

DRAFT FACULTY-LED STUDY AWAY PROGRAM PROPOSAL

All new study away activities in which faculty or staff from the University of Puget Sound take students off campus for experiential learning connected to an academic course, for a period of seven days or more, each iteration must be proposed and approved in advance by the International Education Committee of the University of Puget Sound.

APPLICATION GUIDELINES

1. Meet with the Associate Dean of Experiential Education to discuss study away options and the program proposal process.
2. Answer in writing all questions on the Faculty-Led Study Away Program Proposal.
3. Submit the completed application packet to the International Education Committee and the Office of International Programs (see email links below). Be sure this includes:
 - a. Answers to all questions in this form and your Program Description narrative essay.
 - b. Letter of support from your department chair endorsing the proposed program.
 - c. Draft syllabus for the course to be taught.
 - d. Proposed budget for the program.

Nick Kontogeorgopoulos, Dean of Experiential Learning (konto@pugetsound.edu)

Roy Robinson, Director of International Programs (rrobinson@pugetsound.edu)

Carmen Eyssautier, Assistant Director of Study Abroad (ceyssautier@pugetsound.edu)

FACULTY INVOLVED

Lead Faculty Member

Name:

Title:

Department:

Email:

Tel:

Name:

Title:

Department:

Email:

Tel:

Alternate faculty member (if needed):

Name:

Title:

Email:

Will this program require a second faculty leader or staff member? YES NO

If yes, please provide contact information:

PROGRAM INFORMATION

Program Name:

Proposed Program Location(s):

Term(s) in which program will be offered:

Proposed program length:

Expected frequency of program (note programs will require IEC approval for each implementation):

PROGRAM DESCRIPTION ESSAY

Please **attach an essay** that provides a thorough description of your proposed program, and which addresses these specifics: course integration and desired learning outcomes, including how the study away portion of the program is required to achieve those outcomes; academic content covered during off-campus program; activities and site utilization off campus; what your role will be in the program; what partnerships or local connections it will draw on; how the program will comport with the IEC's Domestic Study-Away Program Evaluation Criteria.

The Domestic Study-Away Program Evaluation Criteria will be used to evaluate program proposals (please see [Appendix 1](#) for additional detail and examples related to the IEC's evaluation rubric). In your essay you should describe or list the specific ways in which your program (as outlined in the body of your program description essay) addresses these questions:

1. How well is the program academically integrated into the Puget Sound curriculum?
2. How is the program structured in a way likely to yield a high-impact experience?
3. In what ways is the program consistent with institutional values and priorities?

DEPARTMENT SUPPORT

Please attach a letter of support from your department or program chair. The letter should address the following issues:

1. In what way(s) the program draws on faculty expertise, including faculty leadership's experience in the proposed off-campus destinations(s) and/or conducting the experiential pedagogy that the course/trip focuses on.
2. Whether other faculty members are willing to serve as subsequent program directors.

COURSE INTEGRATION

Proposed Course 1:

Department and number:

Units:

Instructor(s):

Prerequisites:

Proposed Course 2:

Department and number:

Units:

Instructor(s):

Prerequisites:

Please attach a course syllabus (or syllabi) that includes a general course description, the academic content of the course, the course objectives, the academic work required (readings, assignments, projects), the grading system, and the methods of assessment.

ON-SITE LOGISTICS

Are you partnering with a local university, non-profit organization, or travel/service provider, or provide any services for the proposed program?

YES (please list their contact info below) NO

University/Organization/Provider:

Contact Name:

Title:

Address:

Email:

Phone:

Website:

Please briefly address the following questions about on-site logistics to the best of your ability:

1. If you checked "yes," what kinds of support are provided on-site by the organization listed above?

Response:

2. Who will be responsible for managing student issues/crises as they arise?

Response:

3. Please describe student accommodations and meal arrangements while off campus.

Response:

4. What will be the primary means of transportation? (for field trips, daily commuting, etc.)

Response:

5. Is the site accessible to students with disabilities? Are there any concerns related to accessibility of services for these students?

Response:

STUDENT RECRUITMENT

1. Who is the target student population and how will the program (courses and location) appeal to this population?

Response:

2. Do you anticipate that this program attract students who are historically underrepresented in experiential education at Puget Sound?

Response:

3. How do you intend to promote the program?

Response:

SAFETY AND SECURITY

1. What, if any, are the potential safety and security risks and concerns associated with program participation?

Response:

2. How have safety and security on the program been vetted?

Response:

3. Please sign here to indicate you will attend the pre-departure faculty orientation before each off-campus component of this course. Among other topics, this orientation will address the University's commitment to assuring equal treatment of all students under Title IX provisions. It will also provide concrete information and steps for faculty and students in the event of sexual violence or harassment during the study away program.

I will attend the Pre-Departure Faculty Orientation before each study-away component of this course:

Signed: _____

HEALTH

1. What are possible health risks in the locations of travel?

Response:

2. What precautions will you take to address any health concerns, and what local health / mental health resources will be available to students?

Response:

ESTIMATED PROGRAM BUDGET

Please attach an estimated program budget. Contact the Associate Dean of Experiential Education for budget-related questions.

1. The estimated budget should include:

- Airfare/Transportation
- Housing
- Meals

- Field trips/excursions
- Local transportation
- Immunizations/needed medicine
- Course materials
- Other

OTHER

Is there any additional information you would like the committee to consider regarding your proposal?

APPENDIX 1

International Education Committee Domestic Study-Away Program Evaluation Criteria

New and existing programs that feature significant time away from campus and outside the classroom will be evaluated on the basis of Puget Sound's objectives for study away experiences. Specifically, the IEC evaluates and approves programs that are an integrated part of an academic course, and which last a week or more (at least seven full days of programming) away from campus. Approval will be granted to programs that substantively incorporate the goals and practices shown to most effectively achieve the University's objectives, as assessed through the rubric below.

The rubric below is intended to assess program impact through the following thematic criteria:

- 1. Integration into the Academic Curriculum**
- 2. High Impact Program Design**
- 3. Consistency with Institutional Values and Priorities**

These criteria are meant to help guide faculty as they develop their own study away programs, or as they seek to integrate provider-based programs into the University curriculum. For both faculty-led and provider programs, approval will be contingent on the clear and substantive incorporation of these criteria into program structure and pedagogy. Beyond program approval, in situations where available resources limit the number of programs that can travel during a given year, priority will be given to programs that most robustly reflect the values and practices laid out below, which have proven to most effectively achieve Puget Sound's objectives for study away experiences.

The IEC should consider the three questions below, based on a *qualitative evaluation of program structure, content, and its relationship to institutional concerns and curricula*. Where circumstances warrant (e.g. when programs must be ranked), these questions may be scored on a scale of 0-5 (with 5 being the highest score), and the scores can then be used to compare and rank programs.

Note that individual programs might not score highly in every category, and some criteria are mutually exclusive from others, but approval should be granted only to programs with strong performance (i.e. scores of 4-5) in two or more categories.

How well is the program academically integrated into the Puget Sound curriculum?

Examples of curricular integration:

- Substantive, synthetic links between campus learning and study away.
- Enhancing the existing campus curriculum in new and important ways.
- Programs that draw on faculty expertise, including direct program design and leadership.

SCORE: _____

Is the program structured in a way likely to yield a high-impact experience?

Examples of high-impact program design elements:

- Long-term (multi-week; full semester).
- Substantive engagements with cultural difference.
- Leveraging partnerships with educational or other non-profit organizations.
- Completion of a research experience.
- Completion of a service learning experience or internship.
- Strong site utilization through interdisciplinary or discipline-based fieldwork or experiential engagement.

SCORE: _____

Is the program consistent with institutional values and priorities?

Examples of relevant institutional concerns/priorities:

- Programs that provide qualitatively different or unique experiences, as compared with those already offered, and which address the University's objectives for experiential education.
- Programs that allow students in a particular major/field/department opportunities to better study topics/material that contribute to their field of study.
- Programs that draw student populations that are historically underrepresented.
- Programs with reasonable costs.
- Programs with clear and effective procedures to ensure student well-being and safety (including response to instances of sexual violence).

SCORE: _____

APPENDIX 2

FACULTY-LED STUDY AWAY PROGRAM CREATION APPLICATION DEADLINE

April 1 – Every Year

- April 1 is the Faculty Led Study Away Program Application Deadline for the following academic year and future academic years. For example, the deadline of April 1, 2023 would be for programs planning to run during the spring 2024, summer 2024 or the fall 2024.

FACULTY-LED STUDY AWAY PROGRAM CREATION APPLICATION TIMELINE

24 months prior to program start date

- Faculty member discusses program idea with home department
- Faculty member and Associate Dean of Experiential Learning, IEC Chair, OIP Director have preliminary discussion of logistics, concerns, needs

12-16 months prior to program start date

- Faculty-led Study Away Program Proposal submitted to IEC
- Administration conducts risk/security check
- Committee approvals
 - IEC review of off-campus education component/program
 - Curriculum Committee approval if new course (via CC or ADO, depending on core status)
 - Travel safety and security committee convened by OIP (if needed)

After receiving program approval from the IEC

- Faculty member can begin marketing the program (*cannot begin admitting students until all previous steps have been completed*)
- OIP conveys information to Registrar and home department
- OIP contacts other offices to let them know the new program has been approved

6 months prior to program start date

- OIP or Experiential Learning staff and faculty member create final budget
- OIP sends billing information to SFS, Registrar, Finance
- OIP and faculty member create Financial Terms and Conditions (which include cancellation date), check final document with SFS