

**DePaul University
College of Liberal Arts and Social
Sciences
Study Abroad Committee**

**PROPOSAL GUIDELINES
SHORT-TERM STUDY ABROAD PROGRAMS
Revised by the LAS Study Abroad Committee on 02/07/2024**

These guidelines are designed to assist faculty members proposing a short-term program and to guide the Liberal Arts and Social Sciences (LAS) Study Abroad Committee in the review of proposals. Specifically, the guidelines offer a structured model for crafting individual programs and present a required format for proposals. The LAS Study Abroad Committee is a faculty advisory board appointed by the Dean of the College of LAS. The Committee is charged with reviewing proposals for short-term study abroad programs that offer credit through the College. The Committee makes recommendations to the Dean who ultimately decides which programs will be offered by the college in collaboration with Study Abroad. Criteria by which proposals will be evaluated are outlined below. This is a competitive process. Applications submitted after the relevant deadline will not be considered.

Eligibility

Eligibility criteria for those faculty applying to be a Program Director are based upon contractual status, local embeddedness, and cultural competence.

Contractual status: Full-time tenured, tenure-track, and term faculty at DePaul University are eligible to submit a proposal. Faculty must secure the approval of their departmental chair/dean before developing a proposal. Full-time administrators and professional staff in blended teaching and administrative positions may apply with the approval of the Dean of LAS and their supervising VP/Dean. Part-time, visiting faculty, and graduate students are not eligible to propose study abroad programs, although in some circumstances may be eligible to participate as an instructor. Faculty who will be on leave between the time of proposal and the program date must document that they will be on campus and available for recruitment selection and logistical planning purposes. If you have questions about eligibility, please contact Study Abroad *prior to* preparing a proposal.

Local embeddedness: The committee values demonstration of deep and meaningful familiarity with the context, which could be demonstrated in several ways. Evidence of embeddedness in two or more of the following is preferable:

1. Language proficiency
2. Prolonged research
3. Long-term connections with local institutions (length & strength of relationship)
4. Extended residency

Cultural competence: A critical factor in the educational effectiveness of any study abroad program is the competence and comfort of the program director in negotiating and operating in the socio-cultural milieu of the off-campus location(s). This competence often includes but is not limited to:

1. Familiarity with the local language as necessary to lead a group of students in the location;
2. An understanding of the host society and cultural practices and the ability to assist students in understanding and interpreting those practices;
3. Skill in guiding group interaction among students with diverse identities and building inclusive and equitable learning environments;
4. Ability to respond constructively to unexpected challenges;

5. Technical competence in working with local service providers.

Faculty are required to provide specific evidence in support of this component in their application.

In addition, all applicants should note that there are many responsibilities placed upon those leading any Study Abroad program. For more information, see the Program Director Description and Program Director Handbook posted on the [Lead a Study Abroad Program page](#).

Assistance in Developing a Proposal: Course Design, Budgeting and Logistics

Faculty members interested in proposing a study abroad program are encouraged to discuss their ideas with Study Abroad staff and/or members of the Study Abroad Committee early in the planning stages. As the proposal is put together, faculty should consult with Study Abroad staff to discuss procedures for budgeting, recruitment, and other logistics. The Study Abroad Committee welcomes proposal drafts from faculty trying to develop their program ideas. Once approved, Quality of Instruction Council funding can potentially be obtained for course development purposes. Please refer to [QIC guidelines](#) for further information.

Proposal Guidelines

All proposals must be submitted online via the [Study Abroad website](#). Proposals must include the following documents (incomplete proposals will not be considered):

1. LAS Short-Term Program Proposal Form
2. Proposal Narrative (including program itinerary)—see details below for what should be included
3. Course syllabus/syllabi (including proposed reading list)
4. Budget estimates (including airfare, accommodations, and any on-site expenses)
5. Most recent [Program Director Report](#) (See Appendices), for repeat programs

Note: Approval from your Department Chair is also required. Once you create your online application, please send them an electronic link to complete the Department Chair Statement of Support.

Details of the Proposal Narrative

The proposal narrative should be no more than five double-spaced pages in 11-point font and should be a detailed presentation of activities, objectives, outcomes, and logistics about your program. This following outline is provided as an organizing tool. Please adhere as closely as possible to the following organization of topics when writing your proposal.

1. *Program Overview*
2. *Objectives, Learning Outcomes & Assessment Procedures*: What are the objectives that shape the design of your program? What will students learn by participating in this program? How will you know these outcomes have been met?
3. *Curricular Integration*: How does the proposed program enhance or complement the departmental, College, or University curriculum? Proposals for graduate courses should describe how the overseas experience will be used to enhance graduate learning and research, and should clearly emphasize a link between on-site activities and the conceptual theories or methods relevant to the sponsoring department(s) and their curriculum. Undergraduate courses must also address the following:
 - a. *Experiential Learning (EL) Credit*. All undergraduate courses approved through the LAS Study Abroad Committee must meet the requirements for Experiential Learning credit. Proposals must explicitly address how each course in a program meets these requirements. In particular, the Committee will look for evidence that course activities and assignments integrate course content with structured field-based experiences through reflection, discussion, and writing. Please refer to the [Liberal Studies](#)

- [guidelines](#) for more information about meeting these requirements.
- b. *Liberal Studies Domain Requirements.* Faculty are encouraged to consider designing undergraduate courses that meet the requirements of a Liberal Studies Domain. Programs that fulfill Liberal Studies Domain requirements in addition to the Experiential Learning requirement have a substantially better record of recruitment and retention. Faculty members must secure approval of the appropriate domain committee for their courses. Please refer to the [Liberal Studies guidelines](#) for more information about domain approval.
 - c. *Cross-Listings.* Where appropriate, faculty are encouraged to seek cross-listings for their courses to enhance recruitment and retention. It is the responsibility of faculty to secure written approval for course listings from the chairperson(s) of the appropriate department(s).
4. *Program Design:*
- a. *Course Offerings and Pairings.* The Committee will consider a range of viable options. Short-term undergraduate program proposals are typically submitted by two faculty members who co-direct the experience abroad, with each faculty member offering a 4-credit class and students receiving 8 credit hours. One-course proposals are also possible for undergraduate programs and are recommended for graduate programs. Additional guidelines for the Language and Culture Program are provided in Appendix 1. Graduate program proposals are typically submitted by one faculty member who directs the experience and teaches one graduate-level 4-credit course. In this case, a second faculty or staff member will accompany and help lead the group in a non-teaching role. See the Program Administrator Position Description in the [Program Director Handbook](#).
 - b. *Pre- and Post-departure Meetings.* With two-course programs, students enroll in the first course during the term preceding travel, and enroll in the second course during the term immediately following their group's return. With one-course programs, students enroll in the course during the term preceding travel. Faculty should carefully consider the most appropriate balance between on-campus and on-site instructional activities and justify their design in the proposal. The college recommends 15-30 contact hours on campus for each 8-hour set of program courses or 8-15 hours per 4-hour course. The remainder of the contact hours takes place during travel. On-campus course meetings must be scheduled to coincide with regular course scheduling and students must be informed of the class schedule at the time of acceptance. Proposed syllabi must describe how faculty members intend to use these on-campus course meetings to fulfill course/program learning objectives. Study Abroad can provide models of pre- and post-departure course scheduling used by successful programs.
 - c. *Special Features.* Are there any special aspects or design components of your proposed program that should be highlighted (e.g. service learning, homestays, on-line/hybrid instruction, etc.)?
 - d. *Local Arrangements.* Does the program involve an agreement with a local host institution? If so, what is the nature of that institution/organization? When did the relationship originate and how is it sustained? What services and activities will be overseen by the host institution and at what cost (i.e. housing, classroom space, lecturers, student services, etc.)? If there is not an institutional affiliation, what infrastructure requirements are necessary for the program to operate? Study Abroad can recommend one of DePaul's preferred travel vendors to advise you on international and local travel arrangements.
5. *Sustainability, Costs and Recruitment Strategy:*
- a. *Sustainability.* Proposals should indicate how often the program will be repeated and

whether sufficient faculty and student interest exists to ensure at least three iterations of the program. The iterations may be in consecutive or alternating years.

- b. *Cost.* A reasonable estimate of program costs should be included as part of the proposal. Two aspects of the costs are considered by the Committee. First, the Committee prefers to offer students a range of price options between \$1,500 and \$4,500. Second, programs must be financially viable and self-supporting.
 - c. *Recruitment Strategy.* Short-term faculty-led study abroad programs often require an enrollment of 15-20 students. In order to meet this requirement, it is recommended that faculty recruit 20-25 students. Please explain the strategy for recruiting students. Is there a defined target audience for this program? What specific majors or students of a particular language or academic foci do you envision this program to attract? Is there demonstrable interest among students for this program? How will this target audience be reached and recruited for participation? How is inclusion in Liberal Studies Domains a factor in defining target audiences and marketing strategies for the program?
6. *Program Itinerary*
Itineraries should be well thought out and well researched both in terms of length and activities included. Typical itineraries for short-term programs run 7-16 days. The proposed travel should be feasible and have a clear connection to the academic content and goals of the program - this is arguably the most critical aspect of any proposal. Include a day-by-day itinerary specifying cities to be visited and means of transportation between them. Describe activities arranged with local experts, guest lecturers, and other local residents as well as visits to museums and other sites of interest. This itinerary should identify as many specifics of your program as possible and include rationale as to how visiting those sites will meet course objectives.
7. *For repeat iterations only: Program Changes*
Please describe and explain any changes you intend to make to the program. This includes changes to the syllabus and program itinerary. In the process, please address how you have implemented the “recommendations for the future iterations” you described in your Program Director’s report and any significant trends in student evaluations of the study abroad program.

Criteria to be used in reviewing proposals

Proposals will be evaluated for their quality of design, course content, and thoroughness in addressing the topics detailed above. In addition, the following criteria will be used to recommend programs for inclusion in the Study Abroad line-up for any particular cycle.

1. Faculty eligibility, per guidelines listed in the Program Director Position Description document
2. Sustainability: Preference will be given to programs that demonstrate the potential to run for multiple iterations, either annually or in alternating years.
3. Curricular integration: Preference will be given to programs that are designed to fulfill requirements within specific curricular units and/or the Liberal Studies Program.
4. Appropriateness of location for learning objectives: Does the itinerary make good use of local resources and events? How are the sites linked with the academic content of courses? Are students encouraged to link the experience of travel with the cognitive/reflective aspects of courses? How? Are there opportunities for students to work and/or interact with local institutions and/or community members?
5. Program’s fit within the University’s study abroad offerings, including programs that provide access for students and faculty to study abroad. (Note: Contact Study Abroad for a current list of study abroad programs offered across the University):
 - a. Diversity of sites/geographic locations: In the context of all Study Abroad offerings, does the proposed program offer a new location or regional focus? The committee recommends limiting the number of programs that travel to the same location, particularly in the same term.
 - b. Diversity of disciplines: In the context of all Study Abroad offerings, does the proposed

program offer a new discipline or academic focus? The committee recommends limiting the number of programs with the same disciplinary or academic foci, particularly in the same term.

- c. Diversity of programmatic content: In the context of all Study Abroad offerings, does the proposed program offer a different topical focus? The committee recommends limiting the number of programs with the same topic particularly in the same term.
 - d. Affordability: Programs that offer an inexpensive option for students with financial need are desirable.
6. For repeat programs: Does the proposal address concerns raised by the Committee's review of previous directors' reports, student evaluations, and/or program proposals? If aspects of the program focus, design or itinerary presented problems in a prior iteration, what steps have been taken to minimize the likelihood that these problems will persist or reoccur?

APPENDIX 1: SHORT-TERM LANGUAGE AND CULTURE PROGRAM

1. Program Description

The Short-Term Language and Culture Program is a distinct subset of the larger slate of short-term study abroad programs organized by LAS faculty and overseen by the LAS Study Abroad Committee. The basic design of a Short-Term Language and Culture Program is as follows:

- Short-Term Language and Culture Programs are designed, proposed, and taught by one full-time faculty member from the Department of Modern Languages.
- The target audience is students in the first- and second-year sequences of the designated language. Students from more advanced levels may also participate.
- These students are informed in the Autumn Quarter (and the prior Spring Quarter, if applicable) that a short-term study abroad excursion to a location where that language is used is available in June at the end of the academic year.
- Students apply and go through the subsequent vetting and selection by the Program Director, with final acceptance decisions made in Winter Quarter.
- Accepted students register themselves for the appropriate and desired 4-credit language section for the Spring Quarter.
- Study Abroad swaps participants into cross-listed study abroad section of their 4-credit language course, for administrative purposes
- Study Abroad registers all accepted students in Study Abroad for the same 2-credit Language 130 section in the Spring Quarter. Only approved program participants will be enrolled in that section.
- Immediately following the successful completion of the Spring Quarter, the Program Director leads a short-term (7-16 day) excursion to the designated location.
- Prior to departure, the Program Director teaches required class sessions of the 130 course to prepare students for the travel experience, including introducing the cultural and linguistic context, building positive group dynamics, and communicating program logistics.
- The combined six credits from students' 4-credit Spring Quarter language course and the 2-credit Language 130 course support the program's budget.
- Faculty salary expense for the 2-credit Language 130 course only will be transferred to the study abroad program budget.
- Accompanying and assisting the Program Director onsite will be a Program Administrator. There are several pools of potential applicants for this position. In all cases, the individual must possess the requisite language skills.
 - A fulltime faculty member.
 - A contingent faculty member of MOL.
 - A full-time DePaul staff member. Staff members must receive approval from their direct supervisor to be away from their normal duties for the duration of the program. Such approval must accompany the program proposal.

The Short-Term Language and Culture Programs are thus an opportunity to provide qualified students exposure to everyday-language use, focus on language acquisition in a short-term study abroad experience, and encouragement for continued study in the language.

2. Program Design

The LAS Study Abroad committee recognizes that there is a great deal of latitude given to instructors in course design, materials assigned, assessment methods utilized, etc. That said, it urges the developers of

Short-Term Language and Culture Program proposals to keep the following items in mind as they prepare their proposal:

- The Study-Abroad 2-credit Language 130 class is comprised of two parts: the pre-departure activities in Chicago during Spring Quarter (10-15 hours) and the on-site portion of the program (7-16 days).
- The pre-departure activities will be conducted both in English and the target language. Because of the different language skills of students involved, English activities will deliver necessary advanced content relevant to the target country. Activities in the target language are meant to practice and develop language skills at the appropriate level for each student in preparation for study abroad. Activities in both languages will be useful to foster community.
- The Language 130 course syllabus should clearly articulate how students will prepare for the academic travel experience and build positive group dynamics prior to departure, including a minimum of four gatherings totaling 10 hours. Program Directors should consider designing one of the pre-departure gatherings as an outing in Chicago involving an institution that represents the host country.
- Sites visited should be clearly linked with the academic content of the overall program. The planned on-site itinerary should make good use of local resources and events, and the syllabus should identify how students are encouraged to link the experience of travel with the academic content of the program.
- Itineraries should outline all days and evenings in country, including specifying student free time.
- Travel should be concentrated in no more than two locations/city settings. There are several reasons for this. One is to maximize contact with local people, institutions and businesses and thus optimize the student's ability to create his/her own relationships on location. A second is to reduce travel stress and fatigue. A third is to keep onsite travel costs as low as possible to help student accessibility.
- The LAS SA committee does not recommend implementing a language pledge. We believe that a strict plan is not only unrealistic but runs the risk of turning the leader of the program into an enforcement officer. It is more realistic to design certain controlled or well-facilitated conversational contexts in which students are required to speak the target language (i.e., a one-on-one meeting with students in a partner institution; small group conversations with pre-selected native speakers). There certainly could still be rules about speaking in the target language, especially as students become more familiar with their immediate surroundings and obtain a greater level of predictability to their language needs/usages. This latter option may be something students agree to as part of their group constitution. This is a student-driven document addressing how each student should conduct themselves during travel. A group constitution usually prompts more self-regulation, and is something the Program Director, Program Administrator, and students can refer to during travel.
- If language levels across the student group vary, Program Directors should consider creating leadership or mentorship opportunities for more advanced language students.
- Faculty are strongly encouraged to develop language exchange partnerships with community organizations or schools in the destination country. Partnership could include structured exchange of English conversation with the language that is the focus of the program (e.g., see DePaul's Intercambio program in Spanish); other examples include developing community service or recreational programming that positions DePaul students in structured settings where they need to communicate with local residents in the focus language. Contact the Executive Director of the Steans Center for assistance with partnership and program development. These components can vary in size from a small activity to more in-depth projects but in all cases they should involve consideration for mutual benefit on the part of DePaul students and representatives from the local community.