delivery methods. Program proposals **must** have the support of the relevant department chair(s) and college dean(s) or dean's designee before they can be sent for final review.
3. **Program administration:** Once approved, decisions regarding the academics of the program, including courses offered, and instructional delivery methods, are made by the sponsoring academic college(s).
4. **Program Promotion:** The entire department should be involved in promoting the study abroad program to its students – it cannot rest solely on the shoulders of the faculty member leading and teaching in the program. Departments should: promote the program on their website; encourage academic advisors to promote the program to students; encourage other faculty to allow 5-10 minutes for Education Abroad staff or the Faculty Director to give a presentation during class meeting times, etc.

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First Steps in Developing a Program

1) Determine if this is something that you want to do!

- a. Developing and leading a study abroad program is a significant time investment. While the Education Abroad Office shares much of the responsibility, you and your department are 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 (typically 8-10). If you are coming close to tenure review or are taking part of research project or have 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.
- b. In-country the requirements of leading a program can be extremely demanding and 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 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 a co-sponsoring institution and/or the benefit of traveling with other USF staff. 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 2-10 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. 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 very well versed makes a better program, and with some countries, particularly those with moderate to high-risk health or safety concerns, it is required. Similarly, fluency in the host country language is strongly 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 proposed program and to discuss the necessary elements of the formal Program Proposal.

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The Next Stage: Submitting a Program Proposal

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

- **Academic rigor:** Study 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.** Each academic credit requires a minimum of 15 50-minute contact hours (45 50-minute 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 an 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 be counted as contact time. Two hours of “study time” should be available to students for each daily contact hour, often faculty have students do a good deal of work prior to the program, and following the program so as to allow students to fully engage with the culture and location while in-country. 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 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 \$1000-\$1200 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.

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Elements of the Proposal

Faculty members interested in proposing a USFSP faculty-led study abroad program must submit the following:

Program Summary Information Questionnaire

I. **Narrative Proposal Questionnaire:** Evaluation of proposals will focus on a number of key issues, each of which must be addressed in the Narrative Proposal Questionnaire. Please address each of these key issues:

1. **Learning Outcomes:** Please list 3-5 key learning outcomes for students who participate in this program.

Example Response:

- Students will develop their knowledge of Portuguese at either the beginner's or advanced level.
- Students will be able to articulate the major social, economic, and political factors that shape Brazilian society, with an emphasis on how Afro-descendants have responded to these conditions.
- Students will demonstrate a complex understanding of how cultural practices in Bahia and Brazil, more broadly are informed by the contributions of African-descendants.
- Students will be able to discuss how racial classification in Brazil compares with the classification system in the United States.

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2. **Program Description:** In 2-3 paragraphs, please provide an overview of the program describing location, type of program (e.g. resident-based in one-country to itinerant), key benefits of the program, etc.

Example Response:

Join us for USF in Brazil's newest program to Salvador, Bahia, Brazil! Over the course of four weeks students will have the opportunity to learn Brazilian Portuguese and explore Brazilian culture through numerous activities including their participation in carefully selected home-stays. This program is resident-based and in one-country. Students will take classes at a local college FSBA, Faculdade Social da Bahia, and enjoy cultural activities throughout the city as part of their cultural experience.

The overall academic focus is one that emphasizes race, culture, and resistance in Salvador, Bahia, Brazil. The Afro-Brazilian culture course will be taught with readings and articles that represent an interdisciplinary perspective drawing on sociology, anthropology, political science and history. In this way, it should be attractive to students in a wide range of majors. Students will leave the course able to critique

notions of Brazil's "racial democracy" while also articulating examples of what features contribute to Salvador's designation as the Afro-Brazilian cultural center of Brazil. Moreover, students will be encouraged to draw connections between Brazil and the U.S., focusing on the divergent developments of their racial classification systems and differential responses to inequality.

The major benefits of this program are that students will be able to live in home-stays, take both Brazilian Portuguese and Afro-Brazilian culture together, and live in a city that has a significant African presence.

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3. **Program Location:** in 1-2 paragraphs, please provide a description of the location of the program – feel free to include country specific information as well as site-specific information. If the program includes visits to different regions/cities/sites, please describe each location. Please feel free to describe how the location relates to the academic program. This information will be used in promotional materials.

Example Response:

As the first capital of Brazil and the cradle of Afro-Brazilian culture, Salvador provides an unparalleled experience for students. It is a UNESCO World Heritage Site and its location in the state of Bahia, means that the African aspect of Brazil's make-up is strongly represented in all areas of life. As the state capital, Salvador is a bustling city known for its music, cuisine, and Afro-Brazilian character. In addition to its colorful and beautifully preserved historic center, it has a large commercial center, as well as a number of beaches. Salvador, Bahia, Brazil has been referred to as the "blackest city in Brazil". Known for its racial mixture, as well as its cultural celebrations that are infused with African influences, it is a city that promotes a vision of Brazil that is not often portrayed to an international audience. The goal of this program is to foster cross-cultural exploration and an appreciation of the diversity of Brazilian society, with a special emphasis on the challenges that Afro-descendants face, as well as their contributions. Given ISLAC's emphasis on African descendants, this program will allow students to observe first-hand the relevance of African descendants in Brazil, at the cultural, political, and social level.

Students will attend lectures and presentations by accomplished Brazilian scholars, attend cultural events, and take part in excursions to the island of Itaparica, the historic town of Cachoeira, and the beach town of Praia do Forte.

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4. **Leader Biography:** Describe the program leader(s)' prior experience in the host country/region and if the official language is not English, level of foreign language proficiency. For program leaders with little or no applicable foreign language ability, describe how this barrier will be

overcome. Please specifically address these issues in the Proposal Narrative. Please also submit a CV as an attachment.

Example Response:

Dr. Elizabeth Hordge-Freeman (Ph.D., Duke University) is an Assistant Professor of Sociology with a joint appointment in the Institute for the Study of Latin America & the Caribbean at USF. She speaks Portuguese fluently and lived in Salvador for over a year conducting research on race and color in Afro-Brazilian families. She has extensive abroad experience and has taught courses on race and inequality in the U.S. and Brazil. Her doctoral dissertation, *Home is Where the Heart Is: Racial Socialization and Differential Treatment in Afro-Brazilian Families* is based on over 14 months of ethnographic research conducted in Salvador, Bahia, Brazil. She is currently working on a book manuscript and several articles based on this research. She has published her work in the *Journal of Marriage and Family* and has an upcoming publication in the *Journal of Ethnic & Racial Studies*. She values the Study Abroad experience in part because she studied abroad in Spain as an undergraduate at Cornell University. Elizabeth has travelled extensively throughout Latin America & the Caribbean and enjoys working with students. Please see the attached CV.

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5. ***Relationship to other USF study abroad programs in the host country/region and in the subject matter area:*** To determine if there are any other programs operating in the proposed host country/region or offering similar academic content, review a listing of current programs as indicated on the EAO web site. You may also contact EAO staff members who oversee programming in your geographical location to determine whether there are additional proposals in your host country. Specifically address: a) opportunities for cooperation with other USF programs and departments (or those of other universities) in the locale, and b) potential undesirable consequences of competing with established USF programs for interested students. Depending upon the number of majors, this may be important to avoid if there is more than one study abroad program offered within your department that will draw from the same major.

Example Response:

- a) There are relatively few programs that offer a course on Culture and Language in Salvador Bahia, Brazil. Currently, there are no other Florida schools with institution-led programs in Salvador, Bahia, Brazil. We hope this means that we might be able to attract students from other institutions to participate. Our neighboring school The University of Tampa may be interested in sending students to the program.
- b) There is currently a program being developed for a USF in Rio de Janeiro program. This program only offers language training, so while the location is a popular one, students who apply to our program are more interested in combining language and culture, with an emphasis on Afro-descendants.

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6. **Cooperation with other US Schools:** USF regularly cooperates with other Florida and out-of-state institutions to create a combined program for students of both institutions. This generally makes the program more economical, and provides instructional and leadership back-up on site. If you are planning to work with another institution, please describe.

Example Response:

Spelman College will be in Salvador, Bahia, Brazil during the same time that USF will be there. We plan to share a few excursions and attend lectures by local speakers, in order to meet the needs of both programs.

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7. **Field experiences and guest lecturers:** Provide an overview of the degree to which field trips, host-institution faculty, and aspects of the host culture and environment will complement and be integrated into the program and courses. Indicate nature and level of contacts already made. Indicate numbers, type of, and general credentials of host country faculty/speakers to be used. Specify the number of contact hours to be provided through field experiences (see “General guidelines to keep in mind when proposing a new program” below).

Example Response:

This is a four-week program with excursions and activities planned during the week and on the weekend. Cultural activities and immersion are fundamental to implementing a program that is both exciting and meaningful for students.

a) Field Experiences

We have not calculated these excursions in with the contact hours but these events should certainly be eligible for that consideration. Working with a third party, Brazil Cultural, we have already organized all of the activities including an excursion to Praia do Forte (beach), Atlantic Rain Forest (turtles and snorkeling), Cachoeira (historic city), Baile Folclórico (Folkloric dance), Capoeira, the June Festival, a Sunday soccer game, Independence Day Celebrations (July 2nd), and activities at Steve Biko Institute. I have worked with Brazil Cultural in the past to develop the study abroad program for Spelman College so the USF program has been established based on what has worked in the past with Spelman College.

b) Speakers

We will have at least three major speakers providing lectures to the students.
Racquel De Souza – PhD candidate at the University of Texas – Austin
Michel Chagas – MPP (Duke – 2012)
Lucio Oliveira – Ph.D. candidate, UCLA, Political Science

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8. **Foreign language:** Describe plans for incorporating foreign language coursework into the program, if applicable.

Example Response:

In addition to offering a formal Brazilian Portuguese class at the Beginner and Advanced level and an Afro-Brazilian culture class, students will also be living in home-stay arrangements where they will need to use Portuguese to communicate with their home-stay families. In addition, excursions and other cultural activities will largely be conducted in Portuguese which will provide more exposure to the language and opportunities to practice.

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9. **Cross-cultural learning:** Describe how students' cross-cultural learning will be facilitated (e.g., interaction with locals; cultural "debriefing" sessions on site; reflective essays; etc.)

Example Response:

Study abroad is exciting but is also a complex process for students. We anticipate that they will face some difficulties and have tried to address this by planning for consistent reflections so that students can process their experiences. In particular, the culture class will require that students keep journals and write essays following important excursions and/or cultural activities. We also have activities planned at the Steve Biko Institute in Salvador where USF students will meet with university-aged students in Salvador. These opportunities will help students make friends, and perhaps forge life-long friendships.

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10. **Research:** Both undergraduate and graduate students can gain significantly from engaging in research while abroad. Often students are asked to do research in the US prior to their departure – then in country, they can conduct comparative field research. While not all programs are conducive to research assignments, it can be a wonderful way for students to engage with locals and independently explore the course subject, the international experience, etc. In addition to the comparative context it provides, it can provide great substantive knowledge in its own right.

Example Response:

This program is offered to graduate students and all graduate students will be required to develop a research paper that is based on some element of Afro-Brazilian culture. Undergraduate students are not required to produce a paper but we encourage them to use their time in Salvador to formulate questions that they might later use to develop in a senior thesis.

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11. ***Volunteer/Community Engagement/Internship Placement:*** Students gain a significant amount through engaging in volunteer work, an unpaid internship or other community engagement. IT allows them to get to know the foreign culture, its people and adds an enormously rich dimension to any program.

Example Response:

Service-learning is an increasingly popular way for universities to get students involved with the communities in which they study. At this point, we do not have a required service-learning component, though we will introduce students to community centers like the Pierre Verger Foundation (cultural center) and the Steve Biko Instituto where they could potentially perform community service. As the program develops, we anticipate make service-learning and internships crucial elements of the program.

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12. ***Health and Safety:*** Include a brief description of program environment and logistical arrangements which addresses issues of health, safety and security of students. Note required and recommended vaccinations (this is also important in determining the budget). Additional topics to address are the security of housing (gates, guards, swipe keys, porter, etc.) and/or transportation risks (group and individual, public and private). Refer to the US State Department Website: (http://travel.state.gov/travel/cis_pa_tw/cis/cis_4965.html) for information on crime and other travel hazards, and CDC website for health issues: <http://wwwn.cdc.gov/travel/destinations/list.aspx>.

Example Response:

- a) We have taken every precaution to ensure the safety of our students. Some students will live in homes that have a porter, and we have selected homes that are located in well-lit areas, and with families that have been carefully selected. We advise students that tourists can often be an easy target in any country. During the orientation, we provide guidance about which areas to avoid late at night in order to avoid (as much as possible) any problems.
- b) The following vaccines or vaccine boosters are recommended for all travelers, regardless of country of destination: Hepatitis A, typhoid, hepatitis B, MMR (measles, mumps, rubella), and Td (tetanus-diphtheria). Yellow fever vaccine is only recommended if traveling outside the coastal areas between Fortaleza and Uruguay border, and then only given to children older than 9 months of age. Note that yellow fever vaccination is recommended if traveling to Iguaçu Falls. (This is taken directly from the website above).

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13. **Logistical arrangements:** Provide a description of planned logistical arrangements, including student housing and meals, classrooms, and educational excursions. Indicate whether visas will be required for U.S. citizens (also important for budget purposes).

Example Response:

Students will be living in home-stays with one other student. Breakfast and dinner will be provided by the families, but lunch (the largest meal of the day) will be the student's responsibility. During excursions, meals will usually be covered by the program.

Classrooms are pre-wired and wireless internet will be available for students. Moreover, student fees allow access to FSBA library during the hours of operation.

Students will be informed of educational excursions ahead of time so that they can make arrangements to meet at designated locations. For many of the trips, the meeting location is in the front of the university, so students are expected to congregate there before major activities. For the weekend trip, students may be picked up directly from their residence.

Visas are required for U.S. citizens. Given that the rules and regulations may vary with each consulate students may be required to obtain a tourist visa or a student visa. They may also have to undergo police/FBI clearance.

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14. **Student qualifications:** Specify minimum, as well as desirable, student qualifications for participation in the program. Please indicate if students from other institutions will be eligible to participate.

Example Response:

Students should ideally have completed two years at USF with a satisfactory GPA. Students from other institutions are eligible to participate.

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15. **Student enrollment/program marketing:** Estimate likely student enrollment initially and in subsequent years (cite evidence or basis for estimates); identify primary person(s) taking responsibility for recruiting students; and provide a reasonably detailed description of the plan to be used for recruitment.

Example Response:

Description of Recruitment Plan-
September 2012 - Study Abroad Fair & Flyers distributed to major departments

October 2012 – Emails sent to students who signed up at the Fair (reminding them about the November financial aid fair) + 3 classroom visits
November 2012 - Formal Informational Session on the Program
December 2012 – 3 classroom visits by Elizabeth Hordge-Freeman
January 2013 – Final email to students to apply before the deadline

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16. ***Student preparation and post-experience follow-up***: Describe any pre-departure preparation students will receive in addition to the generic/general orientation program provided by EAO. Describe any planned post-program activities/events that are designed to help students process their study abroad experience.

Example Response:

We have organized the program so that students process their experiences throughout the summer while in the program. However, to facilitate this process, we plan to organize a final meeting in Fall 2013, to give students a chance to exchange photos and have a discussion about their experiences. We will also recruit student volunteers to participate in the Fall 2014 Study Abroad Fair.

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17. ***Evaluation/Assessment and Reentry Programming***: All faculty are asked to include a Reentry meeting/programming as part of their proposal. This is a vital step in helping the student process their academic and personal experience, and allows the faculty to assess and evaluate the Learning Outcomes of the program/courses.

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- II. **Department / College Approval Form**: The University cannot achieve its goals of more than doubling the population of students studying abroad without the active engagement by the academic homes of the education abroad programs. As part of the Program Proposal for Faculty-Led programs, the Education Abroad Office requires that all faculty-led program proposals include approval from the departmental chairs and Dean, or Dean's representative. Departmental- and college-level approval is required for the following reasons:
- 1) USF is striving to emphasize the academic nature of USF's international education opportunities. By requiring approval from the academic unit, we are ensuring first and foremost that programs are of equal, if not greater, academic worth than the courses offered on campus. Preferably, the foreign based programs should fit into the academic program of the sponsoring unit.
 - 2) The entire department should be involved in promoting the study abroad program to its students – it cannot rest solely on the shoulders of the faculty member leading and teaching in the program. We hope that the department will mention the program on their website, will encourage academic advisors to promote the program to students, will encourage other faculty

to allow 5-10 minutes for Education Abroad staff or the Faculty Director to give a presentation during class meeting times, etc.

- 3) The department must understand that it will be involved in any significant student- or faculty-related problems that arise abroad. For example, if a faculty member were to become sick on the program, the Education Abroad Office would call upon the department to help identify alternate teaching staff. If there were problems with a student of a serious nature, the Education Abroad office may require consultation with the department to help resolve any issues (both of an academic or personal nature).
- 4) The responsibilities for a faculty director are vastly greater and much more demanding than those of a professor teaching on-campus. Directors are often called upon to deal directly with student conflicts, medical and emotional health issues, acts of crime by or against students, drinking and other issues. These responsibilities are around the clock. By issuing a letter of support, the department chair or dean is assuring the Education Abroad office that the faculty member is suited to these sorts of responsibilities.
- 5) Certain destinations carry more risk than others, the Education Abroad office will use its resources to assess risk of a potential site, but we believe it to be vitally important for the leadership of the department or college to be aware of, and approve, the locations, scope and activities of the programs offered by its faculty with regard to the safety of our students and staff.
- 6) We believe that the department should recognize the added workload involved in developing and leading a study abroad program. Faculty work over many months to develop, and market a program, and then have full 24/7 responsibilities during the foreign program.

Completed Department/College Approval Forms can be submitted by sending the hard copy original to Wendy Baker, BAY 204.

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- III. **Preliminary Budget Questionnaire:** Upload any quotes you have obtained. Be sure to keep the original currency. You will need to meet with Wendy Baker (727-873-4851, wbaker@usfsp.edu) to determine the full budget.
- IV. **Course Information Questionnaires:** Please complete a separate questionnaire for each course offered. If your program offers a wide variety of courses (e.g. the host institution is offering a variety of language courses on many levels), separate forms do not need to be included.
- V. **Map of Program Location Questionnaire:** Please provide a map of the country where the program is located, with the program's destinations clearly marked. *This is not necessary if the program is traveling to a well known location, such as the capital city or other major metropolitan area in the target country/ies.*

- VI. **U.S. State Department Safety and CDC Health Summaries Questionnaire:** Please provide summaries for the country/ies where the program will be located. U.S. State Department Safety web site: http://travel.state.gov/travel/cis_pa_tw/cis/cis_4965.html. Center for Disease Control web site: <http://wwwn.cdc.gov/travel/destinations/list.aspx>.
- VII. **Program Schedule & Itinerary Questionnaire:** Please include a provisional schedule and itinerary so that the committee can see the planned structure of the study abroad program, as well as view scheduled contact hours.

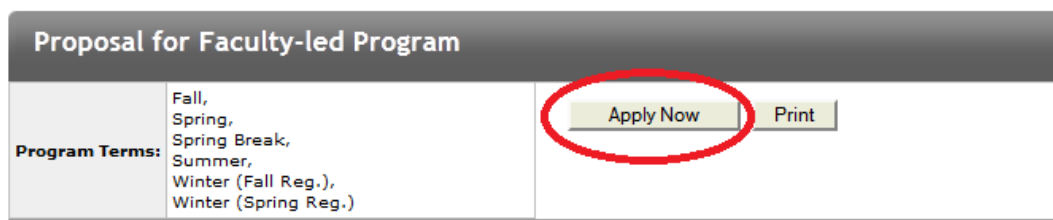
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Starting a Proposal on the Education Abroad website

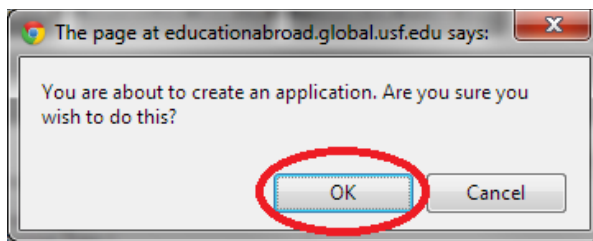
In order to create an application, please go through the following steps:

1. Navigate to the “Proposal for Faculty-led Program” and click “Apply Now”:

http://educationabroad.global.usf.edu/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=23050



Click “OK” on the pop-up that asks if you are sure you want to create an application:




2. The next screen asks if you already have an account. Select the appropriate option and click “Submit”.

Security>User Identification Wizard: Step 1

Security : User Identification Wizard: Step 1

Hide Tips



In order to continue, you will need to be logged-in. This wizard will guide you through the steps of authentication.

Please indicate how you will be logging in:

☐ I am a USF Student.
☐ I have login credentials for this site and I am a faculty member, staff member, or incoming exchange student.
☒ I do not yet have login credentials for this site and I am a faculty member, staff member, or incoming exchange student.

Submit

- Those who select “I have login credentials” will go to step 4 below. Those who select “I do not yet have login credentials” will be asked to fill out a brief form. They will then receive an email with login information.
- The login screen asks for your Username and Password. Your username is your email address.

Please log in:

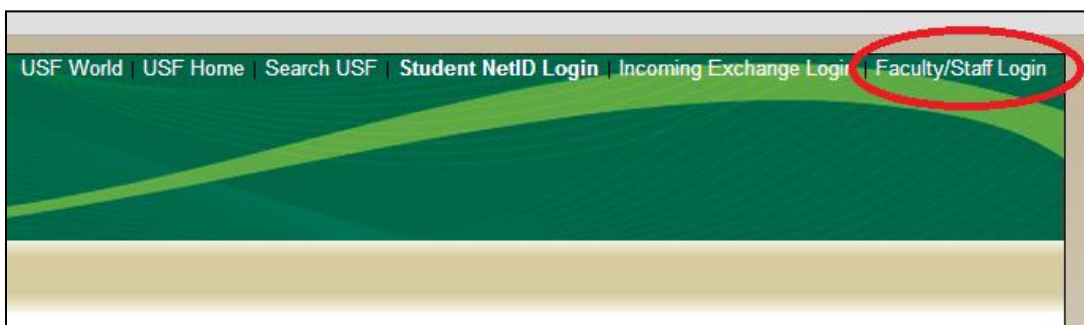
Username:

Password:

Login

[Forgot your password?](#)

Future logins can be accomplished by selecting the “Faculty/Staff Login” in the upper right corner of the Education Abroad web page.



If you have any problems logging in, please see our “Login Help” page here:
<http://educationabroad.global.usf.edu/?go=facstafflogin>

5. You will be prompted to select a term, list locations where the program will take place, and enter the departure and return dates, then click “Apply.” If you do not see your location(s), click on “*Other, Other (Other)” – you will have an opportunity to enter in your location(s) in another part of the form.

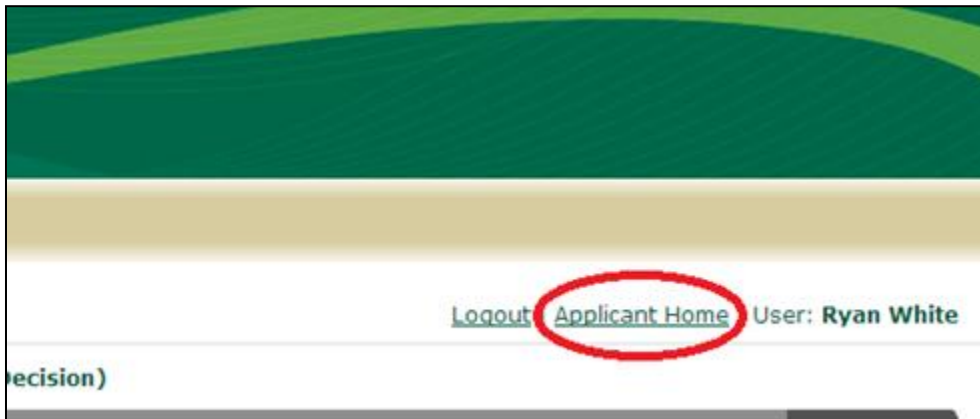
Available Terms	
<input type="radio"/>	Spring, 2014
<input type="radio"/>	Winter (Spring Reg.), 2014
<input type="radio"/>	Winter (Fall Reg.), 2013
<input type="radio"/>	Spring Break, 2014
<input type="radio"/>	Fall, 2014
<input checked="" type="radio"/>	Summer, 2014

Program Information:	
Location(s):	
Available	Selected
<div>*Other, Other (Other) Aarhus, Denmark (Europe) Accra, Ghana (Africa) Addis Ababa, Ethiopia (Africa) Agra, India (Asia) Ahmedabad, India (Asia) Alexandria, Egypt (Africa)</div>	<div>Belize City, Belize (Central America)</div>
<div>>> All >> << All <<</div>	
You can select multiple locations from the Available list box by control/command-clicking on multiple items.	
Dates:	
Departure:	<div>07/16/2014 (Format: mm/dd/yyyy)</div>
Return:	<div>07/30/2014 (Format: mm/dd/yyyy)</div>

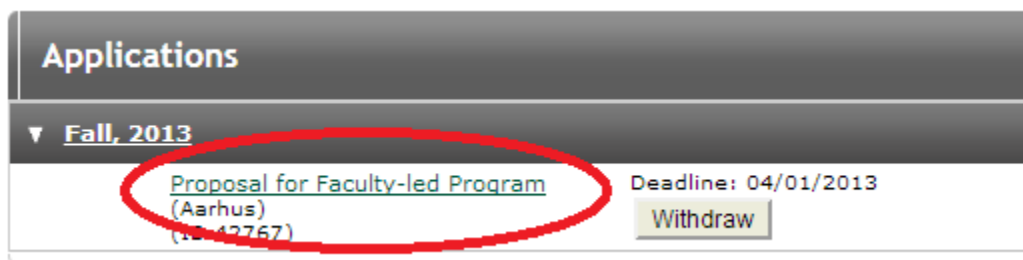
6. When you create a new account, you’ll be required to enter a current mailing address. Fill out the form, then click “Save”.

Required Addresses:	
Current Mailing Address	
Address:	<div></div>
City:	<div></div>
State:	<div></div>
Zip Code (or Postal Code):	<div></div>
Country:	<div>Select One: ▾</div>
Phone:	<div></div>
Mobile:	<div></div>
<div>< Cancel - - Reset - - Save ></div>	

After you log in, if you don't immediately see your application, click "Applicant Home" in the upper right part of the page:



7. Under the "Applications" heading, click on the green link for the program application that you want to work on.



8. When your application opens, you'll see a series of material submissions, signature documents, and questionnaires. As each part is completed, the corresponding "Received" box on the right will show a check mark.

<p>Ryan White</p> <p>Program: Proposal for Faculty-led Program</p> <p>Term/Year: Fall, 2013</p> <p>Deadline: 04/01/2013</p> <p>Dates: 10/14/2013 - 11/20/2013</p>	<p>Material Submissions</p> <p>Click the following to view instructions and/or printable forms which require the physical submission of materials.</p> <table border="1"> <thead> <tr> <th>Title</th> <th>Received</th> </tr> </thead> <tbody> <tr> <td>Faculty Program Proposal: Department/College Approval Form</td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Title	Received	Faculty Program Proposal: Department/College Approval Form	<input type="checkbox"/>																																		
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<p>Application Instructions</p> <p>View the Proposal Guide for an overview of the proposal process, then meet with an Education Abroad staff member to discuss your proposal.</p> <p>After meeting with a staff member, please complete the questionnaires, signature documents, and materials in your application.</p> <p>Note that there are questionnaires for five courses. If you have less than five courses, please ignore the extra course information questionnaires.</p>	<p>Signature Documents</p> <p>Click the following to view and digitally sign important documents to indicate your agreement and understanding.</p> <table border="1"> <thead> <tr> <th>Title</th> <th>Received</th> </tr> </thead> <tbody> <tr> <td>Faculty Program Proposal: Faculty Responsibility Form</td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Title	Received	Faculty Program Proposal: Faculty Responsibility Form	<input type="checkbox"/>																																		
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	<p>Application Questionnaire(s)</p> <p>Click the following to view and complete the following online questionnaire(s). You may begin a questionnaire and save it for later completion, but note that you must click Submit in order for the questionnaire to be logged as complete and ready for review.</p> <table border="1"> <thead> <tr> <th>Title</th> <th>Received</th> </tr> </thead> <tbody> <tr><td>Emergency Contact Person in the US~</td><td><input type="checkbox"/></td></tr> <tr><td>Faculty-led Program Proposal: 1a) Program Summary Information</td><td><input type="checkbox"/></td></tr> <tr><td>Faculty-led Program Proposal: 1b) Other People Involved in the Program</td><td><input type="checkbox"/></td></tr> <tr><td>Faculty-led Program Proposal: 1c) Sponsoring College/Department/Traveler Status</td><td><input type="checkbox"/></td></tr> <tr><td>Faculty-led Program Proposal: 2a) Narrative Proposal Part 1</td><td><input type="checkbox"/></td></tr> <tr><td>Faculty-led Program Proposal: 2b) Narrative Proposal Part 2</td><td><input type="checkbox"/></td></tr> <tr><td>Faculty-led Program Proposal: 2c) Narrative Proposal Part 3</td><td><input type="checkbox"/></td></tr> <tr><td>Faculty-led Program Proposal: 3) Preliminary Budget Worksheet</td><td><input type="checkbox"/></td></tr> <tr><td>Faculty-led Program Proposal: 4a) Course 1 Information</td><td><input type="checkbox"/></td></tr> <tr><td>Faculty-led Program Proposal: 4b) Course 2 Information</td><td><input type="checkbox"/></td></tr> <tr><td>Faculty-led Program Proposal: 4c) Course 3 Information</td><td><input type="checkbox"/></td></tr> <tr><td>Faculty-led Program Proposal: 4d) Course 4 Information</td><td><input type="checkbox"/></td></tr> <tr><td>Faculty-led Program Proposal: 4e) Course 5 Information</td><td><input type="checkbox"/></td></tr> <tr><td>Faculty-led Program Proposal: 5) Map</td><td><input type="checkbox"/></td></tr> <tr><td>Faculty-led Program Proposal: 6) U.S. State Department Safety and CDC Health Summaries</td><td><input type="checkbox"/></td></tr> <tr><td>Faculty-led Program Proposal: 7) Program Schedule & Itinerary</td><td><input type="checkbox"/></td></tr> <tr><td>Faculty-led Program Proposal: 8) Safety Information</td><td><input type="checkbox"/></td></tr> <tr><td>Faculty-led Program Proposal: 9) Predeparture Orientation</td><td><input type="checkbox"/></td></tr> </tbody> </table>	Title	Received	Emergency Contact Person in the US~	<input type="checkbox"/>	Faculty-led Program Proposal: 1a) Program Summary Information	<input type="checkbox"/>	Faculty-led Program Proposal: 1b) Other People Involved in the Program	<input type="checkbox"/>	Faculty-led Program Proposal: 1c) Sponsoring College/Department/Traveler Status	<input type="checkbox"/>	Faculty-led Program Proposal: 2a) Narrative Proposal Part 1	<input type="checkbox"/>	Faculty-led Program Proposal: 2b) Narrative Proposal Part 2	<input type="checkbox"/>	Faculty-led Program Proposal: 2c) Narrative Proposal Part 3	<input type="checkbox"/>	Faculty-led Program Proposal: 3) Preliminary Budget Worksheet	<input type="checkbox"/>	Faculty-led Program Proposal: 4a) Course 1 Information	<input type="checkbox"/>	Faculty-led Program Proposal: 4b) Course 2 Information	<input type="checkbox"/>	Faculty-led Program Proposal: 4c) Course 3 Information	<input type="checkbox"/>	Faculty-led Program Proposal: 4d) Course 4 Information	<input type="checkbox"/>	Faculty-led Program Proposal: 4e) Course 5 Information	<input type="checkbox"/>	Faculty-led Program Proposal: 5) Map	<input type="checkbox"/>	Faculty-led Program Proposal: 6) U.S. State Department Safety and CDC Health Summaries	<input type="checkbox"/>	Faculty-led Program Proposal: 7) Program Schedule & Itinerary	<input type="checkbox"/>	Faculty-led Program Proposal: 8) Safety Information	<input type="checkbox"/>	Faculty-led Program Proposal: 9) Predeparture Orientation	<input type="checkbox"/>
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9. Please note that the course questionnaires (4a-4e) are placeholders for those who have multiple courses. If you only have one course, just fill in 4a and leave 4b-4e blank. If you find that some of the questionnaires do not apply to your program, please check with the Education Abroad Advisor that you are working with, in order to see if you can skip that part of the application.
10. When filling out questionnaires, note that the system will lock you out after 59 minutes of inactivity on any browser tab. There is a "save" button at the bottom of each questionnaire, which allows you to continue working on that questionnaire later. We do recommend that you save often throughout the process. When you are finished with the questionnaire, use the "Submit" button to submit the questionnaire as complete.

You may enter information on this form and use the **Save** button to keep your information until you are ready to submit it. **Please note that your application questionnaire is not considered complete and cannot be reviewed until you click the Submit button to finalize your responses.**

< Cancel -

- Save -

- Submit >

11. If you have previous applications in the system, you will sometimes have the option to load prior responses into your new application. In order to do this, first click the questionnaire to open it.

Title
Emergency Contact Person in the US~
Faculty-led Program Proposal: 1a) Program Summary Information
Faculty-led Program Proposal: 1b) Other People Involved in the Program
Faculty-led Program Proposal: 2a) Narrative Proposal
Faculty-led Program Proposal: 2b) Narrative Proposal (Continued)

On the next page, if the questionnaire is eligible for copying, you'll see a drop-down menu near the top of the page that says "Load responses from"

Faculty-led Program Proposal: 2a) Narrative Proposal	
Applicant Name:	Ryan White
Program:	Proposal for Faculty-led Program
Term of Study:	Summer, 2014
Load responses from:	Please select one Please select one Proposal for Faculty-led Program (Summer, 2013)

WARNING: Please remember to save your responses frequently

Faculty-led Program Proposal: 2a) Narrative Proposal:

Instructions:

We recommend that you save each response in a word processing document on your computer before submitting the questionnaire for more than 59 minutes without activity, every tab will be automatically logged out, even though they will look like they are still active.

(*) Indicates the question is required.

1. Program Learning Outcomes: (*)

Please list 3-5 key learning outcomes for students who participate in this program.

Select the application you want to copy from and click "OK" in the warning that follows in order to load the answers. Be sure to click "Submit" at the bottom of the page when you are ready to submit the questionnaire.

12. You'll be able to tell when your application is complete because all of the "received" check boxes on your application will be checked. At that point, please contact the Education Abroad Advisor that you are working with in order to let them know and discuss the next steps.

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Technical Questions

If you have any technical problems, please contact the USF World Education Abroad Web and Database Coordinator, Ryan White, at ryanwhite@usf.edu.

General questions related to the content and status of the proposal should be directed to the Education Abroad Coordinator handling your program.

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