

James Madison University College of Education  
Short Term Education Abroad  
Program Improvement Proposal  
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## **Introduction**

The purpose of the needs assessment conducted for the College of Education (COE) at James Madison University (JMU) was to determine the current state of the study abroad program and to provide recommendations to the clients for further program improvement. The clients that directed the needs assessment were: Dr. Margaret Shaeffer, Dr. Noorjehan Brantmeier, Dr. Edward Brantmeier, and Dr. Aaron Bodle. Currently, the clients do not have a clear understanding of the value of short term faculty-led study abroad trips or the long term impact on students' development of cultural competency skills. Specifically, the needs assessment and surrounding research will:

- Identify current state of the COE study abroad program
- Determine how professors plan trips
- Describe ways that the COE can assist professors in planning study abroad trips

## **Research Methods**

In order to better understand how professors currently design short-term study abroad programs, interviews were conducted with those who have led study abroad trips and those who desire to lead study abroad trips. Nineteen professors were contacted and asked to be interviewed for the needs assessment. The 19 professors were chosen based on the needs assessment project clients' prior knowledge of colleagues who had: previously led a study abroad trip, wanted to lead a study abroad trip, or were known to have a professional interest in cultural competency and promoted study abroad trips as a transformative learning experience for students. Six professors responded to the interview invitation. Five professors were successfully interviewed (one professor is not teaching this semester and declined to be interviewed at this time). Four of the five professors that were interviewed led trips at James Madison University and one professor led trips at another university, but has not yet led a trip at JMU.

In addition to these interviews, a survey instrument was developed and sent to all faculty within the College of Education through the COE listerserv (Appendix C). A total of 72 faculty members were sent the survey through Qualtrics, 18 surveys were returned and 13 were fully completed.

The researchers also reviewed best practices from other universities with comprehensive study abroad programs. A review of multiple faculty handbooks from colleges and universities across the United States on the design of faculty led study abroad programs was conducted. The most comprehensive handbook found was from Washington State University and titled, "Education Abroad: How to Design A Faculty Led Program". The researchers used the information contained in this handbook to recommend strategies for the study abroad program within the College of Education at JMU.

### **Survey Data**

The survey, entitled *COE Study Abroad Questionnaire: Faculty Participating and Planning of Short-term Intercultural Experiences* (Appendix A), included a variety of detailed questions regarding the involvement of College of Education faculty that either have traveled or wish to travel abroad with students.

After reviewing the research questionnaire, *Supporting the Development / Enhancement of Cultural Competence during Off-Campus Learning Opportunities* (Appendix B), created by Cheryl Beverly, Chin Hong Wang, Edward Brantmeier, and Jennifer Coffman, the researchers compiled a list of questions that covered the needs of their client group. Based on the suggestions made by the client group, the creation of the survey involved multiple revisions and restructuring. The survey consisted of multiple choice and short answer questions that offered participants the opportunity to share their own experiences.

The COE study abroad survey began by gathering faculty demographics including faculty rank and how many years teaching at James Madison University. Following the demographics section we gathered background information regarding faculty participation in international cultural immersion experiences sponsored through JMU. In the third section of the questionnaire we requested information relevant to faculty preparation for study abroad trips and followed with questions that related to activities that faculty members led during their cultural immersion experiences. The researchers also included questions that inquired about post-trip activities and lastly, included a section where faculty could make any further comments or suggestions that they deemed necessary.

### **Survey Findings**

After reviewing the survey it was noted that the majority of faculty that participated in the survey held the rank of “Assistant Professor” or “Associate Professor.” Out of 18 responses, 12 faculty members that took the survey have taught at James Madison University between 1-6 years and the remaining 6 faculty members have taught at JMU for 7-10 years. It was also observed that most faculty members have traveled abroad for either pleasure or with students to over 10 different countries. Most study abroad trips that faculty in the COE have participated in are 4 weeks in duration.

The majority of faculty members who took the survey have not participated in or organized a JMU sponsored study abroad trip. The most prominent reason for not participating in or organizing a study abroad trip is due to their lack of time to plan.

It is important to note that faculty in the COE who have planned a study abroad trip have found support via the OIP (Office of International Programs) study abroad handbook, OIP budget

meetings, and from the OIP informational meetings. When asked about available support systems, 75% of the respondents felt that they did not receive assistance from the COE.

It is apparent that the faculty members who have traveled abroad with students have indeed designed pre-trip activities to educate students about the host country's culture, environment, policies, and community. Most importantly, most faculty members created a code of conduct for the students to follow prior to departure. The greatest cultural integration occurred when students were encouraged to participate in activities of the local culture and traveling within the host country to experience the culture outside of the immediate locality.

Additionally, faculty members who have traveled abroad provided regular opportunities for their students to reflect on their cultural experiences in the host country as well as reflect on their own culture through discussions, journaling, and group meetings. Upon return faculty members had students fill out program evaluations and brought their groups together for follow-up meetings or social functions.

Lastly, it is imperative to recall the types of support that faculty would like to see come from the COE for the development of study abroad programs. Across the board, faculty would like more guidance regarding how to design and develop study abroad programs. There is a need for course clarity and consistency among traveling faculty about the expectations, development, and cultural immersion that is provided to students while abroad.

### **Interview Data**

The researchers conducted interviews among faculty within the COE at James Madison University in order to collect qualitative data for the needs assessment. Out of the nineteen faculty members who were contacted, a total of five people agreed to be interviewed for the study. These individuals were selected based on stakeholder recommendations; our clients felt that these specific

faculty members would be most suitable for the interviews based on prior knowledge, experience, and desire.

### *Materials*

Before conducting the interviews, the researchers compiled a list of interview questions to guide individual interviews (Appendix C). Each interview lasted approximately 15-25 minutes. The interviews were recorded using an audio device.

### *Participants*

Five James Madison University professors participated in the interview portion of this study. After the individuals responded to the interview requests, appointments were scheduled for interviews.

Each professor that interviewed held the rank of full or associate professor. Three out of five participants taught at JMU for approximately seven years, one professor taught at the university for over ten years, and one professor has taught at the university for one year. Each professor has traveled abroad numerous times.

### *Data Collected*

The following information provides data about each of the interview participants. Each chart displays the faculty distinction of the individuals, the number of years they have taught at the university, the total number of study abroad trips they have lead, a brief description of the international trips they have led, followed by the approximate amount of countries the individual has traveled to within their lifetime. The demographic information concludes with interesting facts about the individual as well as techniques that they used that were unique in comparison to other faculty members.

<b>Participant A</b>	
<b>Faculty distinction</b>	Associate Professor
<b>Years taught at JMU</b>	10
<b>Total number of study abroad trips led at JMU</b>	1
<b>Study abroad trip(s) description</b>	4 week course in a European country
<b>Approximate amount of countries traveled to in lifetime</b>	7
<b>Interesting Facts</b>	Had not traveled to the European country before the leading trip there. Was not able to have a personal cultural experience as a result
<b>Study abroad technique(s) that differentiated from any other professor</b>	<p>Contacted Bridgewater College, Eastern Mennonite University, and George Mason University to invite students from other schools to travel abroad on trip.</p> <p>Required 2.75 GPA of participants                      “I planned the study abroad course in the same manner that I would plan any course taught within the COE”</p>

<b>Participant B</b>	
<b>Faculty distinction</b>	Associate Professor, Department Head
<b>Years taught at JMU</b>	1
<b>Total number of study abroad trips led at JMU</b>	0
<b>Study abroad trip(s) description</b>	None
<b>Approximate amount of countries traveled to in lifetime</b>	10+

	<p>"I can't count my personal trips, there are too many. Let's just say I have filled my passport"</p>
<b>Interesting Facts</b>	<p>New professor in COE who is interested in teaching abroad                  Led approximately 5+ trips to an Asian country and a European country at previous university</p>
<b>Study abroad technique(s) that differentiated from any other professor</b>	<p>Specializes in study abroad trips to an Asian country                  Wikis are main point of advertisement, information, and assignments for trips                  Wikis focus on educational component of trip                  Discussion board, assignments, homework done on wikis                  Blog, photo sharing on site                  Students on trips work in the country and take classes                  The students work with community based rehabilitation. This provides support for people, families, and communities                  Parent support groups enacted for trips</p>

<b>Participant C</b>	
<b>Faculty distinction</b>	Full Professor
<b>Years taught at JMU</b>	10+
<b>Total number of study abroad trips led at JMU</b>	8
<b>Study abroad trip(s) description</b>	6 semester long trips, one 6-week trip, one 4-week



	trip all to a European country
<b>Approximate amount of countries traveled to in lifetime</b>	10+
<b>Interesting Facts</b>	<p>Passionate about taking American students to low socio-economic areas in the future</p> <p>Courses focus on cultural competence and academic growth</p> <p>Quote: "Study abroad through the COE has never felt like a COE-led thing, it has felt like the faculty are own their own to plan, lead, and administer the trip"</p>
<b>Study abroad technique(s) that differentiated from any other professor</b>	Students must take 8 week course prior to the trip

<b>Participant D</b>	
<b>Faculty distinction</b>	Full Professor
<b>Years taught at JMU</b>	7
<b>Total number of study abroad trips led at JMU</b>	2
<b>Study abroad trip(s) description</b>	One 18-day trip and one semester-long trip to a European country
<b>Approximate amount of countries traveled to in lifetime</b>	5+
<b>Interesting Facts</b>	Led a "faculty in residence" course in a European country before teaching students abroad
<b>Study abroad technique(s) that differentiated from any other professor</b>	There were few COE students who went on this trip though it was offered through the COE

	Trip activities were very spontaneous and not very structured
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<b>Participant E</b>	
<b>Faculty distinction</b>	Full Professor
<b>Years taught at JMU</b>	10+
<b>Total number of study abroad trips led at JMU</b>	3
<b>Study abroad trip(s) description</b>	Semester long trips to a European country
<b>Approximate amount of countries traveled to in lifetime</b>	Unknown
<b>Interesting Facts</b>	Felt that students on this trip may have been over-worked. Students got tired of seeing so many basilicas This professor had a packed itinerary each day for the students
<b>Study abroad technique(s) that differentiated from any other professor</b>	Each student had to take one credit seminar before attending this trip. This oriented students to where they are going, events, cultural excursions they will take, the language, their education system, etc. Worked with the school of psychology at JMU to create team-building activities for participants before and during the trip

**Interview Findings**

The data from the interviews will be placed into two separate categories: interview commonalities and interview suggestions. These groups are provided to give an overview of the information gathered amongst the faculty who participated in this portion of the study.

***Interview Commonalities***

The following information summarizes the commonalities found amongst the interviews. This involves information that two or more faculty members stated during the data collection process.

<p><b>How did you advertise you study abroad trip</b></p>	<p>Study abroad fair Posters in COE Speak to individual classes Word of mouth</p>
<p><b>Curriculum Planning</b></p>	<p>Researched country online and pre-planned ways to integrate culture into curriculum</p>
<p><b>Training</b></p>	<p>Office of International Programs facilitates training sessions on proposal writing, budgeting, and more  No training offered from COE</p>
<p><b>Involve Students in Country Culture</b></p>	<p>Sightseeing Excursions to other cities/countries Photography</p>
<p><b>Hardships</b></p>	<p>Work day is brutal  “Everything starts at 9am [in Asian country] so I get up earlier to make sure that I can be connected to JMU” – Participant B</p>

	<p>“Professors should know that it is 24/7 work in the best and worst of times, how to handle issues and poor decisions by the students” – Participant E</p>
<p><b>What is stopping faculty from leading these trips</b></p>	<p>Professors don’t know where to start, they don’t have time to plan</p> <p>Family Connections</p> <p>Ability to contact foreign university</p> <p>“People always want to go to Europe because it’s harder to go to less popular places like Ghana” – Participant C</p>

***Faculty Suggestions for the COE***

This section includes information regarding suggestions that were made by various faculty members throughout the interview process.

<p><b>Specific Travel Experience</b></p>	<p>Professors should be required to visit the country before teaching a course in that country</p> <p>Participant A had not been to the European country before leading the trip there. This person felt that they were not able to have a personal cultural experience during the trip as a result</p> <p>Participant E was able to recommend places to avoid in the country because she had traveled there before</p>
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<p><b>Age Requirement for Students</b></p>	<p>Freshmen and Sophomores were consistently mentioned as less mature than necessary for these experiences Two participants stated that they refuse to take sophomore or younger on their trip because of negative experiences with the age group</p>
<p><b>Training</b></p>	<p>Workshops on pertinent information would be useful</p> <p>Most requests for sessions on the following topics: How to manage safety risks Budgeting Expectations</p> <p>“IOP training was a huge help and risk management training and budget training were very helpful. Wish that they had more for COE especially on how to design your curriculum and how to get intercultural experience woven into the curriculum; would have been easier to learn from someone else.” – Participant A</p> <p>Academic and logistical information should be a part of training</p>
<p><b>Mentoring Program</b></p>	<p>Faculty who have led trips before can mentor those who desire to lead trips</p> <p>“The mentor program should be stronger. Study group could be formed to learn and share from other professors who want to lead the trips.” --Participant E</p>
<p><b>Hire a study abroad program coordinator</b></p>	<p>“COE has enough trips going on that they could have a staff to plan logistics” – Participant A</p> <p>“OIP is there to help with the logistics but there is still a lot to do because</p>

	<p>you're already planning for classes and grading then you want to really do this work well. People in the COE who could help would be very useful --Participant C</p> <p>"The COE should gain more expertise. There should be someone knowledgeable about all things study abroad who can help professors who already have a lot to do. There needs to be a dedicated person to help with budgeting, scheduling, planning, how to help a project make, etc." --Participant D</p>
<p><b>Marketing</b></p>	<p>Bigger posters</p> <p>Advertise that students can take classes they need abroad and still graduate on time</p> <p>"Study abroad should be an ongoing conversation in classrooms rather than just advertised right as the trip is coming up" – Participant C</p> <p>Study abroad fair and International fair should be utilized more often</p>
<p><b>COE Study Abroad Handbook</b></p>	<p>Standards regarding curriculum content, student immersion, etc. "Each person who studies abroad creates their own trip criteria" --Participant C</p> <p>"There should no longer be a rubber stamp clearing professors to lead these trips, if there are requirements for professors who teach classes in the COE, there should also be requirements for study abroad trip leaders" – Participant C</p>

<p><b>Offer less trips</b></p>	<p>“There should be less focus on how many trips we’re leading and more of a focus on why we are leading the trips, quality over quantity” – Participant C</p> <p>Interviewees believe that offering less trips will ensure that an adequate amount of students will participate in the trips offered</p> <p>“There are all of these signs all over the COE saying ‘go to Manchester, go to Ireland, etc.’. I’m concerned that the COE is flooding the market. There are so many trips going on that many of the trips can’t even make it to happen.” - Participant D</p>
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**Review of Literature**

The researchers reviewed existing literature regarding the design of short-term study abroad programs by instructional faculty members. The *Program Director Handbook for Faculty-Led Study Abroad Programs* by the University of North Carolina Greensboro International Programs Center, the *Education Abroad: How to Design a Faculty-Led Program* from the Washington State University International Programs, and the *Short-Term International Programs Handbook by the Office of International Programs* at James Madison University. Additionally, two documents from the Forum on Education Abroad, *Standards of Good Practice for Education Abroad*, and *Standards of Good Practice for Short Term Education Abroad Programs* were reviewed.

The handbook from the University of North Carolina, Greensboro and the handbook from James Madison University both provide details regarding the logistics of designing a short-term study abroad program. These logistics include important details regarding safety and risk

management, travel plans, housing arrangements, the marketing of programs, and the appropriate timeline for program implementation. While these details are extremely valuable for faculty designing short term programs, both handbooks fall short on providing guidance regarding the course content and development for these short term programs. The *Short-Term International Programs Handbook* provided by the Office of International Programs at James Madison University provides the following direction to faculty members seeking to develop programs within the College of Education:

“Special note for programs with COE courses: Please consult with the COE Dean for procedures and policies for developing programs.”

Despite this guidance, there are currently no specific procedures and policies from the College of Education to assist professors who wish to develop short-term study abroad programs. By utilizing the handbook from Washington State University and the Forum on Education Abroad documents, the College of Education can guide faculty members who wish to produce quality, impactful study abroad programs that will have long lasting effects on the cultural competency of the students who participate in the programs.

## **Recommendations**

### **1. Creation of a COE Study Abroad Handbook**

The development of a handbook specific to short term study abroad programs within the COE will give faculty members who wish to plan a trip the guidance that they seek. By following the standards of the Forum on Education Abroad and developing program outcomes, the COE can ensure that professors have a standard, reliable guide with which to plan their trips. These standards and program outcomes also guarantee that planned study abroad trips meet the academic rigor expected of classes within the COE.



## **Adoption of Standards**

College of Education adopts the *Standards of Good Practice for Short Term Education Abroad Programs* to provide a framework for the development of short-term study abroad programs within the College of Education. The adoption of these standards ensures that each short-term program provides an impactful international experience for students who participate in study abroad programs. A complete listing of the standards can be found in Appendix D.

**Standard 1** suggests that a mission, vision, and purpose are established for the program. By designing a Study Abroad Program mission statement and a subsequent vision that is reflective of James Madison University's College of Education mission and vision, the leaders of the College of Education can ensure that individual study abroad programs are designed with the COE's overall mission and vision in mind.

**Standard 2** addresses Student Learning and Development and discusses several facets of learning and development including the creation of learning outcomes and assessment procedures to ensure that student learning takes place during study abroad trips. The development of program wide outcomes will give professors the guidance that they seek in designing a program and help guide curriculum development to ensure that programs meet the mission, vision, and purpose of the study abroad program.

Reviewing program outcomes from other study abroad program would give JMU's College of Education a framework to guide the development of COE specific outcomes. Washington State University clearly outlines their program outcomes and suggests that faculty members choose one or more outcomes to assess a specific study abroad program.

**Standard 3** addresses the academic framework of the study abroad program. While designing a study abroad program, professors should consider the following areas (this is not an

exhaustive list, but should guide the development of the academic framework): How does the course fit into the curriculum? Is it a major requirement? An elective? A general education requirement? Does the location chosen enhance the learning of the students? Is the program representative of the academic rigor expected of courses from the university? Do methods of evaluation consider the integration of the program site with reading, discussions, and cultural activities?

**Standard 4** addresses the development of an extra academic framework and suggests that clear policies from the institution (or in this case, the College of Education) develop clear policies regarding non-academic activities. Faculty should consider if travel to multiple locations while abroad is necessary to the learning outcomes. This consideration could make the program itself less expensive as well as provide students an opportunity to focus on one region of a country instead of providing a brief tourist overview of many regions of the country.

**Standard 5** encourages the preparation of the learning environment. This standard is critical to the overall success of the cultural integration experience by orientation before leaving on the trip, ongoing orientation during the trip and post-trip debriefing sessions. The initial orientations provide an opportunity for the program leaders to create a community of learners who are engaged not only with one another, but also with the culture they are about to experience. These orientations are the appropriate time to discuss trip itinerary, information about the host country, and expectations of the academic program. The orientations provide the opportunity for the secondary goal of allowing students to get to know one another and develop relationships prior to arrival in the host country. Orientations during the trip provide program leaders with the opportunity to continually educate students on the culture of the host country and to enrich the overall learning experience. Debriefing sessions upon return from the host country provide an opportunity for students to discuss any adjustment issues that may occur and provide the ability to discuss ways to integrate the inter-cultural learning experience into their daily personal and professional lives. This integration serves

to assist the student in developing a cultural competency that can be utilized long after the study abroad trip has ended.

**Standard 6** discusses Student Selection and a Code of Conduct. Student selection criteria should be established with guidance from the Office of International Programs and based on the overall requirements of James Madison University. Additional requirements regarding such considerations as age, grade level, or GPA should be developed by the College of Education and applied across all programs sponsored by the COE. The development of a code of conduct helps to outline expectations of students and faculty members. This code of conduct can be developed as part of the pre-departure orientation process and gives students an opportunity to provide input regarding their behavior during the trip. Each student should sign the code of conduct and the trip leaders and students should be provided with copies of the signed code. The code of conduct provided as an example in this document addresses issues such as punctuality, attendance, dress code, drug usage, alcohol consumption, and group dynamics. This document is not intended to be replace any university policies or laws of the host country, rather it is intended to complement university policies and host country laws, and to provide students with an opportunity to self-govern by setting their own expectations and consequences.

**Standard 7** (Organizational and Program Resources), **Standard 8** (Health, Safety, and Security), and **Standard 9** (Ethics and Integrity) draw heavily on pre-existing guidelines from the Office of International Programs. These standards are beyond the scope of this needs analysis; therefore they are not discussed in detail. Concerns regarding these standards should be addressed with the Office of International Programs.

### **Adoption of Outcomes**

College of Education adopts learning outcomes for faculty members to use in assessment of student engagement and learning during the study abroad program.

Washington State University's handbook provides examples of learning outcomes (Appendix E) that could be used by the College of Education as a reference in developing outcomes that specifically apply to short term study abroad programs within the COE. At least one outcome would be chosen by the program director for an individual study abroad program and students would be assessed on that outcome at the beginning of the trip and at the end of the trip. The WSU handbook additionally suggests a writing prompt for each learning outcome be given to students shortly after beginning the study abroad experience and asking each student to write a response to the prompt. Then, at the end of the study abroad experience, or shortly after returning to the United States, the students are given the same writing prompt and once again asked to provide a written response. The responses are then assessed with a score guide on a scale of 1-6 with a range of "emerging, developing and engaging." The complete listing of program outcomes and writing prompts is available in Appendix E.

## **2. COE Provide Support to Faculty Members Designing Study Abroad Programs**

### **Mentorship Program**

A mentorship program would provide a professional development relationship among faculty members in which a more experienced person will guide a less experienced individual. When asked about ways that the COE could improve their program, Participant E stated, "The mentor program should be stronger. Study groups could be formed to learn and share from other professors who want to lead the trips."

### **Hire Study Abroad Program Coordinator**

A study abroad coordinator would be responsible for handling the logistical components of the program for COE faculty members. This person would specialize in assisting professors with budgeting, planning, and travel-related concerns. Participant D stated, "The COE should gain more

expertise. There should be someone knowledgeable about all things study abroad who can help professors who already have a lot to do. There needs to be a dedicated person to help with budgeting, scheduling, planning, and how to help a project make.”

### **COE-led Workshops**

Several faculty members expressed the desire to have information sessions that would allow individuals to ask direct questions and learn the logistics behind leading an international trip. When interviewed, Participant A stated, “IOP training was a huge help risk management training and budget training were very helpful. I wish that they had more for COE especially on how to design your curriculum and how to get intercultural experience woven into the curriculum. It would have been easier to learn from someone else.”

## **3. MARKETING OF PROGRAMS**

In order to grab students’ attention the COE needs to have a wide variety of successful marketing strategies. After reviewing the suggestions made by COE faculty, the following are listed as recommendations to improve the marketing for COE study abroad programs:

### **Create Bigger Posters**

By creating larger posters students will be more inclined to looking at travel opportunities. Although the COE creates posters to promote trips, they tend to be small and students often have to put more effort in walking up to them to read about trips. If posters were larger students could easily read the trip highlights as they walk past them in the hallways and classrooms.

### **Advertise Course Credit for Graduation**

Many students hesitate to travel abroad due to concerns they have about course credit and classes counting towards graduating “on-time.” Interview participants stressed the importance of including information about course credits to ensure that students know that they can study abroad and still graduate as planned. Course credits and graduation time-frame information should be a standard set of information on COE study abroad posters, websites, and during discussions in class.

### **Continuous Conversation**

Interview participants mentioned the importance of introducing students to study abroad opportunities throughout the year during classroom discussions. Students will have a better understanding of study abroad opportunities within the COE if they have the chance to learn and ask questions over time. Participant C felt strongly about having a continuous conversation about study abroad and said, “Study abroad should be an ongoing conversation in classrooms rather than just advertised right as the trip is coming up.”

### **Study Abroad Fair and International Fair**

JMU offers a study abroad and international fair a couple times a year. During class discussions faculty should promote the use of these fairs for study abroad information. Information from the study abroad and international fairs is not only valuable to students who are interested but can serve as a tool for faculty to learn more about how to plan and implement their own study abroad trips within the COE.

### **Update COE Study Abroad Website**

Both the researchers and interviewees feel that the COE study abroad website does not effectively promote or guide students or faculty through study abroad trips. The COE website should include a comprehensive description of what COE study abroad trips entail, including but not limited to: locations, courses, credits, standards, and outcomes. By improving the website students

and faculty will have an effective source of information to refer to when discussing study abroad opportunities within the COE.

## **Conclusion**

The researchers recommend that the improvement process begin with the creation of a study abroad handbook specifically for members of the College of Education. This handbook should focus on information that is needed for faculty to successfully plan and execute a course abroad. The handbook should provide faculty with logistical information, details regarding how to teach abroad, as well as rules and regulations for faculty to abide by. By creating a study abroad handbook, the faculty will be more supported and there will be an assurance that these individuals are following a set of standards.

The creation of the COE study abroad document will also provide the college with content that can be covered within workshops and information sessions. Several faculty members expressed a desire to attend workshops where they can learn about how to teach internationally. The study abroad handbook can serve as a textbook and a guide for these sessions.

Throughout the completion of research, it was apparent that both the stakeholders and faculty members are very passionate about international education. The motivation levels will aid in the improvement of the COE study abroad program as well as the number of participants involved. By beginning the improvement process with a handbook and workshops, the faculty will be provided with tips and tools that can be used to spark a new direction for COE study abroad as a whole.





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