

International Programs

Office of the Dean/Vice President for Academic Affairs

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by International Programs Committee, Academic Planning Committee, Dean Jorge Gonzalez, Dean Wendy Sternberg

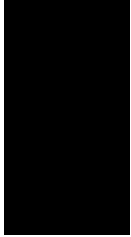
Faculty-Led Education Abroad Courses

[Standards of Good Practice](#)

7. One full-time tenure-track faculty member teaches the course. Team teaching is defined as more than one faculty member offering a separate course or lab section for the same program each of which meets or exceeds the enrolled student minimum.
8. Courses are intended to be sustainable and integral to the department curriculum. The department chair must endorse the medium-term viability of the course within department priorities and commit to staffing the course (including alternate instructors) without replacement salary. Courses usually repeat alternate years, or every third year, 3 or more times. The chair defines how the course fits into department offerings (e.g. is integral) in a number of ways such as by verifying how the course will be counted in a major, confirming the inclusion of this course in the individual's and the department's overall teaching grid,

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facilities, libraries, labs, studios, historic and cultural sites) and that will assume primary responsibility for all fundamental program logistics such as housing, in-country transportation, some meals, etc. In engaging such organizations, IPO and faculty directors shall reasonably investigate partners to ensure that they follow local host country law and Occidental standards including employment, visa, registration, tax, insurance, and contract issues. The College shall seek to engage the services of legitimate, licensed, insured, and bonded agents, entities, tour guides, etc. as US independent contractor laws do not apply overseas.

2. If an in-country facilitator cannot be secured, the College may require a second faculty or staff member to accompany the group. The expenses for a second faculty or staff member will be included in the overall student program fee.
3. Due to the demands of leading a course abroad and to limit institutional exposure, directors may not be accompanied by guests (i.e. family, partner, friend, colleague, etc.).
4. All participants must complete mandatory IPO paperwork in order to participate in the travel component. It is the course director's responsibility to ensure that all participants have completed this by the published deadlines.
5. Faculty directors are required to attend the student pre-departure orientation and on-site orientation. Additionally, faculty directors must attend a mandatory faculty pre-departure meeting.
6. [College policy](#) prohibits travel to destinations designated as [Advisory level 3 or 4 by the US Department of State](#) or under other conditions not conducive to the safe and orderly conduct of the course. Directors who wish to seek exception to this policy must do so in writing to the Associate Dean for Faculty Affairs or Dean.
7. Faculty directors are primarily responsible to recruit participants

COURSE PROPOSAL PROCESS

Occidental College encourages faculty-led education abroad courses as a dynamic extension of the curriculum. These courses challenge students to test theories and concepts in a dynamic intercultural setting. On a carefully organized and intentionally designed course, faculty directors frequently find teaching “in-situ” to be some of their most stimulating and deeply rewarding teaching and learning experiences. Delivery formats may include project-based work abroad including guided student research projects, service learning, studio, lab or field work.

The College shall endeavor to offer a balanced set of courses to reflect the strategic direction of the College and a diversity of disciplines, regional geography and variety in eligibility requirements such as language. The **criteria** applied in evaluating proposals are academic quality, student costs, impact on existing programs, administrative efficiency, financial solvency, and student health and safety. Proposals are typically prepared with assistance from the International Programs Office (IPO) and their home department(s). Participation in workshops on study abroad course development, such as Faculty Learning Communities, may result in stronger proposals. IPC and APC recommend participation in such workshops when available.

Preliminary proposals