



A GUIDE TO STUDY ABROAD PROGRAM DEVELOPMENT

University of Florida International Center

-2024/2025-

I have been co-leading study abroad programs every summer since 2008 and find this role to be the most rewarding part of my job. There is no doubt that it is a lot of work to put together a program and to coordinate with providers, students, and host institutions, but the support you receive from UFIC means you are never on your own.

Collaborating with faculty here on campus and at schools with whom we partner increases my opportunities for research and professional development, and builds long-lasting relationships. Developing community-based learning study abroad programs provides students real-life experiences, inviting them to think more critically about the world and their place in it. Because we work together daily, we are able to take concepts and theories out of the classroom and into practice then reflect on our changing perspectives throughout the program. The potential for increased cross-cultural understanding and individual growth is tremendous, even for a short-term program.

-Regan Garner
Associate Director of UF Honors Program
UF in Merida, UF in Peru, UF in South Africa



Leading a study abroad program is such a rewarding way to see our undergraduates in a new light. It is an opportunity to experience their academic and personal growth so far beyond what we experience in the classroom. Before leading the program for the first time I could never imagine spending a month living 24/7 with students; now it seems unimaginable to go through a summer without it.

-Michele Tennant
University Librarian
UF in Madagascar



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Chapter 1:

Introduction to UFIC & International Education



The University of Florida is proud to be a leader in fostering international understanding, and in developing the networks of students and scholars who collectively work to build a brighter future for the world. Since 1991, the UF International Center's (UFIC) mission is to serve and support the entire UF community in this effort and we have been innovating ways to internationalize our campus ever since.

Each year, UFIC staff administer the programs that, on average, bring over 6,600 international students to campus for study or practical training each year. Additionally, the center sends nearly 2,600 UF students to study abroad and manages hundreds of collaborative agreements with partner institutions across the world which help support the thousands of international trips for research, teaching and collaboration our UF faculty and staff complete during their careers. We invite you to learn more about our efforts by reviewing our annual [Global Engagement Report](#) and checking our [website](#) often for new updates, assessments, events and engagement opportunities.

UFIC staff countries of origin and expertise encompasses over 70 nations and almost 20 languages. We are here to support UF's preeminence as a global leader. Let us know how we can help!

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Study Abroad Services (SAS)



Providing study abroad opportunities for over 40 years, UFIC executes high-impact global learning experiences which in turn increase our students' competitiveness in the global market and aids in developing their skills as global citizens. Every year, the Study Abroad Services (SAS) unit sends over 2,600 students on various study abroad programs in more than 70 different destinations worldwide.

The University of Florida encourages and supports UF faculty members wishing to lead a study abroad program for UF students. The SAS unit, in collaboration with UF academic departments and colleges, facilitates and develops UF Sponsored study abroad programs for students. All (credit bearing) UF study abroad programs are administered through the International Center with approval from the corresponding academic college and home department.

Faculty members have a variety of options for organizing the logistics of a program, including arrangements for housing, classroom facilities, local transportation, and cultural activities. While certain academic experiences may be coordinated by faculty, key logistical elements such as housing and transportation must be managed through an approved third-party provider to ensure safety and mitigate risk.

UFIC encourages faculty members to first review this guide in its entirety and familiarize themselves with our [Teaching Abroad](#) website to better understand our resources and services. We also support collaboration across departments and welcome early, informal consultations for program planning. Once you have gathered the necessary information and are ready to move forward, please feel free to contact us to schedule an appointment and discuss your program ideas.

Nicole Fuls, M.A.

Assistant Director of Faculty Engagement

nfuls@ufic.ufl.edu

(352) 273-1506

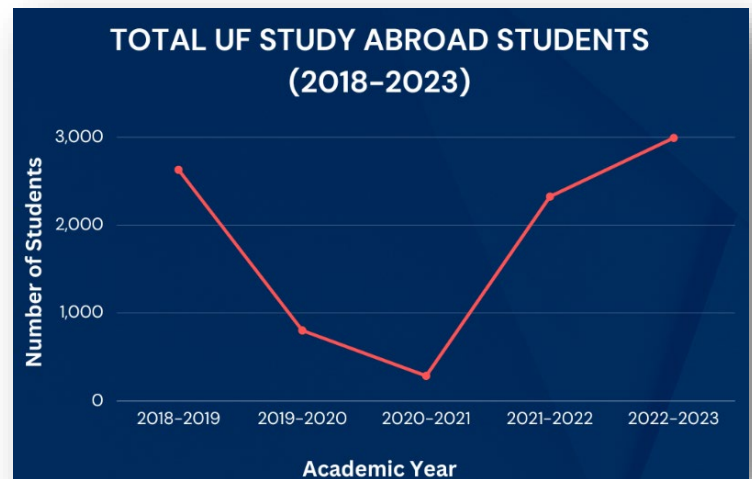
Designing and preparing a study abroad takes significant time and planning, usually up to 12-15 months total. Please be aware of the following deadlines as you prepare your program.

Deadlines	Spring/Spring Break Programs	Summer & Fall Programs	Winter Programs
Program Proposals	Jan 15 (the year prior)	May 15 (the year prior)	Oct 15 (the year prior)
Vetting Questionnaire (if needed)	Feb 15 (the year prior)	June 15 (the year prior)	Nov 15 (the year prior)
Budget Information	April 15 (the year prior)	Sept 15 (the year prior)	Feb 15 (the year prior)

UF Study Abroad Trends

As the field of international education continues to grow, there are consistently more options for students to participate in study abroad programs around the world in varying contexts. Because of the field's commitment to continuously growing and adapting to meet students' academic, professional, and personal needs, the national number of students studying abroad increases each year. Similarly, UF has continued to remain on par with these trends in international engagement across our student population.

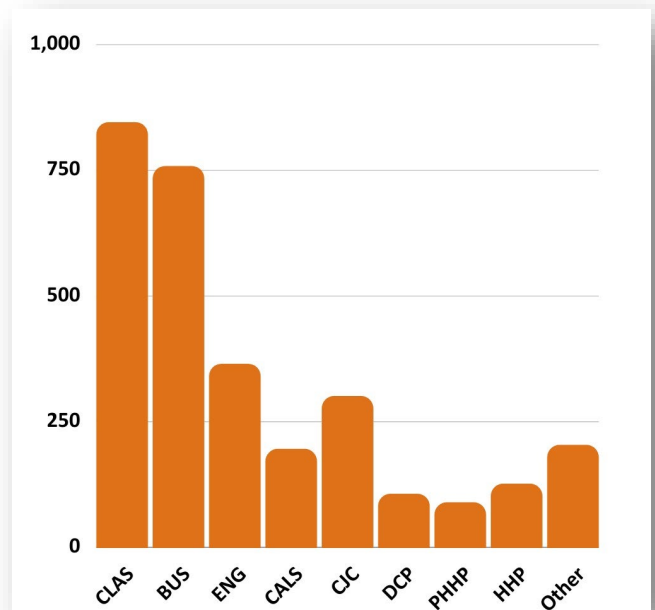
As you take a look at these numbers, it's important to note the impact of COVID-19 on study abroad participation at UF and across the globe. However, UF has managed to recover from the global pandemic at a remarkable rate, by sending more students abroad in the past year than prior to the onset of COVID-19. In fact, the 2022/2023 academic year saw a 13.8% increase from 2018/2019 and a 28.7% increase from 2021/2022. While COVID-19 certainly challenged our plans to develop new programs and slowed progress being made to increase the number of our students abroad, we have overcome these difficulties in record time. By maintaining our current trends, each year we aim to send more students abroad than ever before!



In 2022/2023, SAS sent students to 57 different countries on hundreds of study abroad programs. Keeping with the national trends, European countries are still the most popular destinations with Italy, France, Spain and the UK comprising the top host countries for UF students. However, we are seeing a larger interest in Asia, especially from students studying business and engineering. That said, the UF International Center (UFIC) is committed to diversifying study abroad locations for students of all majors. In fact, nearly 50% of UF Sponsored programs currently offered are located in Africa, Asia and Latin America proving our initiatives and commitment to expand study abroad opportunities to nontraditional locations.



Academically, it is important to SAS that students from all colleges and disciplines are able to study abroad. The majority of students that study abroad take courses which count towards their major or minor requirements, meaning students are able to stay on track within their degree progress. In fact, [research shows](#) that students who study abroad tend to have higher graduation rates and GPAs than their peers who stayed on campus. We have had students study abroad from all colleges, but during the last academic year, we saw the majority of study abroad students came from the College of Liberal Arts of Sciences (28.2%), closely followed by Warrington College of Business (25.3%). The remaining top five colleges were Engineering, Journalism, and Agriculture and Life Sciences, respectively.



Faculty at the University of Florida can explore a variety of data sources to better understand study abroad trends both at UF and nationally. The annual [International Center Global Engagement Report](#) offers a comprehensive overview of UF's international activities, while [the Global Engagement & Expertise Dashboard](#) provides an interactive way to view international collaborations by college, country, and UN SDGs. For more specific data, the [Open Doors Report](#) highlights the number and home countries of UF's international students, as well as study abroad destinations. The [International Students Dashboard](#) and [Study Abroad Dashboard](#) both offer detailed, interactive insights into the demographics of international students and UF's study abroad programs by college, academic year, and destination. Faculty can also explore [Virtual Exchange Data](#), which tracks international virtual exchange projects! These resources provide a robust foundation for faculty to analyze trends, evaluate international collaboration opportunities, and engage in global academic initiatives.

Best Practices in Study Abroad

SAS partners with faculty in every college on campus to develop innovative programs that provide students of all disciplines with a valuable and meaningful international experience. As a study abroad program director, you play an integral role in creating and shaping a student's interpersonal, intercultural, and international understanding as it relates to your program objectives.

When guiding program development and assessing program quality, UFIC and the SAS team largely follow the standards and best practices as describe by large professional organizations such as the [Forum on Education Abroad](#) and [NAFSA](#).

UFIC also developed several Student Learning Objectives (SLOs) as part of the Quality Enhancement Plan in 2014. As such, your study abroad program should incorporate these SLOs in addition to the academic course objectives outlined in your syllabus or course description.

- *SLO₁ (Content)*: Students identify, describe and explain global and intercultural conditions and interdependencies
- *SLO₂ (Critical Thinking)*: Students analyze and interpret global and intercultural issues
- *SLO₃ (Communication)*: Students communicate effectively with members of other cultures

Rationale for Study Abroad Participation

As educators, it is imperative that we expose students to different worldviews and perspectives, in addition to major-specific content knowledge, in order to prepare students for a successful career upon graduation. Study abroad is one way in which students can experience another culture first-hand, improve their foreign language skills, strengthen their team-building and adaptability skills, contextualize academic knowledge with experiential projects, and much more.

In fact, many studies have shown that students who study, intern, research or serve abroad earn better grades, have higher graduation rates and enter the job market with higher intercultural competency skills than their counterparts. In this ever-changing globalized world, demonstrating intercultural competencies is now a highly sought after skill by employers. According to the Institute of International Education's (IIE) report [Gaining an Employment Edge: The Impact of Study Abroad on 21st Century Skills & Career Prospects](#), "study abroad contributes to the development of transferrable skills and positive employment gains, with the impact varying according to program characteristics, study destinations, and the students' goals".

SAS partners with the Career Connections Center (C3) to assist students in developing their competencies at home and abroad. Additionally, C3 will teach students how to appropriately showcase their international experiences on resumes, in job interviews and more. We encourage you to take a look at the C3 webpage dedicated to [Global Gators](#) and view interviews of our study abroad students as they share how their experiences abroad have shaped their time at UF and their career plans!

Study Abroad Program Types

Exchange Programs: UF partners with universities all over the world to offer first-rate educational experiences. [UF Exchange programs](#) present students access to a wide range of courses offered by the partner institution. Students become immersed in the host country's culture, have the ability to learn a foreign language and/or take courses in a foreign language, earn UF credit and pay the same UF tuition they would were they on campus for the semester. These programs require a high level of independency, flexibility and adaptability and are typically offered during the Fall, Spring, or Academic Year, although there are a few in the Summer.

UF Sponsored Programs: [UF Sponsored programs](#), sometimes referred to as 'faculty-led programs', are specially developed by a UF department or a faculty member. Students study abroad with a group of other UF students, learn from a UF professor in their area of expertise, earn UF and/or transfer credits (if a course is taught by a provider or host institution), and pay a program fee that includes tuition, housing, health insurance, and program excursions. These programs are typically offered during the Summer, although there are a few in the Fall, Spring, and during Spring Break.

Non-UF Programs: While the University of Florida strives to provide programs to meet students' needs and interests, many others are available through third-party providers, other US universities, or direct enrollment at a foreign institution. These programs, broadly grouped under the category of '[Non-UF programs](#)', vary greatly in terms of location, coursework, costs, and terms available. However, as long as they are accredited, our office will work with the student and the UF Admissions office to transfer those credits back to UF. Students earn transfer credit, and all associated program fees are paid directly to the host university or provider, rather than to UF.

	UF EXCHANGE	UF SPONSORED	NON-UF
Credit Type	UF credit	UF credit and/or Transfer credit	Transfer credit
Coursework	Courses are offered by the host university	In most cases, at least 1 course is taught by UF faculty. A second course may be offered by the host institution	Courses for the program are offered through a 3 rd party provider or by a local institution
Program Cost	Regular UF tuition	Program fee charged by UFIC	Program fee, charged by a third-party provider or host university
Program length	Semester/AY (rarely - summer)	Summer/Short-term (rarely - semester)	Any
Program setting	Alongside other international/local students in a group or individual setting.	Alongside other UF students in a group setting	Alongside other US/international/local students in a group or an individual setting

SAS Staff and Responsibilities

During the program development process, you will be in contact with various members of SAS. It will be important for you to know who to contact during the different stages of program development.

Name	Title	Responsibilities
Marta L. Wayne mlwayne@ufl.edu (352) 273-1523	UFIC Dean & Associate Provost	<ul style="list-style-type: none"> • Signature authority for contacts with international host universities and 3rd party providers • Risk assessment, management, and emergency response
John Mulligan jmulligan@ufic.ufl.edu (352) 273-4439	Health, Safety, and Global Risk Manager	<ul style="list-style-type: none"> • Oversees all risk and safety measures for students, faculty and staff traveling internationally • Conducts vetting process for new study abroad providers • Trains faculty on appropriate emergency response protocols while abroad
Nicole Fuls nfuls@ufic.ufl.edu (352) 273-1506	Assistant Director of Faculty Engagement	<ul style="list-style-type: none"> • Advises faculty developing new faculty-led programs • Liaison with providers on behalf of faculty-led programs • Presents workshops and training for study abroad faculty
Sebastián Rodríguez Natali shrodriguez@ufic.ufl.edu (352) 273-1534	Business Manager	<ul style="list-style-type: none"> • Review and approves all SAS expenditures • Processes Cash Advances or Program Expense Advances • Reviews payments to all foreign vendors
Jackie Johnson jjohnson@ufic.ufl.edu (352) 273-1504	Accountant IV	<ul style="list-style-type: none"> • Prepares budgets for UF Sponsored study abroad programs • Prepares faculty travel agreements • Invoices students for their study abroad program fee
Liltesha Bryant llawbryant@ufic.ufl.edu (352) 273- 1533	Accounting Specialist	<ul style="list-style-type: none"> • Processes payments for Study Abroad programs and the International Center • Processes Florida Prepaid for study abroad students
Jill Ranaivoson jranaivoson@ufic.ufl.edu (352) 273-1528	Associate Director of Study Abroad Services	<ul style="list-style-type: none"> • Supervises study abroad advising staff • Facilitates student course registration with academic departments and the UF Registrar
Jess Mercier jmercier@ufic.ufl.edu (352) 294-3335	Coordinator for Outreach and Campus Engagement	<ul style="list-style-type: none"> • Organizes outreach activities including the UF Study Abroad Fairs • Curates SAS social media content (Facebook, Instagram, Blog) • Advisor for Study Abroad Peer Advisors student organization

Chapter 2:

Experiential Learning & Program Models



Before beginning to design a study abroad program, faculty should be well versed in the pedagogies and theoretical approaches to experiential learning. It is a common misconception that the study abroad experience only occurs while abroad. To foster a meaningful experience for all participants, faculty must provide proper preparation and engagement for all students before, during and after a study abroad program. Each program adapts the experiential learning models in their own unique way, but all should include personal and academic reflection as part of the curriculum.

In this chapter, we will outline the various pedagogies used in the field of International Education, provide some examples of how to integrate individual or group reflection into your curriculum, and review program model options so that you may determine which organizational method fits your program's learning outcomes.

Pedagogy in Study Abroad

Well-designed study abroad programs focus on meaningful content and guided reflection with both the academic and developmental needs of students central to the program's design. The majority of college students will benefit from a program structure geared toward emerging adults that includes:

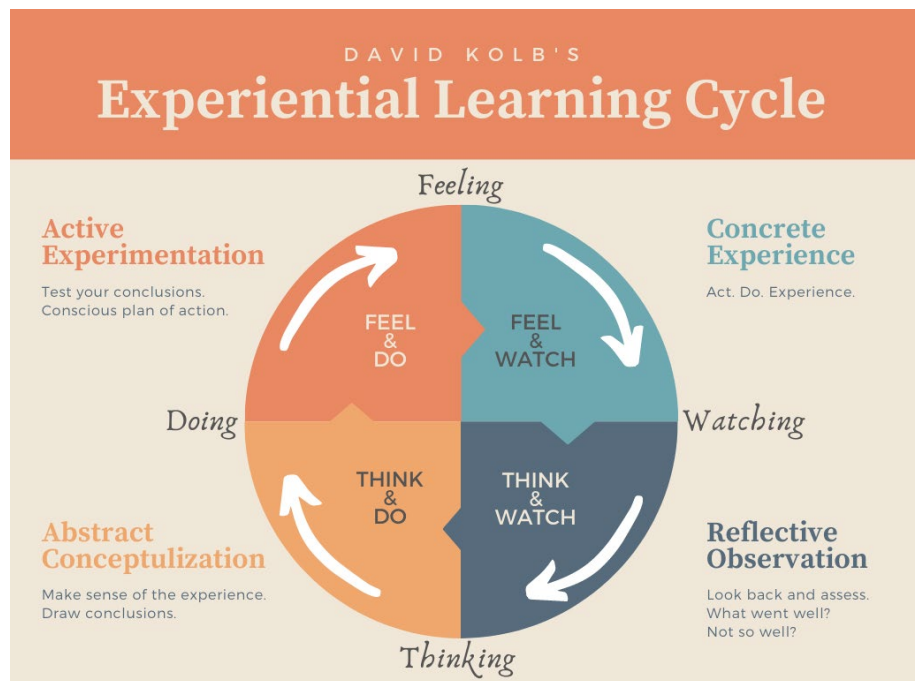
- Meaningful experiences and time to reflect on these experiences
- Support with decision-making and mentorship from their program director
- Time to pursue individual interests
- Opportunities to be presented with challenges and to voice their opinions

As global awareness and intercultural competence are at the forefront of education abroad, your program should be grounded in theoretical approaches that encourage these outcomes. You may find the below theories helpful when thinking about your program's purpose, goals, and objectives.

Experiential Learning

In the field of international education, David Kolb's Experiential Learning Cycle is often thought of as the go-to framework for program development. Grounded in the work of John Dewey (educational philosophy), Kurt Lewin (social psychology), and Jean Piaget (developmental psychology), Kolb's experiential learning theory defines learning as "the process whereby knowledge is created through the transformation of experience" (1984, p. 1). It follows a four-stage holistic cycle (see below) of adaptive learning modes:

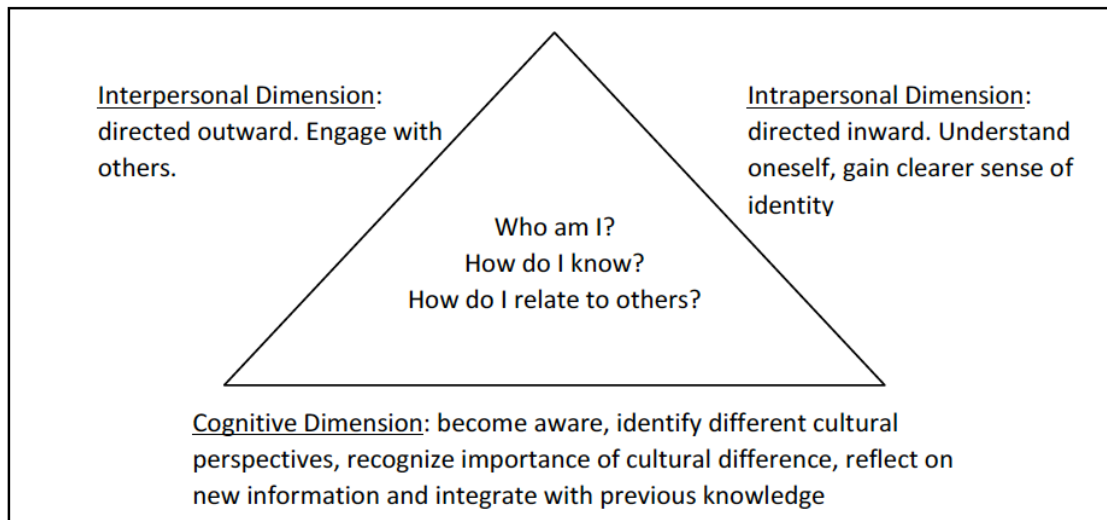
1. Concrete Experience is the direct experience one has and the feelings associated with that experience
2. Reflective Observation is the act of reflecting on the experience one had and what it means to them
3. Abstract Conceptualization connects the experience and reflection to deeper, more meaningful ideas or theories
4. Active Experimentation produces action of these newly processed thoughts and ideas (1984).



Implementing this pedagogical approach into your curriculum will be discussed later in this chapter.

Holistic Student Development

With global learning and development at its core, the holistic model of education abroad (see below) draws on the cognitive, intrapersonal, and interpersonal dimensions of human nature - essentially having students ask themselves: "How do I know? Who am I? How do I relate to others?" (Gillespie et al, 2009, p. 446). The cognitive dimension encourages students to recognize new information, to reflect on these differences, and to integrate this new understanding with their previous knowledge (Gillespie et al, 2009). The intrapersonal dimension asks students to look inward and gain a clearer sense of identity and a better understanding of their own beliefs (Gillespie et al, 2009). The interpersonal dimension encourages students to look outward and seeks to engage students with others (Gillespie et al, 2009).



(Source: Gillespie, J. Braskamp, L. & Dwyer, M. (2009), p. 447)

From a cross-cultural standpoint, this process “applies the principles of learning-by-doing to specific outcomes such as understanding the intersection of local, national, and global issues; recognizing and tolerating cultural diversity; and deepening one’s awareness of the self in society and hence, of one’s social responsibilities” (Gillespie et al, 2009, p. 447). In this developmental process, the balance of challenging and supporting students (Gillespie et al, 2009) is a key approach to aiding in their development. As students are exposed to new worldviews abroad, it is your responsibility as the program director to facilitate this process.

Preparation & Experiential Learning in Practice

Implementing experiential learning pedagogies and practices into your curriculum can be challenging. You may find some steps in Kolb’s four-step model are easier to facilitate than others. While providing students with *concrete experience* and guiding them through *abstract conceptualization* may be familiar to you, it is often the reflection piece that proves most challenging for all participants-students and instructor alike. However, with proper preparation and follow through, you will foster personal and academic growth in your students, and even yourself!

As previously mentioned, the study abroad experience often begins weeks or even months prior to travel, but it is easily overlooked. An integral part of the reflection process is having students consider their preconceptions of their host country or culture prior to exposure and then observing how those preconceived notions change during the program. These shifts in perspective will be the focus for reflection activities.

There are many ways to engage students in learning about their host country/culture and deeply explore facets of their own personal experiences. Examples include, but are not limited to: reading assignments, watching documentaries, group discussions, journaling, and other exercises to create a safe space for students to get to know you and one another prior to departure. Establishing a comfortable and positive group dynamic is essential to maintaining group rapport while abroad and upon returning to UF.

While abroad, continuing to have similar discussions, promoting journaling and other self-reflection activities will help foster the intrapersonal aspects of student development. As students are introduced to new things, or participate in different activities, it's important to set time aside for structured and meaningful reflection. This will encourage students to dig deeper and better understand how their own life experiences and perceptions influence the kind of interactions they have with the host community, and on the contrary, how the host community perceives/interacts with them.



As the study abroad experience comes to a close, faculty directors should continue to facilitate holistic student development by supporting students in understanding how they can integrate and apply what they've learned on the program to their academic, professional and personal goals. We highly encourage faculty to consider making the final project something that provides students a platform to share their experiences. This may include asking students to present what they have learned to an outside audience in the form of a presentation, conference, video creation and publication, or [e-portfolio](#) that can be used in professional interviews or on resumes.

Program Models

Study abroad program models vary in structure based on the type of student experience, pedagogy and program format. UFIC can help you determine the best model for your program design; however, the majority of UF Sponsored study abroad programs fall into one or more of the following categories as described in the Forum's [Education Abroad Glossary](#).

Integrated Model – A program type in which the predominant study format is participation in regular courses alongside degree-seeking students from the host university. May be either via Direct Enrollment or enrollment facilitated by a study abroad provider organization.

Hybrid Model – A program that combines two or more of the program types to a significant degree. For example, a study abroad center might emphasize courses just for study abroad participants but also permit students to enroll in host university courses and to do a credit-bearing internship.

Island Model – An informal term for a program whose pedagogy formally includes little cultural immersion, such as a program in which home-campus students live together and home-campus faculty instruct them in facilities owned by the home campus.

Embedded Program (or Course-Embedded Study Abroad) – A short study abroad experience that forms an integral part of, or an optional add-on to, a course given on the home campus. Most commonly, the study

abroad portion of the course takes place during a midterm break or after the end of the on-campus term and is just a week or two long. ***Please note, embedded programs at UF are typically not permitted.

Service Learning Program – A program model in which students engage in activities that address human and community needs together with structured opportunities for reflection designed to achieve desired learning outcomes.

Internship Program – As defined by the National Association of Colleges and Employers (NACE), a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting; in other countries this may be known as a traineeship.

Research Program – An activity abroad that typically pairs a study abroad student or students with on-site faculty and/or other local experts to pursue a specific topic or research question. Such research typically results in the writing of an academic paper or article, whether to fulfill requirements for academic credit or other degree requirements or with an eye to publication in a peer-reviewed journal or presentation at an academic conference. The research may be undertaken as part of an organized study abroad program (i.e. a research-based course or independent project) or in a completely independent manner outside the structure of a program.



Chapter 3:

Developing a UF Sponsored Program



Developing a study abroad program involves many stakeholders and will take a lot of patience and meaningful collaboration among all parties to get a program up and running. In the planning period you will mostly work with various SAS staff and the third-party provider or host institution with whom you partner abroad. However, you will also be in contact with your academic department/college, students, and other people or departments on campus. Therefore, we highly recommend you begin the program development process at least nine to twelve months prior to your intended start date.

With all of these aforementioned stakeholders at play, it can be difficult to discern which responsibilities fall upon you, as the program director, and the other units. While the SAS unit will always be available for guidance, each stakeholder should be equally invested into the development and overall success of the program. On the following page you will find a table that indicates the general responsibilities of the three main stakeholders: Faculty, the SAS team, and the Provider.

As you may notice, there is a great deal of overlap, yet each unit has slightly different roles and may be done collaboratively or independently from that of their colleagues. It is important that you understand the many responsibilities a program director holds in the program development and implementation processes.

Faculty	Study Abroad Services	Third-Party/Host Provider
<u>General Program Development</u> <ul style="list-style-type: none"> Provides UFIC with program proposal Obtains program approval from department and college Identifies program provider Creates course syllabus Provides UFIC with finalized itinerary prior to departure Hosts pre-departure orientation for students 	<ul style="list-style-type: none"> Advises faculty and reviews program proposals Assists with identifying an appropriate provider Reviews and signs all contracts with providers Coordinates students' course registration with academic departments Attends and assists faculty with pre-departure orientation 	<ul style="list-style-type: none"> Organizes in-country logistics such as transport, housing, classroom space, excursions etc. Provides UFIC and faculty with a program proposal and contract Can sometimes provide representative to attend pre-departure orientation
<u>Budget/Travel/Logistics</u> <ul style="list-style-type: none"> Submit budget worksheet to UFIC and approves final program budget Upon approval from UFIC, works with academic department to purchase faculty airfare and other transportation Accounts for all expenditures of funds advanced and submit accounting and/or receipts to UFIC 	<ul style="list-style-type: none"> Review and finalize budget Approves program cost Provides cash advances as needed Provides chartfield information for purchases Pays provider invoices Provides budget information to the Office for Student Financial Affairs for financial aid disbursement Advises students on visa processes as needed 	<ul style="list-style-type: none"> Arranges in-country logistics Provides budget information to UFIC and faculty Provides payment information and timeline Submits final payment invoice to UFIC
<u>Marketing/Recruitment</u> <ul style="list-style-type: none"> Recruits students by hosting information sessions, conducting classroom visits, and attending the study abroad fair Meets with students on an individual basis to discuss the program and assess students' suitability for the program Shares brief course description and logistical information to SAS advisor for the program webpage and flyer 	<ul style="list-style-type: none"> Manages all content for online program page Manages all student applications Advises students for all study abroad programs Hosts general info sessions Coordinates Study Abroad Fair 	<ul style="list-style-type: none"> Can sometimes host information sessions Can sometimes provide marketing materials like flyers or social media content
<u>Risk Management</u> <ul style="list-style-type: none"> Familiarizes self with UFIC Emergency Protocols Submits Emergency Contact Sheet to UFIC Carries 24/7 emergency phone Knows emergency phone numbers for in-country emergencies Discourages students from partaking in dangerous activity Sets expectations for health and safety during program orientation 	<ul style="list-style-type: none"> Enrolls students and faculty in CISI health insurance UF point of contact for any emergency abroad Assists faculty throughout the emergency 	<ul style="list-style-type: none"> In-country staff will provide on-site orientation In-country staff can serve as primary emergency responders May provide insurance for participants

Once you have reviewed the general responsibilities of the faculty/program director, and are ready to begin the process of developing a new study abroad program, you might want to visit our website to access a [comprehensive overview](#) of everything that needs to be accomplished during the entire process

(planning, recruitment, program preparation/implementation and re-entry). However, for the purposes of this handbook, we will only be focusing on the first 4 steps as these pertain to the process of program creation and approval.

Program Development Steps		
1	Consultation and Needs Assessment	Please make an appointment with Nicole Fuls to discuss your ideas, program proposal guidelines and policies for leading a study abroad program.
2	Program Proposal	Please submit a Program Proposal to the Assistant Director of Faculty Engagement, Nicole Fuls, who will review it accordingly, make suggestions, etc. The proposal will then go to your Chair and Dean for final signature.
3	Identify a Program Provider	Once your proposal has been approved by all the necessary parties, UFIC send your program proposal out for bid and will match you with a Third Party Provider, who will be able to arrange the program logistics for you. If you have identified a provider on your own, we will be happy to assist with the necessary vetting process , but please be aware this may delay program development so we suggest you complete step 2 well ahead of our general deadline in these cases.
4	Program Budget	Once you have worked with your provider to develop a general outline of your program's activities, itineraries and logistical information, please schedule an appointment with Jackie Johnson to go over budget guidelines and requirements.

Step 1: Needs Assessment

While UFIC would like to see an abundance of study abroad programs offered to students in a wide variety of academic disciplines, we need to make sure that new program proposals meet the needs of the institution, attracts student interest and meaningfully engages students in experiential learning that may not be as readily available at UF. A successful program will leverage the unique context of being abroad to enhance content knowledge while exposing students to working within an international context, thereby allowing them to hone in on their intercultural competency skills with the careful facilitation of their program director.

As you begin designing a study abroad program, your first task will be to speak with SAS staff to conduct an informal *needs assessment*. Please request a meeting with Nicole Fuls so that we can discuss the general idea of what you plan to teach abroad, where you plan to go and why, and how this new program will benefit students across campus and/or your department. Based off this initial conversation we will let you know if any similar UF programs already exist or were previously offered by UF faculty. If we believe the program has potential, we will ask you to complete a full proposal (see step 2) for your program. To help you prepare for this preliminary conversation and your eventual program proposal, we want to make sure you understand what a program director needs to keep in mind while creating a new study abroad program. Please see this list of topics below and the following questions we have posed in relation to each. Use these questions to guide your initial program proposal and be ready to answer some of these questions in your needs assessment appointment.

Logistical Considerations for a New Study Abroad Program

	Questions:	Notes:
Location	<ol style="list-style-type: none"> 1. Does the chosen site lend itself to the proposed academic content and learning objectives? 2. Are there any health or safety concerns in your host country? 3. Are any vaccinations required? 4. Is it realistic to reach your destination in less than 2 days? 5. Is the host country popular enough to evoke student interest? 	Program locations will be approved on an individual basis, taking into consideration advisories from both the State Department as well as the Centers for Disease Control and Prevention.
Time Frame	<ol style="list-style-type: none"> 1. What will be the length of your study abroad program? 2. During which term will your program run? 3. What does the academic calendar of the host country look like? Is it more beneficial for your program to run while school is in session abroad or while local students are not on campuses? 4. Are there any major holidays in your host country that could enhance or hinder your program? 5. Are there any concerns with local weather patterns during the period of your program? 	Please note that programs should try to align with the UF calendar as best as possible.
Academics	<ol style="list-style-type: none"> 1. Will you teach an existing course overseas or create a new course? 2. How many contact hours/credits will your program offer students? 3. In what ways does the curriculum leverage the unique learning context of your host country? 4. In what ways will you adapt your course curriculum to encourage students to partake in experiential learning and personal reflection while abroad? 5. How will you prepare students for this experience abroad prior to departure and what will you do with students upon re-entry to round out the experiential learning process? 6. How will you incorporate teaching various intercultural competencies, as relevant to your host country, to students? 7. How will your program help students achieve UFIC's Student Learning Objectives as outlined in the Introduction (page 5)? 	<p>While you can create a new course, using an existing rotating topics course within your department offers the most flexibility.</p> <p>We highly recommend that your program offers enough credits for students to be considered 'full time' (with the exception of Spring Break programs). This means that a Faculty-Led Program should offer at least 12 credits for a semester program and 6 credits for a summer program. This is because students must maintain full-time status to receive any financial aid to help cover program costs. As you calculate contact hours to credits, please note that 1 credit is equivalent to 15 contact hours.</p>
Logistics	<ol style="list-style-type: none"> 1. Where will the group be staying? Hotel, hostel, homestay, university residence hall etc.? 2. How will students get from the airport to their housing/first destination? 3. How will the group be traveling within the country? 4. Do I need to reserve classroom or meeting space? 5. Will I be collaborating with a host institution or a 3rd-Party Provider to coordinate logistics such as transportation, housing, classroom space, excursions, guest speakers etc.? 6. What meals are included in the program fees? 7. Is a visa or vaccination required for entry to the host country? 	All faculty and programs must work with an approved 3rd-Party Provider to assist in arranging all the logistics of the program, in addition to having them as an additional support system in the event of any emergency. Once you have had an initial conversation with SAS regarding your potential program, we can recommend different organizations you may partner with based on your academic focus, desired location and any other special interests.

Health and Safety	<ol style="list-style-type: none"> 1. Will students engage in any potentially dangerous activities during the program, such as swimming, hiking, etc.? If so, how will you prevent potential injury? 2. Will you be close to a hospital or emergency health care clinic during your program? In the event of an emergency, how will you travel to said hospital or clinic? 	<p>When planning your program, remember to keep your design as inclusive as possible, remembering that students of varying abilities may join your program.</p> <p>UFIC encourages all students to participate in study abroad programs and will work to make any necessary accommodations for students with disabilities. In most cases, you and/or your students will jointly work with the Disability Resource Center to prepare for a student's participation in a study abroad program prior to departure.</p>
Structured vs Unstructured Time	<ol style="list-style-type: none"> 1. How much 'free' or unstructured time will you allow in your program itinerary? 	<p>Finding a balance between structured and unstructured time is vital to maintaining group morale. Both students and faculty need breaks to reflect on their experiences and rest between classes, excursions, travel days etc. Too little free time will interfere with the students' ability to learn due to physical, emotional, and mental exhaustion, in addition to information overload. On the same note, too much unscheduled time will jeopardize the academic integrity of the program.</p>
Cultural Activities and Excursions	<ol style="list-style-type: none"> 1. How will you initially introduce students to their local surroundings or 'home base'? 2. How do your selected site visits or excursions add value to your course? 3. How can you engage students before, during and after a particular excursion or site visit to contextualize the experience in terms of how it relates to the academic coursework and the host culture? 	

Step 2: Program Proposal

Based on the information discussed in your needs assessment, we will ask you to complete a [program proposal](#) for us to review and possibly provide recommendations. The final proposal will need to be approved both by UFIC as well as your chair and college dean. While UFIC is mostly looking at logistics and risk management of a program, the college will want to understand the academic reasoning behind the program, with clearly stated student learning outcomes, a course description and most importantly, why teaching this course abroad will add value to the course. Some colleges have an international committee, which will look at your proposal and might come back with certain questions, recommendations, changes, etc. before they sign off on it. Many colleges have an Associate Dean who has "International Programs" in their portfolio of responsibilities, and we will be happy to accept their signature on your proposal.

Please be mindful of program proposal deadlines:

Deadlines	Spring/Spring Break Programs	Summer & Fall Programs	Winter Programs
Program Proposals	Jan 15 (the year prior)	May 15 (the year prior)	Oct 15 (the year prior)
Vetting Questionnaire (if needed)	Feb 15 (the year prior)	June 15 (the year prior)	Nov 15 (the year prior)
Budget Information	April 15 (the year prior)	Sept 15 (the year prior)	Feb 15 (the year prior)

Step 3: Identify a Program Provider

Once your proposal is approved by all necessary parties, SAS will put your program out for bid to at least 2-3 providers who will be able to arrange the program logistics for you. There are various reasons, why faculty must work with a third-party provider:

- These organizations set up all onsite components of a program, thereby allowing faculty to concentrate on recruitment and their teaching assignment (while on the program). These logistical arrangements may include housing for faculty and students, classroom space, excursions, local transportation, etc.
- The majority of our approved providers are located in the U.S. and will charge us in U.S. Dollars, rather than a foreign currency. This proves of course much easier and is more straightforward when it comes to budgeting for your program.
- Finally, for liability purposes, it is safer to work with a provider, as their insurance covers every aspect of the program. They also have on-site staff that will be with your group and can assist in the event of an emergency.

While there are many options to choose from, we recommend working with one of the following approved providers. However, if you find a provider that is not on this list, we will be happy to facilitate the [vetting process](#) accordingly.

[AIFS](#) (American Institute for Foreign Study)

[API](#) (Academic Programs International)

[campusb](#) (Campus Brazil)

[CEPA](#) (Customized European Programs Abroad)

[CIS Abroad](#)

[Worldstrides/ISA](#) (International Studies Abroad)

[Learn International](#)

We also run programs in collaboration with a partner school abroad, in which case the partner helps with arranging some (or all) of the logistics mentioned above. In this scenario, faculty directors are typically well connected with this university and negotiate these elements directly with the partner abroad. Please note that partner schools will need to complete the same vetting process as the providers, and the same standards apply to all partners abroad. While we will try to work with your desired university abroad, it may not always be permissible so having a provider to work with as a back-up is a good plan.

The program provider will put together a proposal that includes all the items you wish to incorporate into your program. You can specify the type of housing you would like to offer (homestays/ hotels/ dorms/ hostels), possible meal inclusions, the site visits and excursions you have in mind, classroom space and hours needed for your class, possible onsite courses taught by a local university in addition to

your own course, etc. Typically, the proposal includes all the costs for the faculty member as well, so in the end, we will receive an offer that states the “per student” program fee, which we will use to build a program budget. In many cases, a provider proposal is approved right away, in others, faculty and UFIC members might ask for changes to be made.

It will be important to keep Nicole in the loop when communicating important issues to either the program provider or the partner school abroad. This way, we can provide clarification, guidance, and support when needed.

Step 5: Program Budget

Upon approval of the final proposal, you will schedule an appointment with [Jackie Johnson](#) to go over budget guidelines and requirements. To learn more about the financial considerations that go into determining the student program fee, please refer to Chapter 4.

Chapter 4:

Program Budget & Financial Considerations



The program budget, prepared by the International Center and in collaboration with the faculty director, will contain both program expenses and UFIC overhead costs and taxes. Once the budget is finalized and signed by the program director, the program fee is established and can be published. The program fee will not change after publication.

Determining Student Program Fees

The following expenses must be included in the budget to determine the program fee students will be assessed to participate in the program, more commonly known as the Student Program Fee:

Student Expenses: On faculty-led programs, the program fee includes instructional costs (teaching salary), fringe, university fees, UFIC fees, taxes, lodging, in-country travel, excursions and entrance fees, as well as international health insurance which includes emergency medical assistance. If requested, Student Program Fees may also include group meals.

Faculty Salaries:

1. The salary for 9-month faculty is based on several factors including rank, number of teaching credits, and length of program. Please note that the salaries for a program shorter than 28 days will be pro-rated based on a 6-week program. An administrative supplement is also budgeted to compensate faculty for recruitment efforts, risk management abroad, accounting of program expenses, i.e. everything outside of teaching. However, faculty are only entitled to this supplement if their program meets the breakeven and will run.

2. Twelve-month faculty and faculty receiving other funding during the term of study abroad will require the college dean's approval for additional state compensation. The HR-600 "Request for Approval of Additional University Employment and State of Florida Employment (HR-600)" will be initiated by UFIC and sent to your department for approval.

To give you a rough estimate of your potential earnings, please see the salaries and stipends approved for Spring and Summer 2025 programs that are at least 4 weeks long:

Rank	Salary	Course
Assistant Level Faculty	\$7,480 \$3,410	3 credits 2 nd course
Associate Level Faculty	\$8,140 \$3,850	3 credits 2 nd course
Full Level Faculty	\$8,910 \$4,620	3 credits 2 nd course

Faculty Expenses: In addition to faculty salary, the fee will include faculty expenses including international airfare, car rental to departure airport other than Gainesville, lodging, up to 62% of the Department of State foreign per diem rates, in-country program related travel, entrance fees, international health insurance including emergency medical assistance, a weekly stipend for Wi-Fi and incidentals, and baggage fees for programs longer than 3 weeks.

Student Assistants: Based on program enrollment, a student assistant may be included in the budget. The stipend for Student Assistants is fixed at \$550 per week, with a max \$2,750. In addition to the stipend, Student Assistants will receive comparable travel expenses as faculty for per diem, lodging, airfare etc. For budget and risk management purposes, UFIC recommends one faculty per 10-15 students with an added student assistant for 16 or more students. If there is 24/7 onsite staff through a partner organization, a Student Assistant might not be necessary.

Accompanying Family: Faculty members can choose to take family members such as a spouse and/or children abroad with them. It is important to note that family members cannot interfere with the safe and timely delivery of the program. They are also not permitted to participate on any program activities that fall under the aegis of the program. Please note that the university is in no way responsible for family members while abroad. UFIC will not pay for additional costs associated with accompanying family members (e.g. a larger apartment to house accompanying family, transportation, baggage fees, excursions, meals, childcare, etc.). Faculty must notify UFIC of accompanying family prior to departure. If you plan to bring minors, UFIC will request proof of separate full-time childcare for the period that the study abroad program is running.

Fixed Program or Group Cost: The fixed program or group cost may include guest lecturers, stipends, classroom rental, and any "one cost for all" expenditures.

Overhead expenses: UFIC will include the following overhead expenses in all program budgets.

1. Salary Fringe: Updated annually and determined by the State of Florida.
2. UF Local Fees: Please note that students do not pay UF tuition when participating in a UF faculty-led program. Instead, students are assessed local fees per credit, which will be part of the program budget.
3. Wire fee: \$20 per wire for outgoing wires assessed by UF Bursar. Vendor wire fees, if any, must also be budgeted.
4. UFIC Administrative Fees: A UFIC administrative fee of \$425 per student is added to all programs.

The total program expenses are divided by the minimum number of students or “breakeven” required to pay the overall expenses of the program. Generally speaking, we require a minimum breakeven of 10-12 students in order for a program to run.

Since students do not pay any tuition on a faculty-led program, there is no difference in Student Program Fees based on residency. All out-of-state, international, and in-state students will pay the same program fee. The only exception is that any students earning graduate credits will be assessed a \$100 per credit surcharge.

Study Abroad & Affordability

For many students, the cost and affordability of study abroad is more than a concern – it’s a barrier to participation. Our office understands the critical role that finances play in a student’s decision and ability to pursue an international experience. With that in mind, there are two main ways that students can be advised on funding opportunities for study abroad: *financial aid* and *scholarships*. The [Funding Your Program](#) page of our website contains useful information about both of these.

Financial aid policies and decisions are ultimately up to UF Student Financial Affairs (SFA). You can find their contact information [here](#). However, there is some basic information we can outline for students when it comes to using financial aid towards a study abroad program:

- *Bright Futures* recipients can use their Bright Futures for study abroad so long as they are enrolled as a full-time student. It will pay the same amount per credit hour as what students are awarded on campus and can be used towards the program fee.
- *Florida Prepaid* recipients can use funds from their FL Prepaid Plan for study abroad. It pays per credit hour based on the type of plan purchased on a student’s behalf. If the student has a housing plan, the International Center will invoice the FL Prepaid Plan for a semester of housing at that student’s request.
- *Federal financial aid*, for example grants and loans, may be used for study abroad based on individual student eligibility. Students should be referred to Student Financial Affairs to inquire about aid eligibility. After a student has been approved for a study abroad program, a cost of attendance will be sent to SFA on which aid will be based.
- *Scholarship* funds can typically be used toward the cost of study abroad fees, but some exceptions may exist. Scholarships in the form of a tuition waiver cannot be used toward UF Sponsored study abroad programs. These scholarships are generally awarded by the Office of Admissions to out-of-state students.

In addition to any existing scholarship funding that students may have, there are many UF, national, and international scholarships intended specifically for study abroad. Students should not *rely* on these scholarships to fund their program costs, but we encourage them to apply for as many as possible to increase their chances of receiving additional funding. Our office also hosts scholarship information sessions, leads writing workshops, and is happy to discuss opportunities during one-on-one advising appointments. A list of some of the more prominent study abroad scholarship opportunities is below.

- [UFIC Scholarships](#) are offered, managed, and awarded by the UF International Center. To be considered, students complete one general application which requires a Statement of Purpose. It is important to note that although there are many different scholarships awarded under UFIC, with varying eligibility requirements, students can only receive one award. However, having one standardized application allows us to consider them for everything and award them with the highest award possible. Award amounts range from \$500-\$5,000.
- The [Daniel Sinclair Bredahl Scholarship](#) is a privately funded scholarship, only available to students going abroad for an entire semester or academic year. The application is much like the UFIC Scholarships application, but is separate and awarded by a different committee. Awards are up to \$4,500.
- The [SAPA Scholarship](#), managed and awarded by our team of Study Abroad Peer Advisors (SAPA), is only available to students going abroad in the summer. Typically, several students are awarded up to \$1,000 each.
- The [Benjamin A. Gilman International Scholarship](#) is a grant program run by the U.S. Department of State. Only students who are U.S. citizens, receive the Federal Pell Grant, and are studying on a program at least 21 days in length are eligible. The University of Florida consistently has many students receive the Gilman; typically, about 30% of the UF students who apply are successful. Students from diverse backgrounds and/or who are participating in diverse programs (location, subject, etc.) are given preference, but that is not a requirement. Awards are up to \$5,000.



In addition to the awards listed above, there are also many study abroad scholarships offered by UF departments/colleges and national organizations. We encourage both you and your students to consult the [scholarship page](#) of our website for more detailed information.

Chapter 5:

Risk Management and Health & Safety Overview



In order to mitigate risk to students, faculty and partners abroad, it is important to prepare for the major risks and emergencies that could occur during a study abroad program. Faculty directors are expected to serve as the University of Florida liaison in any emergency situation that might arise in the foreign country and report back to the Executive Director of the International Center. Given this role as liaison, the SAS team will work closely with you throughout the program development and implementation periods to prepare you for potential emergencies or student misconduct instances.

In this chapter, we will give you a general overview of the most common crises that occur on study abroad programs, expectations we have for faculty directors in regards to risk management, the UFIC Emergency Protocols and student health while abroad. Since this handbook focuses on program development, we will not go into great detail on how to respond to such crises or student behavior/health concerns, but rather introduce you to the responsibilities you will have as a program director. You may also contact John Mulligan, Risk, Health and Safety Manager, with any additional questions or concerns you may have.

National Risk Trends

Although we spend a lot of time preparing both students and faculty for emergencies abroad, serious emergencies on study abroad programs are rare. A 2016 [national study](#) carried out by The Forum on Education Abroad states that “college students studying abroad are less likely to die than college students studying on campuses in the U.S.” That being said, it is important to note that the four major causes of death on study abroad programs are: falls from high places, transportation accidents, drowning, and natural causes. We encourage faculty to keep these risk factors in mind as they develop their programs. UFIC will also provide input on how to encourage student and staff safety in your program’s design.

The same [national study](#) also shows that only about 10% of students who study abroad file insurance claims for medical attention while abroad, and of those students, the overwhelming majority receive outpatient care. It's also important to know that "many claims included incidents that occurred while students were not engaged in activities related to the education abroad program" but rather during unstructured time or just before or after a program began or ended.

There has also been a rise in the number of reported mental illnesses and crises in the general Higher Education student population. We are seeing an increased number of students dealing with various mental health conditions such as: depression, anxiety, eating disorders, obsessive compulsiveness, post-traumatic stress disorder and others. While college in general can be a stressful environment for students, the transition to studying abroad adds another layer of stress that can exacerbate and amplify mental illness.



Common Issues on UF Programs

While we certainly see parallels with the national trends, it's important to dig deeper into the concerns we see with the UF student population specifically. The major concern on our programs is the use of excessive alcohol while abroad. In many countries where we send students, the legal drinking age is 18, which means most of our students can purchase and consume alcohol at their leisure. We are well aware of "binge culture" within the United States, and this culture is often continued abroad as well, especially with students under the age of 21 that have the newfound freedom to enter local bars and clubs. Extensive use of alcohol or intoxication, in most cases, results in a breach of the UF Code of Conduct.

Other common issues you may need to address while taking students abroad relate to mental and emotional well-being. Many students will experience some degree of culture shock, defined as "the feeling of disorientation experienced by someone who is suddenly subjected to an unfamiliar culture, way of life, or set of attitudes". Another common concern is homesickness. Students may miss their friends or family while abroad and the overall familiarity of their home country/culture. It's important to normalize culture shock and homesickness with your students and provide space for students to discuss their experiences in adjusting to this new environment either with yourself, or with their peers. You may also offer them some strategies for adjusting and staying healthy while abroad like journaling, spending time with friends, exercising and keeping a healthy sleep/rest schedule.

As with the national trend, UF is seeing an increase in students with mental illnesses. Each year more students self-disclose that they are being treated for depression, anxiety, bipolar disorder, ADD/ADHD etc. We also see a few students that report having eating disorders such as anorexia, bulimia and binge eating. Many of these students can manage their conditions on their own, but it will be important for you to observe student behavior so you can potentially prevent an issue from escalating. We understand you

are not counseling or medical professionals, but encourage you to be observant and provide support to students that may be struggling. We also expect you to assist students in finding professional help if needed and as outlined by our Emergency Protocols.

Preparing for and Preventing Emergencies

Safeguarding the health and safety of the UF community abroad is an important function of UFIC, which is why each study abroad program is assessed for risk before it is approved for faculty and advisors to start recruiting participants. Additionally, before program implementation, UFIC ensures that all faculty and students are aware of the dangers, risks and responsibilities they have to ensure their own well-being and that of the group while abroad.

For faculty, this means attending the Faculty Pre-Departure Orientation to understand common health and safety issues abroad, student misconduct, [UFIC Emergency Protocols for Study Abroad Programs](#), the Clery Act and our worldwide health insurance policy. You are also responsible for signing a Faculty Agreement Form, completing the [Campus Security Authorities \(CSA\)](#) training, submitting an [Emergency Information Worksheet](#), and hosting - in collaboration with the advisor responsible for your program - a Pre-Departure Orientation for your students.

SAS and faculty directors share responsibility for making students aware of the dangers and risks that present themselves overseas as well as the preventative measures students can take to ensure their safety abroad. Prior to the students' departure, faculty directors hold a mandatory pre-departure session alongside the SAS advisor to go over travel logistics, health and safety information, expectations, and an academic overview of the program. If any students are unable to attend, SAS has a comprehensive online [Pre-Departure Handbook](#) that provides all of the same information in great detail. Students are responsible for reading through the Pre-Departure Handbook and signing off on having done so accordingly within their study abroad application portal.

Another form of risk prevention is encouraging all students to self-disclose any pertinent medical information that may impact their ability to fully participate in a program. When applying, students complete a "Medical History Questionnaire" in which they may choose to disclose health conditions, prescription medications and/or other information to SAS staff and the faculty directors. All faculty directors have access to this information, which is described in greater detail in *Chapter 7: Understanding the Student Application Process*.

UFIC's responses to crises depend on the nature and extent of the crisis and are guided first and foremost by the need to attend to the immediate safety and well-being of the student(s). Our Risk Manager carries a 24/7 emergency phone and is typically the first to receive notice of an emergency and will be able to help guide you through proper emergency response, or, if warranted, will notify the UF Crisis Response Team.

The Crisis Response Team responds to any emergency requiring more substantive action and will coordinate responses and communications to all necessary parties. In all cases, this team includes the

UFIC Dean and the Associate Director of Study Abroad. Depending on the nature of the crisis, and as spelled out in the Emergency Protocols, it may also involve the following individuals:

- The Dean of Students
- General Counsel
- Counseling and Wellness Center
- University Police Department
- VP for Strategic Communications and Marketing
- Director of Communications
- Title IX Coordinator
- Office of Cleary Act Compliance

CISI Insurance and Emergency Medical Evacuation

In addition to the safety precautions we take with students, UFIC requires that all study abroad faculty and students are covered by international health insurance while abroad, including both emergency medical evacuation and repatriation. All students who participate in a faculty led program will be covered by either Cultural Insurance Services International (CISI) or the insurance that our logistical partner provides. The costs associated with this coverage are included in the program fee, and all participants will be automatically enrolled in CISI.

CISI covers all participants for the duration of their program, as well as an additional 3 days before and 2 days after the program’s start and end dates for travel. Faculty and students will receive an email from CISI with their insurance cards roughly 2 weeks prior to their program’s start date. While you can view the entire policy [here](#), below you will find a snapshot of what is and is not covered under CISI.

CISI Insurance Coverage	
Covered	Not Covered
<ul style="list-style-type: none">• Medical Expenses• Emergency Medical Reunion• Trip Interruption• Emergency Medical Evacuation• Security Evacuation	<ul style="list-style-type: none">• Self-inflicted injury• Experimental treatments• Routine physicals/vaccines• Plastic surgery• Mountaineering• Hang-gliding/Parachuting/Skydiving etc.

Chapter 6:

Strategies for Student Recruitment



After successfully designing an exciting new study abroad program, you are looking to recruit group of at least 10-12 students (based on your breakeven number) to take abroad. While there are many ways to recruit students, you can start with the following:

UFIC Program Webpage

Every UF Sponsored study abroad program has a webpage in our [program database](#) created and managed by your UFIC Study Abroad Advisor, for which you may request changes or provide additional content. Your program's page may be the first glimpse into study abroad that a student gets, and it will certainly be where many students gather important details, such as cost, courses, location, housing, excursions, etc., which will help them decide whether or not your program is right for them.

Program Flyer

Once your program proposal is approved, UFIC can assist you with developing a promotional flyer. The formatting is standardized for all flyers, but the information and images will be tailored to your program. These flyers are seen most commonly at the UFIC Study Abroad Fair and on display in the International Center. Faculty can also use their flyer when recruiting at information sessions, class visits, tabling, etc.

Class Visits

One way to promote your program is to give a brief presentation to a class; this can be your class and/or that of a fellow faculty member. To arrange this with another faculty, you would need to contact them directly and discuss whether or not they would be willing to let you speak to their class, as well as when would be a good time to do so. You should also consider the best format for presenting your program's details, which may differ from class to class. If time allows, you could present a short PowerPoint presentation, or perhaps click through the UFIC program page. If the arrangement does not allow for a

full presentation, consider using an “elevator pitch” (a 30 second – 2 minute speech) to share this study abroad opportunity with the class.

If you are unable to visit the other class in person, you could ask the faculty member if they would be willing to pass out a program flyer for you and/or read a prepared statement. You could also consider recording a brief video to be shared with the students.

Info Sessions

Info sessions are another great way to connect with students face-to-face and provide more detail about what they can expect on your program. They can also be an alternative to class visits if you are uncomfortable with or unable to arrange those, as well as an opportunity to reach students from different departments. You are welcome to arrange an info session yourself (time, date, location) or coordinate with your UFIC Study Abroad Advisor if you would like to use our facilities for the event or have the advisor present for any questions. We can also list the event on our webpage and share it across our social media platforms. On average, faculty leaders hold 1-2 sessions per semester, but the frequency is ultimately up to you.

When hosting an info session, much like a class visit, it is important to consider how you want to present the information. Because an info session will typically be longer than a class visit, you will have more time to go into detail about your program, as well as let students ask questions, so feel free to get creative in the way(s) you share about your program! You could play music unique to the location, bring a traditional food to share, show pictures and/or video(s) taken by you, previous faculty leaders, or students, create a PowerPoint etc. You want to make sure you are delivering accurate information about what to expect from the program specifically, but also what students can expect from their host city, country, and culture.

E-Portfolio Showcase

Many study abroad faculty choose to partner with the Office of Global Learning and the International Scholars Program to have study abroad alumni develop e-portfolios which showcase a student's experience in a more formal and professional matter. An e-portfolio is designed to promote learning and reflection while serving as a living document that students may use to demonstrate their skills and growth across varied learning experiences. While many students may choose to show these to future employers, they are also a great way to show how your students have benefited from participating in the program and encourage others to do the same! You can have students come present their e-portfolio highlighting the study abroad experience in your classes, highlight one on your department's social media pages or simply share with interested students. You can see some examples [here](#).

Email Listserv

Some faculty will collect students' contact information from outreach events like class visits, info sessions, the study abroad fair, etc. and create their own email listserv for the program. While this resource does require you to have spoken with the student in some previous capacity, it can be a great way to maintain contact with interested students, share more program details and pre-departure resources, and let students know about other upcoming events related to the program, like future info sessions, etc.

There are also various college and departmental listservs you can utilize to reach all students in a particular academic discipline. We recommend you create a general email outlining your program and

providing some basic information on where they can learn more or apply to your program. Then, ask your department and other offices on campus to share your letter on their listservs or newsletters.

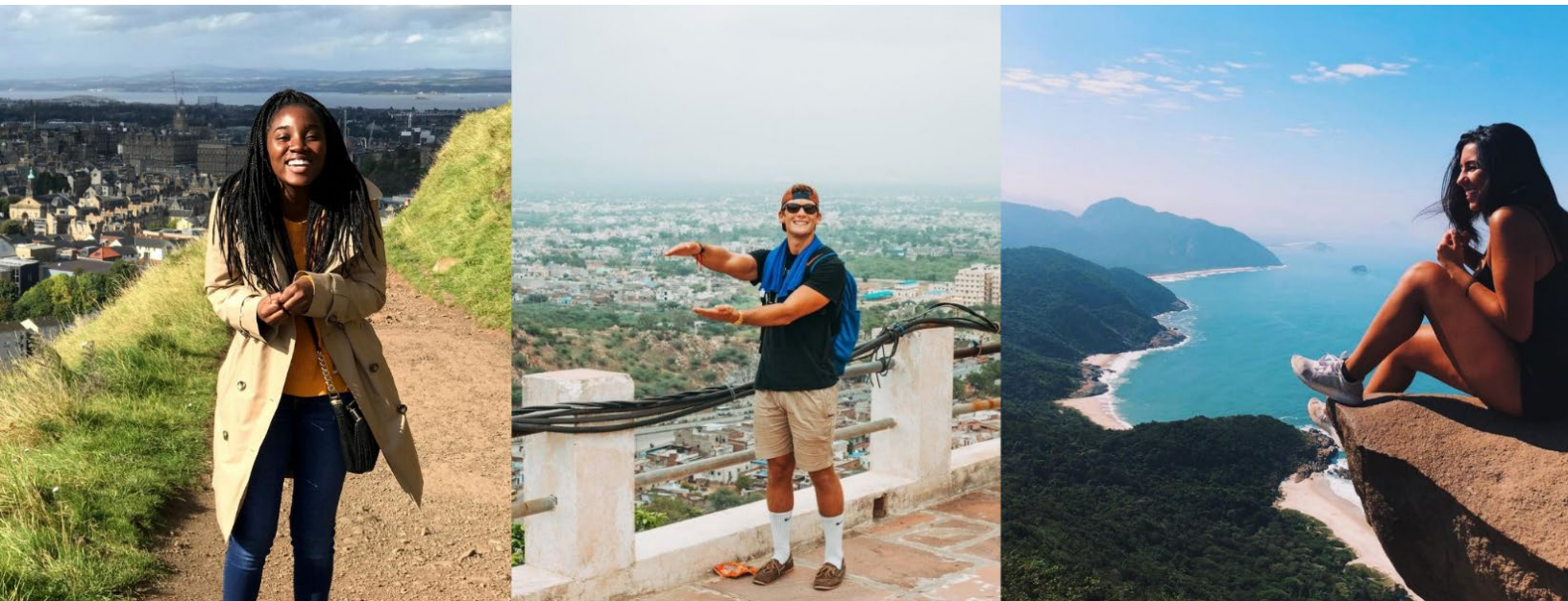
Study Abroad Fair

UFIC hosts a study abroad fair, either in person or virtually, twice a year: once in the Fall (late September) and once in the Spring (late January). Many summer programs do their recruiting at the Fall fair, but you are more than welcome to also have a table at the Spring fair if you feel you need one. To request a table at the study abroad fair, contact our fair coordinator, [Sharon Brown](#).



Chapter 7:

Student Application Process



Upon successful recruitment, students will need to visit the International Center in order to complete their study abroad application. For most students, they can complete about 80% of the application completely online via our platform, Terra Dotta. However, you may also work with your study abroad advisor to customize the application for your particular program. Outlined below are the basic eligibility requirements, universal application forms and documents and potential options for application customization. UFIC advisors help students through the application process, but students may ask you similar questions; therefore, familiarity with the different documents and application timeline will be helpful during initial meetings or info sessions with prospective students. We encourage you and your students to follow this [Step-by-Step Checklist](#) to understand the student application and approval process.

Understanding the Student Application

Basic Eligibility Requirements: Per UFIC policy, all students must meet a minimum of a 2.5 GPA and be in good standing in order to participate in a study abroad program. Students that do not meet these eligibility requirements will need to speak with their study abroad advisor and obtain written permission by their college dean in order to participate. Also, generally speaking, students must have already completed at least one semester at UF before being eligible for study abroad. This may differ for some transfer students, so please direct them to their study abroad advisor for further information.

Universal Application Forms and Documents:

- *Academic Advising Form:* All students are required to complete an Academic Advising Form for their chosen program. This is a personalized document specific to each UF Sponsored program

that includes the courses offered and a place for students to indicate their course selection. The purpose of this form is for UFIC to ascertain whether or not a student is approved by their college to participate in their chosen study abroad program. It also allows students an opportunity to meet with their academic advisor to discuss the courses offered on the program and confirm how they fit in with their degree at UF. Each form requires a signature from their academic advisor and a signature from the program director (you), which gives you an opportunity to connect with students seriously interested in your program!

- *Emergency Contact Information:* Each student is required to submit emergency contact information for two individuals as part of their online application. This information will be used in the event of an emergency and at the discretion of the UF Crisis Response Team.
- *Medical History Questionnaire:* As mentioned in Chapter 5, students are encouraged (not required) to disclose any health conditions they may have, be that physical, mental or emotional. This information is available to faculty but can never be used as a determining factor in student acceptances.
- *Financial Aid Questionnaire:* Students are asked if they have completed a FAFSA and/or expect to use any loans, grants or scholarships to help pay for the program. This is also where students who plan to use Florida Pre-Paid must indicate their intentions to do so and then submit [this form](#) to UFIC to complete their request.
- *Privacy Rights:* If desired, students can name a contact with whom we may share information otherwise protected under FERPA.

In addition to these questionnaires, there are also several online documents students must read and sign regarding cancellation policies, health insurance information, credit transfer information, a Participant Consent, Release And Waiver Of Liability, the UF Policy on Alcohol and Other Drugs and other Terms and Conditions.

Customizing Your Program Application:

In addition to the standard documents and forms, faculty directors may elect to add other requirements to their program application in order to attract the most suitable applicants for their program. The following list shows some examples of requirements you may wish to add. You can use any mix of the following, or add your own specific requirements as well. Just let your Study Abroad Advisor know so they can make the proper adjustments in the application and the program webpage.

- *GPA:* The minimum GPA required for all students is a 2.5, but faculty can choose to raise the GPA requirement.
- *Recommendations:* There is the option to add required recommendations to each program application. You can use this to have students request a letter of recommendation from previous professors, supervisors, etc. Students request recommendations through our Terra Dotta system by entering the recommender's email, which then sends the request directly to the recommender.
- *Essays or Writing Samples:* Some faculty members chose to add a requirement for an essay or writing sample, in order to see previous work from students who are interested in their program. We can add this as a questionnaire in Terra Dotta so that you can review the essay in the student's online application.

- *Statement of Purpose*: Similar to the above requirement, a statement of purpose allows students to write about their interest in your specific program. This also can be set up as a questionnaire that students can fill out directly in the application.
- *Faculty Interviews*: We strongly encourage all our faculty directors to conduct a personal interview with students before they are accepted into the program. How you choose to arrange and conduct your interviews is up to you, but some examples are having interested students contact you, emailing all new applicants, or narrowing down your candidates first and then conducting interviews with the final student pool. This requirement can either be added as a material submission in Terra Dotta that advisors check off after verification from faculty or faculty can conduct interviews outside of the UFIC application process and track interviewed students on their own.

Non-UF Student Application Process

Students who do not go to UF can still participate in your study abroad program, with your permission. While many aspects of the study abroad application will remain the same, there is a separate process to get them registered as a non-degree seeking student with the Registrar and Office of Admissions. We will also require some additional documentation like proof of ID and Official Transcripts. Therefore, we suggest that all non-UF students contact UFIC and begin the application process as early as possible because getting registered as a non-degree student is a lengthy process.

To facilitate this [double application process](#), the appropriate Study Abroad Advisor will send a [Non-UF Guide](#) to each non-UF student with step-by-step instructions on how to begin a study abroad application and the non-degree registration application.

Student Acceptance

Depending on any additional documentation you require as part of the application process and/or your preferences, students can be accepted into the program on a first-come-first-serve basis, or, you may elect to review all applications at the same time and then select your top students. If you have more students apply than you can take, we can always begin a waitlist for students in case one drops out. However, please know that no students will be officially approved to study abroad until you have met your breakeven number.

Chapter 8:

Conclusion & Next Steps



As you move into the program development phase, the University of Florida International Center and the Study Abroad Services Unit hope you will keep our suggested pedagogies and learning objectives in mind and adapt them to fit your needs and academic discipline..

Once you have completed a [program proposal template](#) and obtained the proper signatures, you will be notified by UFIC if your program has been approved and you may move into the next phase which will include:

- Connecting and collaborating with your host provider/institution to develop an itinerary, solidify logistical concerns such as in-country transport, visa processing, housing, setting up guest speakers and organizing the excursions you'll do on-site.
- Developing a program budget and establishing the program fee.
- Marketing and recruiting students for your program.
- Monitoring student applications and collaborating with your Study Abroad Advisor to customize student applications.
- Preparing for travel with Pre-Departure Orientations, requesting cash advances, finalizing your faculty agreement and purchasing airfare.

While we have tried to cover all the necessary topics for you to begin designing a new study abroad program, additional questions or concerns may certainly come up as you go. Please do not hesitate to contact the appropriate UFIC staff member as indicated in the chart on page 7.

Thank you for your interest in study abroad and support in internationalizing UF! Welcome to the Global Gator Nation!

Appendix A: Resources on the Field of International Education

Main Professional Organizations and Associations for the Field:

The Forum on Education Abroad: This non-profit association develops and shares comprehensive standards of practice, resources, and training for the field of education abroad, which can be found on their website. The U.S. Department of Justice and the Federal Trade Commission identify the association to be the Standards Development Organization (SDO) for the study abroad field.

<https://forumea.org/>

Institute of International Education (IIE): Sponsored by the U.S. Department of State, the Institute of International Education is a non-profit educational and cultural exchange organization. It collects comprehensive statistical data annually of international students studying in the U.S., U.S. students studying abroad, international scholars and international students participating in intensive English programs from nearly 3,000 accredited U.S. educational institutions.

<https://www.iie.org/opendoors>

NAFSA: Association of International Educators: NAFSA is the world's largest nonprofit association dedicated to international education and exchange, working to advance policies and practices that ensure a more interconnected, peaceful world today and for generations to come.

<https://www.nafsa.org/>

United States Department of State: Bureau of Educational and Cultural Affairs (ECA).

The Bureau develops educational and cultural exchanges that aims to facilitate and promote peaceful relations between U.S. citizens and those of other countries.

<https://eca.state.gov>

Scholarly Articles and Journals on Study Abroad Trends:

Frontiers: The Interdisciplinary Journal of Study Abroad

A resource that has open access to peer reviewed academic journal articles, the most current research, essays and book reviews pertaining to education abroad within a multidisciplinary forum and allows for reflection on key issues and concerns that faculty and staff in international education may have.

<https://frontiersjournal.org>

Levinson, N., and Davidson, K. E., (2015). "Linking Trajectories: on-line learning and intercultural exchanges," *International Journal for the Scholarship of Teaching and Learning: Vol. 9: No. 2*, Article 3, doi.org/10.20429/ijsoetl.2015.090203

There has been tremendous growth both in study abroad and intercultural exchange options in the United States and also in online learning options in higher education. Reviewing 91 cross-cultural experiences with at least one type of formal online component, this paper provides an overview and categorization of these offerings as well as a discussion of trends. It also offers recommendations to help strengthen and shape further offerings and related research.

<https://doi.org/10.20429/ijso.2015.090203>

<https://files.eric.ed.gov/fulltext/EJ1134635.pdf>

NAFSA – Trends in Study Abroad: The 2017-2018 academic year saw a 2.7% increase from 32,727 students to 341,751 students in the U.S. studying abroad for academic credit, thus representing 1.7% of the total number of students enrolled in U.S. higher education institutions. Despite the increase in the participation of underrepresented students in study abroad, their numbers remain significantly low. At 54.9% Europe was the most popular study abroad destination, while regions in Africa, the Middle East and Oceania proved to be substantially less popular.

https://www.nafsa.org/sites/default/files/ektron/files/underscore/study_abroad_by_state.pdf

Open Doors Data: *Open Doors* is a comprehensive information resource on international students and scholars studying or teaching at higher education institutions in the United States, and U.S. students studying abroad for academic credit at their home colleges or universities.

<https://opendoorsdata.org/>

Experiential Learning Theories and Study Abroad:

Cubillos, Jorge, and Thomas Ilvento. Intercultural Contact in Short-Term Study Abroad Programs. *Hispania*, vol. 101, no. 2, 2018, pp. 249-266. *JSTOR*.

www.jstor.org/stable/26585387

Gillespie, J, Braskamp, L, & Dwyer, M. (2009). Building a better hybrid: The IES 3-D model of student learning and development. In R. Lewin (Ed.), *Study abroad and global citizenship*. New York: Routledge.

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.584.9216&rep=rep1&type=pdf>

Hennebry-Leung, M., & Gayton, A. (2019). Language and citizenship in the curriculum. In *Teaching Language and Promoting Citizenship* (pp. 58-70). Edinburgh: Edinburgh University Press.

<https://www.jstor.org/stable/10.3366/j.ctvggx4b5.9>

Kolb, D. (1984). *Experiential learning: Experiences as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall

[https://www.researchgate.net/publication/235701029 Experiential Learning Experience As The Source Of Learning And Development](https://www.researchgate.net/publication/235701029_Experiential_Learning_Experience_As_The_Source_Of_Learning_And_Development)

Articles and Activities for Intercultural Competency Development and Career Readiness:

Intercultural Learning Hub – A Virtual World of Resources

The Intercultural Learning Hub is an online space for those who mentor others in intercultural competence, multiculturalism, diversity and inclusion, social justice, international education and/or study abroad. This platform houses a digital toolbox full of activities already made for you that can help you engage students in discussions around identity, intercultural communication, diversity, and more. You will need to register an account in order to access the toolbox, but it is free.

<https://hubicl.org/>

Jones, Beata M., Regan, John, and Rodriguez, Paloma, “ePortfolios and Internationalization: Meeting the Needs of the Emergent Global Learner,” in T. Batson, K. Coleman, H. Chen, C. E. Watson, T. Rhodes, and A. Harver (Eds.), [*The Field Guide to ePortfolio*](#), Washington, DC: American Association of Colleges and Universities, in press.

Kuh, G. D. (2008). *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*. Washington, DC: American Association of Colleges and Universities.

<https://www.aacu.org/leap/hips>

University of Kentucky Education Abroad Faculty Toolkit

This toolkit provides faculty with various tools to engage students prior, during and post program. There are examples of activities you may do to encourage experiential learning, research, communication, culture and identity and technology.

<https://www.uky.edu/toolkit/the-tools>

Research and Presentations from UF Faculty and Staff:

Career Connections Center – Employability: The Career Value of Study Abroad

In this [presentation](#), Keira Simmonds and Andie Cochran review what employers are specifically looking for in current graduates and how global experiences can help students develop the career competencies as described by the National Association of Colleges and Employers. You will also hear from two students who studied abroad at UF and how that experience has lead them to new opportunities on and off campus.

Digital Tools for Learning and Promotion: ePortfolios, Intercultural Competency Skills and Career Readiness

In this [presentation](#), Paloma Rodriguez from the Office of Global Learning discusses the value of ePortfolios which encourage students to meaningfully reflect on their experiences abroad, connect what they have learned abroad to what they can do back on campus (and beyond) in a digital format. These ePortfolios allow students to showcase their skills and experiences to future employers and can also serve as a way to market your study abroad program in the future.

Supporting International Students Who Study Abroad

Originally presented at the 2019 Florida Association of International Educators (FAIE) Conference, this [presentation](#) by Jess Mercier (UF Study Abroad) and Jillian Low (CRCC Asia) discusses the various reasons why international students study abroad, the major challenges in assisting international students in the study abroad process and how we may better serve this particular student population.

UF Report on International Activity

UFIC prepares an annual report documenting the extent of international activity at the University of Florida. These reports showcase the wide range of international activities carried out by UF faculty, staff and students.

<https://internationalcenter.ufl.edu/home/reports-data/reports-international-activity>