

# Contents

<b>Introduction</b> .....	1
Defining Short-Term .....	2
Distinguishing Short-Term .....	2
Other Terminology .....	4
How to Use This Guide—What’s New .....	4
Acknowledgments .....	5
<b>What Do We Know: A Review of Literature on Short-Term Programs Abroad</b> <i>By Anthony C. Ogden</i> .....	7
A Changing Rationale for Short-Term Education Abroad Programming .....	8
Research Trends in Short-Term Education Abroad Programming .....	9
Needed Areas of Research .....	13
Untested Claims and Casual Assumptions .....	15

## Part I: Working Within Higher Education

<b>1 Building Institutional Support</b> <i>By Kathy Tuma</i> .....	33
Your Allies .....	34
External Circumstances and Roadblocks .....	41
Study Abroad Traditionalists and the Optics of Short Term .....	42
<b>2 Administrative Processes</b> <i>By Woody Pelton</i> .....	45
Laying the Groundwork for a Supportive Administrative Structure .....	45
Feasibility Analysis of Short-Term Program Proposals .....	52
Course and Program Approval Process .....	53
Program “Ownership”: Whose Course Is It? .....	56
Logistical Review of a Short-Term Program Away from Campus .....	57
Outcome of Academic and Logistical Review .....	58
Screening and Approving Faculty Leaders .....	58
Policy Issues .....	59
Planning for Round Two .....	62
Summary of Key Partners and Important Policy Issues .....	64

<b>3</b>	<b>Campus Partnerships to Support and Enhance Short-Term Programs Abroad</b> <i>By Jodi Malmgren</i> . . . . .	73
	Fostering Internationalization of the Campus and Faculty . . . . .	73
	Creating Administrative Policies and Procedures . . . . .	77
	Enhancing Student Recruitment and Participation . . . . .	81
	Helping to Ensure Student Health, Safety, and Access Abroad. . . . .	84

## Part II: Principles of Academic Course Design

<b>4</b>	<b>Program Models</b> <i>By Paige E. Butler</i> . . . . .	89
	Faculty-Directed Programs . . . . .	90
	Partnerships: Customized Programs and Program Providers . . . . .	91
	Direct Enrollment in Predesigned Programs. . . . .	94
	Customized Programs: A Hybrid Model . . . . .	95
	Exchange Models . . . . .	96
	Consortium Programs. . . . .	98
	Embedded Programs . . . . .	99
	Final Considerations on Program Models . . . . .	100
<b>5</b>	<b>Designing the Academic Course: Principles and Practicalities</b> <i>By William J. Swart and Catherine Spaeth</i> . . . . .	103
	The Two Faces of Short-Term Program Academics . . . . .	103
	Short-Term Programs and the On-Campus Curriculum . . . . .	104
	Designing and Proposing a Program . . . . .	104
<b>6</b>	<b>Program Design for Intercultural Development</b> <i>By Janelle Peifer and Elaine Meyer-Lee</i> . . . . .	157
	Conceptualizing Intercultural Competence. . . . .	157
	Integrating Intercultural Competence into the Academic Discipline . . . . .	158
	Student Developmental Theories to Inform Intercultural Competence Development and Program Design . . . . .	159
	Student Considerations in Cross-Cultural Program Design . . . . .	165
	Faculty Role in Cross-Cultural Program Design. . . . .	168
<b>7</b>	<b>“It Changed My Life”: Strategies for Assessing Student Learning</b> <i>By Donald Rubin and Michael Tarrant</i> . . . . .	171
	Student Satisfaction Surveys . . . . .	172
	Assessing Learning Outcomes: Why Do It? . . . . .	173
	Aligning Measures of Learning With Course Objectives and Learning Experiences . . . . .	174
	Learning Outcomes in an Institutional Context . . . . .	175
	Tools for Assessing Outcomes in Education Abroad . . . . .	176
	Assessing the Added Value of Study Abroad. . . . .	178
	The (Limited) Time Factor . . . . .	179
	Program Assessment for Sustained Impact . . . . .	180
<b>8</b>	<b>Alternative Program Types</b> <i>By Miko McFarland</i> . . . . .	183
	The Credit Question. . . . .	183
	International Internships. . . . .	185
	Global Community Engagement and Alternative Service Breaks. . . . .	185
	Undergraduate Research and Independent Study . . . . .	186
	Student Teaching . . . . .	187
	International Rotations and Clerkships. . . . .	188
	Domestic Study Away. . . . .	189
	Role of the International Office. . . . .	189

## Part III: Program Development

<b>9</b>	<b>Working With a Program Provider or Other Outside Organization</b> <i>By Rich Kurtzman</i> . . . . .	195
	What Are Program Providers and What Do They Do? . . . . .	195
	Benefits of Working With a Program Provider (IEO) . . . . .	196
	Disadvantages of Working With a Program Provider (IEO) . . . . .	196
	Range of Services . . . . .	197
	What Can Be Expected From a Program Provider? . . . . .	200
	Legal Considerations . . . . .	201
	Financial Considerations . . . . .	202
	Choosing a Reliable Program Provider . . . . .	203
	Navigating Relationships With Providers . . . . .	204
	What Do Program Providers Expect From Short-Term Program Administrators? . . . . .	204
	Other Types of Providers . . . . .	205
<b>10</b>	<b>Logistics</b> <i>By Scott Tayloe</i> . . . . .	215
	Air Travel . . . . .	216
	Ground Transportation . . . . .	218
	Accommodations . . . . .	219
	Guided Tours, Visits, and Excursions . . . . .	220
	Academic Needs (Classroom Space, Guest Lecturers, Local Instructors) . . . . .	221
	Meals . . . . .	222
	Passports and Visas . . . . .	224
	Paying Vendors . . . . .	225
<b>11</b>	<b>Financial Matters</b> <i>By Roy Robinson</i> . . . . .	227
	Institutional Policies . . . . .	227
	Tuition Policies . . . . .	227
	Program Budget Goals and Administrative Fees . . . . .	228
	Budgeting Process Goals . . . . .	229
	Budget Terminology . . . . .	230
	Identifying Budget Responsibilities and Authority . . . . .	231
	Budget Policy Decisions . . . . .	232
	Budget Preparation . . . . .	234
	Setting the Estimated and Final Program Costs . . . . .	236
	Tools for Program Leaders . . . . .	237
	Lessons Learned . . . . .	240
<b>12</b>	<b>Marketing and Promotion</b> <i>By David Shipley</i> . . . . .	247
	Whose Job Is Recruitment? . . . . .	248
	Do Your Research . . . . .	248
	Create a Brand Identity . . . . .	250
	Provide a Value Proposition . . . . .	252
	Traditional Media Tactics . . . . .	253
	Social Media Tactics . . . . .	254
<b>13</b>	<b>Student Application, Selection, and Acceptance</b> <i>By Rebecca Adams and Mandy Reinig</i> . . . . .	257
	Why Is a Selection Process Needed? . . . . .	257
	The Application Process . . . . .	259
	Eligibility Requirements and Selection Criteria . . . . .	265
	Accepting Students . . . . .	267
	Acceptance Procedures . . . . .	269

## Part IV: Preparing Faculty and Students

<b>14</b>	<b>Preparing Program Directors</b> <i>By Inge Steglitz, Pamela Roy, and Alexander Akulli</i> . . . . .	273
	Defining Responsibilities . . . . .	274
	Needs Assessment for Prospective Program Directors . . . . .	275
	Program Director Preparation: Tools and Methods . . . . .	275
<b>15</b>	<b>Orientation and Reentry</b> <i>By Jennifer Kirchgasser</i> . . . . .	287
	Overview . . . . .	287
	In Person or Online . . . . .	287
	Credit and Noncredit . . . . .	288
	Orientation . . . . .	289
	Reentry . . . . .	290
	Orientation and Reentry Handbooks . . . . .	291
	Orientation and Reentry Content . . . . .	291
<b>16</b>	<b>Health and Safety for Short-Term Programs</b> <i>By Bill Frederick</i> . . . . .	315
	Introduction . . . . .	315
	Special Considerations for Short-Term Programs . . . . .	315
	Evolution of Health, Safety, and Security in Study Abroad . . . . .	315
	Risk Assessment . . . . .	317
	Vetting of Program Elements . . . . .	320
	Preparing Students to Go Abroad . . . . .	321
	<i>Physical Health and Medical Strategy</i> . . . . .	322
	<i>Managing Mental Health Issues Abroad</i> . . . . .	325
	<i>Safety and Security Strategy</i> . . . . .	327
	<i>Transportation Strategy</i> . . . . .	329
	<i>Accommodations/Lodging Strategy</i> . . . . .	330
	Working With Partners and Providers . . . . .	332
	Insurance Matters . . . . .	333
	Liability Issues . . . . .	336
	Emergency Response and Crisis Management . . . . .	337
	Sending Students Home . . . . .	340

## Part V: Reflections from the Field

<b>A</b>	<b>President's Perspective</b> <i>By Sanford J. Ungar</i> . . . . .	345
<b>A</b>	<b>Provider Perspective</b> <i>By Michael Steinberg</i> . . . . .	349
<b>A</b>	<b>Host University Abroad Perspective</b> <i>By Alexandra Cole</i> . . . . .	353
<b>A</b>	<b>Faculty Perspective</b> <i>By Sora H. Friedman</i> . . . . .	357
<b>A</b>	<b>Student Perspective</b> <i>By Christopher S. Gunter</i> . . . . .	361
	<b>Contributor Biographies</b> . . . . .	365
	<b>Index</b> . . . . .	373