Introduction:
These guidelines are meant to familiarize faculty and staff with processes and procedures as they consider developing a Drake International Study Seminar. This document accompanies the more in-depth faculty handbook on leading International Study Seminars. Please contact Annique Kiel, Assistant Director for Drake Administered Programs Abroad, at annique.kiel@drake.edu for further information.

Sample Program Models:
• Stationary: Offers a single base of operation where most of program takes place
• Multi-stop: Includes stops in various locations throughout the length of the program
• Integrated: Offers structured opportunities for cultural interaction such as home stays or coursework at a local university
• Field study: Offers hands-on opportunities such as archaeological digs or biological research
• Language immersion: Includes an in-depth language study in addition to or as part of the main course objectives
• Service-learning: Integrates community service with guided instruction and reflection

Course types:
• Existing Course: Faculty may choose to use an existing course at Drake University and alter the syllabus to fit the international location. If this option is chosen, supplementary learning objectives should be developed for the course in an international setting.
• Unique/New: A unique course title and number can be developed for the study seminar. Colleges have varying policies on approval processes for new courses.

When?
• Summer Term (typically starting right after finals in May)
• Embedded in a semester course (i.e. over Spring Break)
• J-term (beginning 2013)

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General steps to building an International Study Seminar:
• Course conceptualization, selection of co-leader
• Course proposal/approval process
• Selection of third-party provider
• Budget proposal/approval process
• Risk Assessment process
• Marketing and recruitment
• Pre-departure sessions
• Re-entry session/workshop

Course conceptualization, selection of co-leader:
Faculty should consult with colleagues and ultimately their department chairperson on their idea for an International Study Seminar. It is Drake’s policy that all International Study Seminars have TWO program leaders: a primary instructor and a co-leader. The seminar may also be co-taught. The primary instructor must be a full-time faculty member at Drake University. The co-leader can be faculty or staff at Drake University or another institution.

Course proposal/approval process:
International Study Seminars follow the normal course approval processes followed by Schools and Colleges. Faculty proposing a study seminar would take it through the process as they would with any other course,
including approval by the University Curriculum Committee (UCC) for classes seeking Area of Inquiry (AOI) designation or the Honors Advisory Board for Honors designation. An interdisciplinary course that is not seeking approval from any particular program/school/college would go to the UCC for approval as an INTD course.

Selection of third-party provider:
Faculty leaders are strongly encouraged to use a third-party provider for International Study Seminars. Program providers can play an important role in the co-curriculum of a program in so far as they provide, plan and organize the intercultural and cultural immersion opportunities. Providers have local knowledge and manage logistics for the program such as transportation, accommodations, excursions, etc. In the case where a third-party provider is not utilized, the faculty leader is responsible for making all logistical arrangements for on-site operations.

Budget approval process:
A budget template is given to faculty leaders during the planning stages of the study seminar. The Assistant Director for Drake Administered Programs Abroad assists with and reviews the budget for submission. It is then sent to the appropriate College Dean for approval. Once it is approved at the College level, it is forwarded on to the Provost’s Office and then the University Budget Director for final approval.

Risk assessment process:
The University’s Risk Assessment Committee reviews International Study Seminars. Items reviewed include program itinerary and activities, transportation, accommodations, and required immunizations. The committee will also consider the U.S. Department of State’s status for the destination, including whether or not there is a Travel Warning or Alert that has been issued. The Assistant Director of Drake Administered Programs Abroad represents all international travel seminars at the committee meetings.

Marketing and recruitment:
This is primarily the responsibility of the faculty leaders, with the support of the Assistant Director of Drake Administered Programs Abroad. A link to the study seminar page is placed on the Study Abroad website by the International Programs staff. The faculty leaders should conduct classroom visits and hold information sessions for interested students. There is administrative support from Drake Administered Programs Abroad for creating fliers, brochures, posters, and any other print materials for the program. (If a third-party provider is used, assistance with marketing may be provided). A minimum of 10 students is required for the program to run.

Pre-departure sessions:
The faculty leaders should hold a minimum of three pre-departure sessions prior to the departure of the trip. These sessions will cover things such as academic expectations, cultural orientation, health and safety issues, and logistical arrangements.

Re-entry session(s)
It is recommended that faculty develop reentry activities for the seminar participants. These activities may take the shape of a social event, or a student panel discussion focusing on the international learning experiences. Reentry events give students the opportunity to reflect and debrief on their experiences abroad, and integrate what they learned into life back in the U.S.

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Administrative Support (provided by Drake Administered Programs Abroad):
• Help with navigation of the program development process
• Consult on itinerary
• Assist with budget development
• Identify potential third-party providers
• Arrange group flights (if needed)
• Assist with marketing/publicity support
• Help with application process/maintaining and collecting forms (sets program up in Horizons system)
• Conduct pre-departure orientations (if needed)

GIPAC Approved Jan. 2012
• Conduct risk management training session for all faculty leaders prior to program departure
• Monitor US Department of State notices
• Register students with US Dept of State
• Assist programs through the risk assessment process; represents programs at Risk Assessment Committee meetings
• Respond to crises reported by faculty leaders in country
• Help with reentry session (if needed)

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Faculty Responsibilities:
• Develop course proposal; submit course for approval
• Develop program itinerary to fit learning objectives
• Create budget; submit budget for approval
• Select third-party provider
• Set criteria for acceptance into the program
• Marketing and recruitment
• Hold a series of pre-departure sessions
• Hold a post-program/re-entry session

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Timelines
January 2013 timeline:
November 18, 2011: Brief description of program due
February 1, 2012: Course approval completed
February 10, 2012: Budgets due and risk assessment completed
February 20, 2012: January schedule goes “live” to students

May/Summer or Embedded Seminar timeline:
14 months in advance: Program description submitted
12 months in advance: Course approval completed
9 months in advance: Budgets submitted
6 months in advance: Risk assessment completed

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Course Proposal:
Elements of an international, short-term course proposal:
— Description of seminar, including:
  - General and specific learning outcomes
  - What students will learn in an international setting that they could not learn on home campus
  - How the program takes advantage of the international environment
— Listings of required readings, assignments, reflection components
— Proposed itinerary, integrating site visits, lectures, discussions, reflections periods, field work
— Evaluating/grading criteria
— A pre-departure component (seminars, orientation meetings, required readings, etc.)
— Post-program component: opportunity to debrief on experience and integrate what they learned into life back home (panel, welcome home dinner, social event)

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Compensation:
There is compensation available both for the primary instructor and for the co-leader of International Study Seminars. Instructor and co-leader expenses are covered by the students’ program fee (transportation,
accommodation, meals, cell phone, expenses for orientations, gifts, etc). Please contact Annique Kiel at annique.kiel@drake.edu for compensation policies.

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**How Program Fees Are Built:**

**May/Summer Seminar:**

ADD:

- Salary and benefits for primary instructor and co-leader
- Instructor and co-leader costs (international airfare, ground transportation, lodging, meals, visa, immunizations, cell phones, etc.)
- Student costs (international airfare, ground transportation, lodging, meals, visas, etc.)
- Marketing/promotion
- Third-party provider fees
- Emergency and Travel Assistance coverage
- Contingency fee (5%)

DIVIDE BY:

- Number of students

**January and Embedded Seminar:**

ADD:

- Instructor costs (international airfare, ground transportation, lodging, meals, visa, immunizations, cell phones, etc.)
- Student costs (international airfare, ground transportation, lodging, meals, visas, etc.)
- Marketing/promotion
- Third-party provider fees
- Emergency and Travel Assistance coverage
- Contingency fee (5%)

DIVIDE BY:

- Number of students

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**Student admissions:**

All students must have a minimum of a 2.5 GPA to study abroad through Drake University. Students on academic or disciplinary probation are not eligible. Faculty leaders ultimately decide on specific selection criteria for their program. Some seminars do have prerequisites that are enforced at the instructors’ discretion.

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**Evaluation/assessment:**

An instrument for evaluating Drake International Study Seminars is available for assessing the program as well as the student learning outcomes. Faculty are encouraged to distribute the survey to their students upon return to the United States. This instrument should be used in addition to their College’s standard summer course evaluation form.