QEP Development Committee

Agenda

November 11, 2015

1. Review updates from the QEP subcommittees:
   a. Assessment: The QEP Assessment Subcommittee last met on September 15, 2015. Two action items were noted from the meeting:
      i. The work of the Assessment Subcommittee cannot be done until the committee members receive the literature review. Once the committee members receive the literature review, Danielle will schedule a meeting for the Assessment Subcommittee to meet some time in November.
      ii. Danielle will share NSSE data and estimated number of students who have been participating in integrated learning experiences at ABAC in the past few years to serve as baseline data for participation.

      The Assessment Subcommittee is responsible for developing 3-5 student learning outcomes for the QEP that focus on changes in knowledge, skills, behaviors, and values.

   b. Literature Review: The QEP Literature Review Subcommittee last met on September 16, 2015. Two action items were noted from the meeting:
      i. Groups will research five sources per group member and identify information that will inform the other committees (Assessment, Marketing) as the QEP is pulled together college-wide.
      ii. The deadline for group chairs to submit their resources to Danielle Buehrer is October 30, 2015.

      The literature review is a hand-out for this meeting.

   c. Marketing: The QEP Marketing Subcommittee last met September 17, 2015. One action item is noted from this meeting:
      i. Students in Dr. Erin Campbell’s Introduction to Professional Writing (ENGL 4010) will draft a name and logo for the QEP as part of their final
project. These drafts will be presented to the President’s Cabinet and Lindsey Roberts, Director of Marketing and Communications.

d. Study Abroad Committee

i. The Study Abroad Committee last met on October 22, 2015. The members chose Field/Experimental Studies as the type of study abroad program developed at ABAC. The definition for this type of program is found in Appendix A and comes from the University System of Georgia (USG) Handbook for Developing and Maintaining Study Abroad Programs. The committee members also agreed to submit curriculum change forms for the courses that include a study abroad component. Lastly, the committee members agreed to use the Request for Approval USG Study Abroad Program form (See Appendix B) as the form for requesting approval from the President’s Cabinet and the USG.

2. Review the name of the QEP and make possible changes:

a. Integrated Learning through Internships, Mentored Research, and Study Abroad

i. Danielle Buehrer recommends changing “study abroad” to “global studies.” She is making this recommendation based on the School of Agriculture and Natural Resources’ interest in conducting trips for field experiences within the United States and not necessarily abroad in another country or continent.

3. Discuss the QEP Development Committee’s future steps, which should include:

a. Each member of the QEP Development Committee will review the literature review to identify:

i. Best practices with internships, mentored research, and global studies (formerly known as study abroad),

ii. Operational definitions for internships, mentored research, and global studies,

iii. Names of professional organizations or associations associated with internships, mentored research, and global studies, and

iv. Knowledge, skills, behaviors, and values associated with learning through internships, mentored research, and global studies.
HYBRID PROGRAMS

Characteristics:

• Hybrid programs combine the characteristics of direct enrollment in a foreign university with characteristics of island programs. For example, a U.S. institution may establish an island or study center program at or near a foreign university with which it has established a formal relationship.
• Like island programs, they offer the sponsoring institution's courses with full support services.
• Like direct enrollment programs, hybrid programs offer advanced students direct access to courses at the affiliated foreign university.
• The structure permits the sponsoring institution to simultaneously address the academic requirement of the students' language skills (i.e., beginning, intermediate, or advanced), and curricular interests.
• Students whose home institution is the sponsoring institution may earn resident credit and/or international transfer credit, depending on the policies of the home and foreign institution.

Advantages:

• Hybrids may provide students with opportunities for direct contact with students from the foreign country.
• Students may be able to take courses in English and in a foreign language.
• These programs provide for greater cultural immersion than island programs.

Disadvantages:

• Typically, hybrid programs cost more than exchange or direct enrollment opportunities.
• Students may have difficulty separating themselves from other U.S. students and may therefore limit opportunities for cultural immersion.

FIELD/EXPERIENTIAL STUDIES PROGRAM

Characteristics:

• Experiential study allows for cultural immersion by living and engaging in a particular activity in the host country. Such programs may be organized by the home institution, a foreign university, study abroad organization, or by the student himself.
• Depending on the nature of the project, the length of the program will vary from a few weeks to several months.
• These programs may be group-led, or students pursue independent projects or internship experiences.
• Field programs may or may not be affiliated with a foreign institution or study abroad organization.
• A faculty member at the student’s home institution may supervise independent pursuits, or a faculty member at a foreign university or a foreign supervisor may oversee the student’s work. Sometimes internship coordinators are involved as well.
• Registration may be facilitated by the home institution, a foreign university, or a study abroad organization.
• Students may earn resident or transfer credit.
• Academic tasks and expectations, including deadlines for completing projects and submitting reports, must be clearly outlined.
• Facilities, accommodations, program services, and costs will vary depending upon the structure of the program.

Advantages:
• Highly motivated students can develop their own opportunities abroad to meet their own academic and personal needs.
• These programs afford students a high degree of independence.

Disadvantages:
• Students may need to do significantly more preliminary preparation if they are not enrolled at a program or institution while in the host country.
• Students must be disciplined in order to be academically successful on these programs.

CONSORTIUM-SPONSORED PROGRAMS

Characteristics:
• A group of institutions agree to collaborate to share resources (e.g., students, staff, funding, connections, and knowledge).
• Usually one institution in the consortium agrees to perform the program's administrative functions. Examples are the International Student Exchange Program (ISEP), the College Consortium for International Studies (CCIS), and the University System of Georgia’s World Regional Council-sponsored programs.
• Students who attend institutions that belong to the consortium usually register at their home institutions for classes, earn resident credit, obtain financial aid from their home institution, and apply to the program through their home institution.
• Consortium programs may have characteristics similar to island, hybrid, or exchange programs.

Advantages:
• Consortia expand the number of programs available at the home institution without the home institution incurring additional costs and responsibilities of direct sponsorship.
• Students are exposed to students from other colleges and universities on these programs instead of being on programs with students from only their institutions.

Disadvantages:
• Consortium programs require considerable coordination, cooperation, and communication among all member institutions of the consortium.
REQUEST FOR APPROVAL
UNIVERSITY SYSTEM OF GEORGIA
STUDY ABROAD PROGRAM

Program for Credit  Non-Credit Program

Institution / Program Title Dates of Program

Attach a brief description of the proposed program including the following information:
1. nature and purpose of the program
2. description of the academic component including type and number of credit hours to be awarded, number of contact hours, method of evaluation, course title(s) and number(s)
3. examples of course-related activities/excursions outside the classroom
4. projected number of students and faculty
5. projected cost to each student
6. amount and source of faculty compensation
7. program affiliations
8. security and travel arrangements
9. countries and cities to be visited

Program Director / Title / Telephone Number

SCIE Representative / Date

Department/Division Head / Date

Dean / Date

*Chief Business Officer / Date

*Chief Academic Officer / Date

*President or designee / Date

*By signing this form, I certify that this program meets all fiscal and academic standards of my institution and of the University System of Georgia.