

INTERNATIONAL BUSINESS STUDY COURSE PROPOSAL (New Course)

COB's FACULTY-LED INTERNATIONAL BUSINESS STUDY COURSES

The COB's strategy for offering international study courses is to help meet the University and College's internationalization efforts by providing students with a variety of country/culture study options and giving interested COB faculty a unique international teaching opportunity. The College is offering students two recurring partner-school affiliated study courses (Mexico and Germany) each year complimented by what is hoped to be a changing line-up of new faculty-proposed courses. The number of faculty-proposed courses selected each year will depend upon student demand and faculty interest.

The partner-school affiliated courses (Mexico and Germany) are appropriate for any COB faculty member to lead and may be a good choice for faculty who haven't planned and led international study trips since the course syllabi and study trip itineraries are already developed and because the COB International Programs Office and international partner universities handle the logistical arrangements for these study trips. On the other hand, faculty who wish to propose a new course will be required to develop their course syllabi and study trip itineraries from scratch. The latter are welcome and encouraged to contact the COB International Programs Office with questions and for advice as they develop these new proposals.

APPLICATION PROCESS

An application for partner-affiliated courses (Mexico & Germany) as well as new courses must be submitted for faculty to be considered to lead a COB international business study course or program. Application forms for partner-affiliated courses and for new courses can be found at www.utc.edu/cob-international and completed applications should be submitted to ElizabethBell@utc.edu. Interested faculty from all COB departments are encouraged to consider submitting an application for either a partner-affiliated course or a new course.

APPLICATION & REVIEW TIMELINE

- **Spring Semester-** One to two information sessions will be held for faculty interested in either 1) submitting a proposal for a new international study course or 2) applying to lead the Mexico or Germany International Business Experience courses. Emails regarding related application and submission deadlines will be sent to COB faculty and department heads. The COB International Programs Director is available to speak about the process at departmental meetings and individually to interested faculty who have questions.
- **November 21-** Submit completed applications for the next academic year (fall through summer) to the COB International Programs Office.
- **November-** COB Executive Committee along with COB International Programs Director review faculty applications and, if needed, request, additional information and/or clarifications from submitters.
- **Last Day of Fall Classes-** Selections made and faculty notified by or before this date.
- **First Week of Spring Semester-** Upcoming academic year's international course offerings announced to students.

RETURN PROPOSAL BELOW TO ELIZABETH-BELL@utc.edu or to Fletcher Hall 207-B.

Please address the following items as thoroughly as possible:

PERSONAL		
Faculty name:		
Department:		
Office phone:	E-mail address:	
If another faculty also accompanies the group, please attach their contact information. (Name, department, phone number, and e-mail)		
ACADEMIC		
Course title :		
Description of the course:		
Country/countries/Domestic location to be visited:		
Departure date (from US):	Return date (to US):	Estimated cost per student \$

1.

Program Description, Educational Objectives, and Outcomes

Describe how this program supports/enhances the academic experience of the students and the curriculum of the academic unit. The program could be discipline-specific or it might also have an interdisciplinary emphasis. In some cases, the program may also address cultural diversity within the host country.

- a) What are the goals and/or purposes of the program?
- b) How will these goals be achieved?

2. Course Information

Please provide a complete description of the course that would be offered and the proposed amount of credit. Most of the faculty-led courses are approved for 3 credits; please be sure to demonstrate that the amount of contact hours offered in this course would be comparable to what would occur if the course were offered on campus.

--

3. Related Faculty Experience

Have you ever led an international study trip and do you have prior knowledge or experience with the country being visited. If, so please provide details.

4. Course-related Activities/Excursions

Describe these activities and mention where they would occur and how long they would last. Specify proposed companies the class would visit while on the study trip. In addition, faculty leaders may also want to include opportunities for reflection as part of the program either as part of the course content or as an activity that will occur regularly throughout the program.

5. Activities Designed for Cross-cultural Experiences

Describe activities or facets of the program's structure that will give participants the opportunity to interact with people from the host country or the domestic city and learn about the history/culture of the host country/city. This could include homestays, students from the host country, events planned for local and UTC students. These experiences are not necessarily connected to the academic offerings of the program, but can be experiences designed to help students take advantage of their surroundings outside of the classroom. (*Specify any proposed international university visits.*)

6. Rationale for Course-related & Cross-cultural Experiences

Explain the rationale for locations, cultural activities, company and university visits selected or proposed. How do these contribute to achieving course learning objectives?

7. Language Preparation (*international destination only)

If the program will take place in a non-English-speaking country, please indicate how students will be prepared with basic language skills prior to their departure and/or onsite. Students should receive some sort of orientation to basic vocabulary in the language of the host country/city in order to meet and greet people, purchase food and other essentials, utilize transportation and handle emergencies. This can be included in in-class sessions on-campus or in ongoing mandatory orientation meetings prior to departure.

8. How Study Trip Lodging & Travel Arrangements Will Be Made

How will the logistics of this study trip be managed? (E.g. Faculty member making trip plans themselves, faculty member working with international university to set up trip, or faculty member working with third-party travel company.) If working with a third-party travel company or international university, provide a brief description of it, including its history, accreditation status, and academic programs. If applicable, mention should be made of the faculty counterpart associated with the affiliated institution who would be assisting with the program.

9. Student Travel Requirements

Please list any special requirements (e.g. visa, immunizations) that students will need for this proposed study trip. Specify these requirements below and include costs and the process for students to follow to fulfill them.

10. Communication Method

Faculty needs to develop a variety of ways to stay connected with UTC during the faculty-led program. Provide a plan to stay in touch with UTC.

11. Security Issues/Medical & Psychiatric Facilities

Please review the U.S. State Department & Center for Disease Control advisories on their respective web sites and indicate below if there are any noted security concerns for the proposed study trip sites. Also, provide information on the resources to which you would turn for assistance if a participant were in need of medical or psychiatric care during the program. Provide information that will be taken to secure medical treatment for sick students and/or possible evacuation.

Resources: To find out about possible health issues and country-specific health requirements for the places you will be traveling to visit the following sites: <http://www.cdc.gov/> www.state.gov and <http://travel.state.gov>

12. Projected cost to each student and program budget

STUDENT TRAVEL	Amount per student
Round-trip transportation	
On-site transportation	
Entrance fees	
Service providers and contracted services	
Housing/Accommodation	
Meals	
Vaccines and preventive medicines	
Faculty Stipend	
Faculty Expenses (Travel, Lodging, Meals, Entrance Fees, etc.)	
Visa and visa mailing costs	
Health and travel insurance	
Others()	
TOTAL	

13. Projected Number of Students, Faculty, and Staff

Projected number of students=

Projected number of faculty & staff=

Minimum number of students needed for course (based on study trip costs)=

14. Student Deposit/Payment Dates & Requirements & Student Number Needed for Trip

List student deposit and payment dates and amounts below.

15. Course syllabus

Attach a copy of the course syllabus, which includes the following:

- Course Name
- Course Description
- Learning objectives & rationale for offering the course & study trip
- Prerequisites
- Course Topics
- Class Meeting Dates & Course Assignments
- Student Evaluation

16. Sample Study Trip Itinerary

Attach a copy of a sample study trip itinerary that includes the following in a day-by-day format:

- Cities & Countries Visited
- Accommodations for Each Day
- Planned Activities (e.g. company visits, cultural tours)

DIRECT ANY RELATED QUESTIONS & RETURN COMPLETED PROPOSAL TO-

ELIZABETH-BELL@utc.edu or to Fletcher Hall 207-B.

UTC INTERNATIONAL RELATIONS OFFICE'S FACULTY-LED STUDY TRIP GUIDELINES & TIPS

Below is faculty-led study trip information from the University's International Relations Office. Some of this information may be helpful as you develop your course proposal. Also, the COB's International Program Office will be the first line of contact for UTC COB faculty interested in or selected to lead a study trip. As a result, the University's Office of International Relations has asked COB faculty to please direct all related questions to Elizabeth-Bell@utc.edu in the COB International Programs Office. Once the COB reviews proposals, those selected proposals will be submitted to the UTC International Relations Office for the University's final approval. Then the COB International Programs Office will work with that office to manage all COB faculty-led study trips.

UTC's INTERNATIONAL RELATIONS OFFICE: Universiy Faculty-Lead Study Trips Information

Important Note

1. Security and travel arrangements

The safety and security of our students are of utmost importance. As such, we require that information is provided regarding steps that will be taken to protect students in the event of civil unrest. Speak to the safety measures that are in a place where they will reside. Travel as part of a study abroad program is not permitted to countries for which the U.S. State Department has issued Travel Warnings.

2. Insurance and risk management information

Faculty-led programs are required to purchase insurance coverage that includes medical and evacuation coverage while overseas through an insurance agent that works with UTC. The OIR will provide this information to you. If you would like to request an exception to the requirement of including insurance in the program, please provide an explanation for your request. If the program will take place in a country with known risk factors, explain how those risks will be managed (e.g. special orientation meeting for students and/or faculty before departure, contingency plan).

3. Pre-departure Orientation

Faculty should conduct several or at minimum one pre-departure meeting for participants. This meeting should cover the expectations of the course, required readings and assessment methods, logistics of the programs, information on the country/region, visa procedures (if any), as well as discuss UTC policies and procedures that are expected for all participants of faculty-led programs. Takeo Suzuki will support faculty and will prepare and present the relevant information and materials for the orientation meetings or sessions.

4. Promotional materials/Information Sessions/Application materials

Each faculty leader should plan on conducting an information session in collaboration with the Office of International Relations (OIR). Takeo Suzuki will support faculty with the development of the information session, marketing, and application materials. A copy of the promotional flyer/booklet given to students should be included with the program proposal, if possible. This is not necessary if the students will all be recruited from your home department. The OIR staff may assist you with developing promotional flyers, website information, etc... Faculty should discuss any marketing needs with Takeo Suzuki, Executive Director for International Relations

5. U.S. State Department or Centers for Disease Control Travel Advisory

Any program involving groups traveling to or through any country for which a U.S. State Department or a Centers for Disease Control Travel Advisory is in effect must be reviewed and approved by the UTC International Studies Committee, comprised of the Senior Vice Chancellor for Academic Affairs, Executive Director for International relations,

the University Legal Counsel, and a faculty member appointed by the Provost. The Executive Director for International relations may require other programs to seek approval from this Committee if there appears to be a substantial potential risk to participants (e.g. programs involving potentially dangerous physical activities or programs which do not seem to have made adequate preparations to ensure the safety of participants).

Please address all of these issues as thoroughly, yet as succinctly, as possible. The committee that reviews proposals for faculty-led programs will discuss this proposal and make recommendations for changes/modifications.

Tips and Frequently Asked Questions about Designing Study Abroad International Programs

PROGRAM DEVELOPMENT

Developing a STUDY ABROAD program takes you to go far beyond the usual realm of course planning. As the program director, you must become part travel agent, bookkeeper, security officer, and 24-hours student advisor. Nonetheless, you remain first, and foremost, an educator.

The International Relations Office will assist you in designing and implementing a safe and well-organized program. As the program faculty, the International Relations Office relies on you to ensure that the international program contributes a breadth of knowledge and understanding to a student's academic program. Together we work to ensure that the program also contributes to enhancing our students' understanding of other cultures and global perspectives. When planning your program, it is important to keep in mind that everything is a variable.

1. PROGRAM DESIGN

The broad structures of STUDY ABROAD programs vary greatly. In some instances, programs may be hosted at a university abroad with very traditional, classroom-based, course meetings, coupled with some site visits around the city. On the other extreme, far outside of a classroom environment, some programs spend their entire time in remote field stations where participants conduct an archeological dig or ecological research on deforestation. During these programs, class meetings might consist of structured debriefings held at the field site, or back at the program lodgings.

More typically, programs combine many different elements providing experience, contextualization, and reflection. A day might begin with a class discussion, followed by presentations by invited guest speakers. The afternoon might include site visits and some less structured periods for students to interact with locals and free time for everyone to explore on their own and to decompress from busy academic and group schedules.

2. PROSPECTIVE STUDENT PARTICIPANTS

The prospective audience for the course is a prime consideration in designing the course. Courses that are too narrowly focused may only appeal to a small number of students on campus. If the resulting applicant pool is too small, the program may not have enough students to go; or the few students who do go may have to pay very high program fees to cover an inordinately high percentage of the total program cost. Alternately, if the course's scope is too broad, participants may feel that the course doesn't have sufficient focus, and it may be difficult to set high-quality academic goals and expectations. A related challenge arises when the student groups have different academic backgrounds or expectations. This is not to say that diverse student groups do not work. Rather, a clear course focus contributes to relevant admissions criteria and internally consistent academic expectations. This contributes contribute to shared focus and goals on the program.

3. STRUCTURE

Most programs incorporate some pre-departure class meetings, and at least one pre-departure class meeting is mandatory. At a minimum, a discussion of program logistics and host country culture is essential. International Relations staff will also attend one meeting to brief students on health and safety issues and to discuss cultural adaptation strategies and university conduct policies and expectations.

We strongly encourage you to consider additional pre-departure meetings. These are ideal times to provide students with relevant introductions to the history and culture of the host country, to discuss course projects and research, to complete course readings, and to discuss student expectations and goals as well as your expectations and goals for the program and for the students. The more background and context your students have when they arrive in your host country, the more you will all get out of the program.

When considering the day-to-day course structure and the program's academic goals, you should work with the expectation that once the program begins everyone will be very busy with the day- to- day program activities. When students are able to receive and reflect on country information and program readings prior to departure, they are able to hit the ground running when they arrive in their host country.

4. LENGTH OF TIME PROGRAM

The length of PROGRAM apparently determines the amount and level of material that can be included, the number and duration of site visits, guest speakers, the amount of credit awarded, and the general breadth and depth of the intercultural interaction that students will experience. At the same time, the length of time abroad is the primary driver of program costs; more days on the road = more housing costs, more transportation, more speakers, etc. The typical length of STUDY ABROAD INTERNATIONAL programs at UTC is 10 days to 3 weeks, though a small handful are shorter than 10 days, and a few are longer.

5. IN-COUNTRY CLASS ACTIVITIES

With the hectic schedules of guest speakers, visits and class meetings it can be difficult to find time for independent student reading and research. During the course design process, it may be helpful to consider which course activities work well and which may be easier to complete before or after the international component. Typically, students do not have much time to complete significant course readings or document research while abroad, and it is just as likely that you will not have much time for preparation or grading. In addition, library and computer resources overseas are generally not as accessible as those available on campus.

6. CULTURE

Successful programs incorporate opportunities for intercultural learning in order to capitalize on the international location. For many students, these programs are their first significant trip abroad. Students on all programs will look for and look forward to opportunities to experience the local culture; this is true even on science programs that take place in a lab or research station.

As the course progresses, students will ideally begin developing skills for understanding and navigate their host culture. The program syllabus and itinerary should incorporate time for structured intercultural exposure; independent, course- related interactions with host nationals; and free exploration and discovery.

It is commonly accepted that students from all academic disciplines will benefit from some international and intercultural awareness. Even the brief intercultural introductions in STUDY ABROAD INTERNATIONAL programs go a long way in helping students develop a more sophisticated world view that allows them to approach communication, conflict and interpersonal relations from a cultural perspective.

On any overseas program, the students and instructor will bump into the foreign culture on a daily basis. Creating genuine intercultural learning opportunities, on the other hand, can be a significant challenge and only occurs with advance planning. Possible approaches include:

7. SCHEDULE

You undoubtedly have a rough outline of what you want to do and in what sequence. Here are some factors to consider as you start to put that schedule down on paper:

- Build in regular times for class briefings (before guest speakers or site visits) and debriefings.

- Allow ample time for travel, including time for the students to gather. Remember larger groups will take longer to get organized.
- If your program is set in a relatively remote location, you may want to consider including a day or two of orientation in the city. This can help the students acclimatize and give them a chance to get their bearings before heading off to a more isolated site.
- For multi-week programs, build in some free days to give students (and yourself) a chance to escape from the group, explore on their own, and decompress.
- Avoid travel itineraries that contain a number of long-distance buses or train trips. Try to pick program centers that have many relevant visits and activities within a reasonable distance.
- Assign course readings prior to departure. Students are unlikely to have the time or energy for significant course readings in the evenings while they are in the host country.
- Develop a short list of optional activities, so that if the group finds themselves with some extra time on their hands, you have some ready ideas of relevant visits.

During the early planning stages, you may find it helpful to take a relatively conservative approach to scheduling, leaving unscheduled blocks of time for group debriefing, providing additional time for group travel to and from site visits, and allowing free time some free time.

8. MEALS

Most programs provide some group meals. There are likely to be a number of occasions during your program where it makes sense for everyone to eat together at the same place, and it is simpler for all concerned to have one check and to pay for the meal from program funds. Not only do the group meals make sense logistically, but they are great opportunities for checking in with the students, and having informal class discussions.

You will want to consider whether or not to plan and pay for all of the program meals. Meal times can be a great time for everyone to unwind and relax. The students will likely want to break up into small groups and go try different places depending on their tastes. By the same token, you will probably enjoy some time away from the full group of students to relax. Faculty who take all of their meals with the students often report that it gets tiring and sometimes turns into a negative experience for both.

PROGRAM PROPOSAL AND APPROVAL PROCESS

1. DEVELOPING YOUR PROGRAM PROPOSAL

Before you announce your program to students or begin making any concrete preparations for the program, you must submit a formal proposal and budget. The proposal and budget templates may look intimidating, but they are intended to help you think through the academic, structure, logistics, student selection, cost and administrative needs of your program.

For the program proposal narrative, we have found that faculty will have answers to most of the narrative pieces already in mind or contained in other documents they have already written. The program budget template is simply an extension of the information in the narrative. The faculty has told us that it typically takes them 2-3 hours to complete the narrative and an hour or so to complete the budget.

2. DEVELOPING YOUR PROGRAM BUDGET

Many faculty members find program budgeting and financials one of the most challenging aspects of developing their program, but it really does not have to be a frustrating exercise. Our shared goal is to develop cost *estimates* for each of the program items. We do not need the exact cost for each item. A conservative approximation is just fine.

If you are using a service provider, whether it is a partner university or an external service agency, they will provide a detailed cost estimate and a final contract price to you. The Partner University or agency then takes responsibility for any price increases. Pricing simplicity and cost assurance, not to mention the time you save in having to book arrangements, are major advantages of using program partners.

For costs that you are researching yourself, an hour or two of thought and on-line research can usually provide solid estimates. When estimating prices, be conservative but realistic. Also, recognize that International Relations requires building in a 3% contingency fund in each program budget. The contingency fund can help to offset cost increases and exchange rate fluctuations that may occur.

3. AIRFARE

Your budget should include an estimate of your airfare costs. For planning purposes, it is typically sufficient to get 2-3 quotes and use those to estimate the amount in your budget

4. LODGING

In most cases, faculty and students stay in the same accommodation during STUDY ABROAD programs. This makes for easier logistics, and group meetings and general communication. You are not required to stay in the same location as your students. In some cases, such as homestays, it simply is not feasible to stay in the same place. In other cases, you may prefer to have some space to allow yourself and your students a little more “down time.”

5. MEALS AND INCIDENTAL EXPENSES

During your program travel, you are also eligible to receive reimbursement for meals and incidental (M&I) expenses. The standard UTC policy says that faculty and staff are eligible to claim reimbursement for M&I expenses up to the amount set by the U.S. State Department Foreign Per Diem.

Unlike lodging expenses, the University does not require faculty and staff to submit receipts to document M&I expenses. When you submit your program receipts for reconciliation, simply include a memo requesting payment of the appropriate amount of your M&I per diem budget.

6. DISCUSSING PROGRAM COST

Program cost is a deciding factor for many students. The first two questions we get from students are “What is the program about?” Quickly followed by, “How much does it cost?” After students learn the program cost, they often make a decision relatively quickly about whether or not they want to apply for the program. Based on their understanding of the program cost, they may go ahead and ask for time off from work or set aside other academic plans for that term. You should NOT provide any cost information until the budget is approved and International Relations issues the official cost estimates.

7. GUESTS ACCOMPANYING FACULTY LEADERS OVERSEAS

In general, we do not allow a spouse, partner, or significant others to accompany a faculty leader on a STUDY ABROAD program. Because of the intense nature of these programs, faculty leaders are encouraged to spend time with the students and not with a guest. If faculty leaders are doing a good job, they will not have the time or energy to spend with a guest. If you believe that your program structure would not preclude you from bringing a guest, please contact us so that we can discuss the particular situation.