

Study Abroad Advisory Board Program Review and Approval Process

In addition to programs offered through the University of California Education Abroad Program (UCEAP), Berkeley Summer Abroad, Berkeley Global Internships, and our Affiliate Programs; the following UC Berkeley departments have partnered with a university abroad or a study abroad program provider to establish a pre-approved study abroad course list for students in their major:

- College of Environmental Design & Danish Institute for Study Abroad
- French Department & CIEE Critical Studies Program in Paris
- Engineering Department & National University of Singapore

Courses offered by the host institution or program provider were reviewed by appropriate faculty member(s) and matched to comparable course(s) at Berkeley in order to establish a pre-approved course list and streamline credit transfer process for the department.

Any faculty or lecturer with the support of the appropriate department chair and dean may put forward a proposal to establish a departmental partnership with a host institution abroad or study abroad program provider for consideration by the Study Abroad Advisory Board. If your department is interested in exploring this avenue, please contact Berkeley Study Abroad Director [Darin Menlove](#) for more information.

Proposals are submitted to the Dean of Summer Sessions, Study Abroad and Lifelong Learning and must include:

- A. Completed Proposal Form (see attached template)
- B. Sponsor Letter
- C. Estimated Budget

The Study Abroad Advisory Board will formally review and, if deemed appropriate, pre-approve study abroad programs in order to ease the burden on Berkeley students, departments and colleges in the process of approving and transferring academic credit(s) to Berkeley.

PROPOSED STUDY ABROAD PROVIDER

Name	Country	City
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PRINCIPAL INITIATOR – BERKELEY

Name	Title	Department
Address	Phone	Email

PRINCIPAL INITIATOR – PROVIDER INSTITUTION

Name	Title	Department
Address	Phone	Email

PLEASE PROVIDE ANSWERS TO THE FOLLOWING QUESTIONS ON A SEPARATE SHEET

- Does a cooperative agreement already exist with this institution?
- What is the purpose of the proposed program?
- How would the program complement existing offerings and contribute to the department’s and Berkeley’s mission and/or long term strategic goals?
- What kinds of new opportunities does this program provide for students?
- How would the program differ from current study abroad offerings?
- Whom is the program designed to serve (specific majors, students of a particular language from any major, any degree requirements that may be satisfied with the program, etc.)?
- Is there demonstrable student interest?
- Are there any competing agreements with other programs/institutions in the same country or same language area? If so, please list the name and country of the institution(s).
- If the program is a cooperative endeavor with another U.S. university or organization, what are the benefits of such cooperation? What is Berkeley’s commitment? Are there constraints with such an arrangement?
- Are classes taught in English, or are students expected to enroll in regular courses taught in a language other than English? If yes, what language prerequisites are required?
- Are there courses for foreign students only, or will our students be integrated with local matriculating students?
- Who are the faculty teaching the course(s)? Are they the same faculty teaching degree-seeking students at the institution, or are they contracted to teach the program courses?
- What is the history, reputation, national and global ranking of the institution?
- Is the academic calendar compatible with our own? Please list the dates of their academic term.
- What are the potential health, safety or security risks for our students in this location? Is there a current State Department warning or travel advisory for this location? If so, please attach a copy of the notice.
- What are the admissions criteria and selection process?
- What on-site assistance or support services are available for students? Is there an office of International Programs or equivalent at the institution to make arrangements and provide support for orientation, housing, visa advising, academic advising, integrating into campus life, etc.?
- Who will be issuing the transcript and is that institution accredited? By whom? What documentation would we receive from the institution about the courses our students took and how they performed?

PROPOSAL CHECKLIST

- A Completed Proposal Form
 Detailed Description of the Program
 Syllabi for All Course(s) Under Consideration
 Letter with Two Signatures
 Proposed Budget for On-Site Review

PLEASE SUBMIT PROPOSALS TO

Rick Russo, Dean, Summer Sessions, Study Abroad & Lifelong Learning | 1995 University Ave. Ste. 130, Berkeley, CA 94704

Site Review Checklist

ACADEMIC PROGRAM									
<input type="checkbox"/> Entities Involved & Their Roles									
<input type="checkbox"/> Transcript Issuing Authority				<input type="checkbox"/> Accreditation					
<input type="checkbox"/> Number of Faculty			<input type="checkbox"/> Tenure						
<input type="checkbox"/> Faculty Training			<input type="checkbox"/> Faculty Diversity						
<input type="checkbox"/> Reputation of Faculty			<input type="checkbox"/> Process of Faculty Selection						
<input type="checkbox"/> Institution National Ranking				<input type="checkbox"/> Institution Global Ranking					
<input type="checkbox"/> Reputation of Institution				<input type="checkbox"/> English Language Program					
<input type="checkbox"/> Grading System				<input type="checkbox"/> Exam Calendar					
<input type="checkbox"/> Academic Calendar				<input type="checkbox"/> Academic Rigor					
<input type="checkbox"/> Unit Value / Credit Hours									
LOCATION									
<input type="checkbox"/> Single Site			<input type="checkbox"/> Multiple Sites						
<input type="checkbox"/> Local Transportation									
LENGTH OF PROGRAM									
<input type="checkbox"/> Academic Year <input type="checkbox"/> Semester – Fall Only <input type="checkbox"/> Semester – Spring Only <input type="checkbox"/> Semester – Fall & Spring <input type="checkbox"/> Summer Only									
CALENDAR									
<input type="checkbox"/> Start & End Date of Academic Program									
<input type="checkbox"/> Academic Holidays & Breaks									
<input type="checkbox"/> Program Activities									
<input type="checkbox"/> Other Scheduling Considerations									
INSTRUCTIONAL FACILITIES									
Classroom		<input type="checkbox"/> Sufficient Desks		<input type="checkbox"/> Sufficient Lighting		<input type="checkbox"/> Air Conditioning/Heating		<input type="checkbox"/> AV Equipment	
Libraries		<input type="checkbox"/> Quality		<input type="checkbox"/> Access		Location		Hours	
Computer Lab		<input type="checkbox"/> Access		<input type="checkbox"/> Wireless Internet		Location		Hours	
STUDENT SERVICES									
International Student Office		<input type="checkbox"/> On-Site Orientation		<input type="checkbox"/> Excursions		<input type="checkbox"/> Cultural Activities			
<input type="checkbox"/> Student Union Access/Membership			<input type="checkbox"/> Access to Gym			<input type="checkbox"/> Student Learning Center			
<input type="checkbox"/> Medical Facilities			<input type="checkbox"/> Counseling Facilities						
EMERGENCY PREPAREDNESS									
Emergency Plans		<input type="checkbox"/> Natural Disasters		<input type="checkbox"/> Political Instability		<input type="checkbox"/> Pandemic Planning			
<input type="checkbox"/> Emergency Medical Facilities		<input type="checkbox"/> Police, Fire, Rescue		<input type="checkbox"/> Communication with Students		<input type="checkbox"/> Vaccinations			
HOUSING									
<input type="checkbox"/> Residence Halls/Dorms		<input type="checkbox"/> Apartments/Flats		<input type="checkbox"/> Homestay					
Location		<input type="checkbox"/> Within Walking Distance from Campus		<input type="checkbox"/> Convenient to Public Transportation		<input type="checkbox"/> Convenient to Shops			
<input type="checkbox"/> Cafeteria		<input type="checkbox"/> Access to Kitchen		<input type="checkbox"/> Wireless/Internet Access		<input type="checkbox"/> Laundry Facilities			
<input type="checkbox"/> Recreational Facilities		<input type="checkbox"/> Lounge		<input type="checkbox"/> Study Rooms		<input type="checkbox"/> Safe Location		<input type="checkbox"/> Safety Features	
MEALS									
Cost			Number Provided			Vegetarian Option			
VISA									
Cost		Fees		Support			Lead Time		
ON-SITE SUPPORT									
<input type="checkbox"/> Airport Pick-Up		<input type="checkbox"/> Orientation		<input type="checkbox"/> Cultural Activities		<input type="checkbox"/> Social Activities			
<input type="checkbox"/> Supplemental Educational Activities				<input type="checkbox"/> Cultural Resources					

By-Laws of the Study Abroad Advisory Board

4/2/2012

PART I. STUDY ABROAD ADVISORY BOARD

1. FUNCTIONS

The Study Abroad Advisory Board formally reviews and, if deemed appropriate, pre-approves study abroad programs that do not carry UC credit in order to ease the burden on Berkeley students, departments and colleges in the process of approving and transferring academic credit(s) to Berkeley.

It has authority to:

- Organize and select its own officers and members;
- Define Berkeley academic and safety standards specific to study abroad programs;
- Establish a study abroad program review and approval process (*see By-Law Part II, Appendix I through III*);
- Request, receive and review reports and recommendations from faculty with the support from departments and/or colleges; and
- Approve or deny study abroad programs, as conferred by the Berkeley Division of the Academic Senate.

2. MEMBERSHIP

Members of the Faculty Advisory Board are:

- Director of the Institute of International Studies (Chair);
- Representative of the Academic Senate;
- Faculty Academic Director;
- Special Faculty Assistant to the Chancellor for International Relations;
- Dean of Summer Sessions, Study Abroad and Lifelong Learning;
- Director of Study Abroad; and
- Invited Members of Faculty

3. OFFICERS OF THE BOARD

A. Chair

The Board is chaired by the Director of the Institute of International Studies. The Chair extends invitations for faculty participation.

B. Faculty Academic Director

The Faculty Academic Director acts as the mentor for the faculty selected to conduct program reviews, give guidance on the review process, read drafts of reports and provide advice.

C. Staffperson from the Dean of Summer Sessions, Study Abroad and Lifelong Learning's Office

- Prepares the call and minutes for each meeting of the Board in accordance with the by-laws.
- Maintains a complete file for the Board of minutes, reports, and agendas.

4. MEETINGS

A. Regular

The Board holds quarterly meetings each academic year: September, November, February, and April. The Secretary arranges the schedule of regular meetings.

B. Special

A Special Meeting of the Board may be called by the Chair, Dean of Summer Sessions, Study Abroad and Lifelong Learning or three voting members. The call to a Special Meeting must be sent to all members of the Board at least five days prior to the meeting.

C. Emergency

An Emergency Meeting may be called by the Chair, Dean of Summer Sessions, Study Abroad and Lifelong Learning or Director of Study Abroad. The call to an Emergency Meeting must be communicated as soon as possible.

5. QUORUM

Four voting members of the Board are required for a quorum.

6. VOTING REQUIREMENTS

- Enactment, amendment or repeal of the By-Laws requires two-thirds vote of those present and voting or of those voting by electronic ballot.
- Modification of processes and/or policies requires approval of a majority of those present and voting or of those voting by electronic ballot.
- All other business requires a majority of votes cast.
- Abstentions will not count in the calculation of the two-thirds vote required for approval of By-Laws or the majority necessary to pass new process and/or policies, or modification of either.
- All members of the Board are voting members.

7. ELECTRONIC BALLOT

An electronic ballot must be held on any issue, including modification of processes and policies, if a majority of the voting members present at a meeting of the Board so orders.

8. PRIOR NOTICE

A. Process/Policy Changes

The full text of proposed modification that is to be acted on at a meeting of the Board must be sent in electronic or paper form at least seven calendar days prior to the meeting.

B. Business Not Noticed

- At a Regular Meeting, the Board may take up any other business, except the changes noted in By-Law 8.A above, whether or not noticed in the call to meeting. But if not so noticed, such business can be acted upon finally only after members present have consented so to act by two-thirds of the votes cast.
- At a Special or Emergency Meeting, Business Not Noticed in the call to meeting can be taken up only after unanimous consent, and can be acted upon finally only after members present have consented so to act by two-thirds of the votes cast.

9. STUDENT PARTICIPATION

Students may participate in meetings of the Board by invitation only. A member of the Board shall recommend a student for participation on case-by-case basis. A Student does not participate in the voting process.

PART II. PROPOSAL REVIEW AND APPROVAL

10. INITIAL EVALUATION OF PROGRAMS

- Any faculty, lecturer or member of the Board with the support of appropriate department chair and dean, may put forward programs for consideration.
- Any faculty, lecturer or member of the Board submitting proposal should review the Evaluation Guidelines and Protocols (Appendix I) to identify key areas and criteria for consideration and seek the Faculty Academic Director’s assistance when needed.
- All potential programs proposed are given systematic consideration, in alignment with the Standards of Good Practice for Education Abroad (Forum on Education Abroad, fourth edition), from uniform criteria and consistent information.
- Courses offered at the host institution or by the program shall be reviewed by appropriate faculty member(s) and matched to comparable course(s) at Berkeley to establish a pre-approved course list and streamline credit transfer process.
- All approved programs should be in alignment with Berkeley’s mission, academic requirements, risk management policies and the financial needs of the students and the institution.
- No committee, faculty or staff interaction with third party program providers shall include any solicitation of financial or other benefits to the campus, or its personnel, in exchange for inclusion on an approved list, except in the case of a benefit to students.

11. EVALUATION OF THIRD-PARTY PURVEYOR

Some programs are mediated through a third party purveyor with relationships to an academic institution. In such case, the assessment of the third party purveyor shall be included in the review and approval process.

12. SUBMITTING PROPOSALS

All proposals are submitted to the Dean of Summer Sessions, Study Abroad and Lifelong Learning for the provisional approval and funding for the site visit.

All proposals must include:

A. Completed Proposal Form

The Proposal Form (*Appendix II*) should include attachments of detailed description of the program and syllabi for courses under consideration.

B. Sponsor Letter

- A letter is required with signatures of the department chair and dean of the sponsoring department. The letter should confirm that the proposed program has general approval by the appropriate academic unit and by the relevant college or school, and that the proposal is considered a valuable academic program which will enhance course offerings.
- Letters should be addressed to the Dean of Summer Sessions, Study Abroad and Lifelong Learning.

C. Estimated Budget

Review of the budget and funding for a site visit are at the sole discretion of the Dean of Summer Sessions, Study Abroad and Lifelong Learning.

13. SITE REVIEW

Once a proposal is provisionally approved by the Dean of Summer Sessions, Study Abroad, and Lifelong Learning, a formal review (up to a site visit) may be necessary as determined by the board. A review team will be comprised of at least one faculty or lecturer and at least one professional staff from Berkeley Study Abroad. The detailed report from the site review shall address specific criteria outlined in the Site Visit Checklist (Appendix III). In cases where a faculty or lecturer has intimate and current knowledge of the program, and is able to satisfactorily complete Appendix III, a site review may not be required.

14. APPROVAL

- The Board shall review and discuss the proposal and report(s) from the site visit during the Regular Meeting.
- Programs are approved by the majority votes cast, as outlined in the By-Law 6.

15. EVALUATION OF APPROVED PROGRAMS

All existing approved programs shall be evaluated on a need-to basis. The evaluation process consists of:

- Monitoring through student evaluations, student debriefings, and close contact between Berkeley Study Abroad and program administration, in the United States and abroad;
- Site review resulting in detailed report to ensure that provider is providing high quality service and facilities to students;
- Periodic formal review, by a team comprised of one or more faculty and professional staff, in predetermined cycles; and
- Other formal review(s) on issues that arise during the evaluation process or a site visit.

16. RENEWAL OF APPROVED PROGRAMS

- The approval process shall include a provision for renewal as needed.
- If required, appropriate updates to the approved list and respective programs shall be made to ensure that information provided to prospective students remain accurate and current.
- Changes to approved courses are reviewed as needed by the academic department.

APPENDIX I. EVALUATION GUIDELINES AND PROTOCOLS

I. PROGRAM PROVIDER TYPES

In widest sense, all entities that organize study abroad programs are “providers,” including a university’s study abroad office. The term typically refers to any entity, university or corporation based, whose main activity is study abroad. There are various types:

- University-based (New York University, Arcadia University)
- Non-university/non-academic organizations (People to People)
- Non-profit corporate entities (IES, CIEE, CAPA, AIFS, SIT)
- For-profit corporate entities
- Consortia (ISEP, Associated Colleges of the Midwest, UCEAP)

II. WHAT ARE WE EVALUATING

Because of the complex ways that study abroad programs are delivered, it is imperative that we:

- Identify the different entities involved in the delivery of any study abroad program;
- Evaluate the key components, namely provider, institution and program -- separately and distinctly;

A. Program Provider

Some partnership programs involve direct, bilateral relationships with an academic institution; others are mediated through a third party purveyor *with* relationships to an academic institution.

If the partnership involves the latter, assessment must be made of all three components: 1) the third party purveyor, 2) the institution that is delivering the academic program, and 3) the program itself. Given that well established third party purveyors have numerous programs in numerous places, there is often notable disparity in the quality and management of the programs. Not all programs offered by a third party purveyor, even one with an established reputation, are of the same standard. Hence, vetting must not only be done of the third party purveyor but also of the actual program. Approval must be of the program (on a program to program basis) and not of the purveyor.

Key areas and criteria for consideration include:

- 1) *The different role(s) and different entities involved in this study abroad program*

For example, some programs only use third party purveyor for logistics and administration of the program. Elsewhere, the role of the purveyor is more extensive including hiring instructors, among other academic responsibilities.

- 2) *Identifying the specific "transcript-issuing" authority*
Who will be issuing the transcript and is that institution accredited? Transcript-issuing authority can actually make a big difference in whether transfer credits will be granted for course work abroad. This question applies especially to programs offered by third party purveyors but would also be relevant to programs offered directly by an academic institution.
- 3) *Identifying faculty teaching the study-abroad students and the process for their selection*
It is important that third party purveyors (and academic institutions) be asked to provide information on the faculty teaching the course(s) as programs have been known to use instructors who are contracted to only teach these courses and are not necessarily the same faculty teaching the degree-seeking students at a given institution.
- 4) *The reputation and ranking of the third party purveyor within the industry*
Professional associations such as NAFSA, Forum on Education Abroad and EAIE are important resources.

B. Host Institution

Key areas and criteria for consideration include:

- 1) *History and Ranking*
The history, national and global ranking, and the overall strengths of the institution are important criteria in deciding on partnership. It is imperative that Berkeley not only strives to grow *more* partnerships but more *quality* partnerships.
- 2) *Faculty*
The number of faculty is important as is their tenure (how many are part time lecturers versus ladder rank) and training. Some foreign institutions such as National University of Singapore hire many or mostly Western trained, English speaking PhDs. This will assist with articulation and determine, among other things, how many high level, high quality English courses the institution can offer our students. How diverse the faculty is also speaks to the richness of the teaching and learning environment.
- 3) *Identifying faculty teaching the study-abroad students and the process for their selection*
It is important that academic institutions be asked to provide information on the faculty who will be teaching the course(s) as programs have been known to use instructors who are contracted to only teach the study abroad courses and are not necessarily the same faculty teaching the degree-taking students at a given institution.
- 4) *Institutional strengths*
Whether the institution is more research or teaching oriented and particularly the strength of its undergraduate programs are important criteria.
- 5) *Strength of the English language program*
Many foreign institutions are beginning to discover the importance of summer programs as a way to meet multiple institutional needs, namely revenue generating and meeting the goal of internationalization. The recency of these programs impacts quality and breadth of offering. In some instances, the institution may have a well-established reputation but their English language program may not be of the requisite standard for articulation.

The strength and breadth of the English language program is also important to our students who may need to take more than one course while abroad. Our students studying abroad during the academic year will have to be able to carry a full load if they are to carry their financial aid and

graduate on time. Workload requirements also apply to those on financial aid participating in summer abroad programs.

6) *The institution's other external partners*

This is both an important indicator of their experiences in dealing with international partners, and a potentially useful precedence, as much of the infrastructure in the articulation process may already be in place.

7) *Unit-values/credit-hours*

In general, we should aim for partnerships that offer courses at or above the 3 or 4 UC semester-unit level per course as to make it easier for students trying to satisfy departmental requirements.

8) *Student demographics*

The composition of the student body (graduate/undergraduate, racial and class diversity, number of foreign students) provides an important context for assessing the learning and living environment for our students. The number of international students on campus is an important gauge of institutional preparedness to deal with our students abroad.

9) *Pedagogy and Workload*

Many foreign academic institutions have different educational philosophies, pedagogies and academic culture from those in the U.S., which in turn, affect instructional delivery (e.g. focus on tutorials vs. lectures, importance of collaborative learning etc.). Additionally, the structure of the undergraduate programs (early specialization as contrasted with the 2-year general education of our undergraduate program) may affect articulation along grade level and prerequisites, i.e. not all juniors have the same preparation.

10) *Evaluation methods*

Grading system

Different academic institutions have different grading scales and norms. Many foreign institutions do not have a midterm evaluation, and instead adopt the system of high stake year- end exams. This means that the institutions (and their faculty) may be asked to provide special evaluations for our students. In some instances, work will have to be done to recalibrate the grades.

Academic and exam calendars

One of the biggest challenges in constructing partnership is to align the academic calendars. In some instances (e.g. ETHZ), the challenge is also in reconciling the exam calendars. As with the grades, partner institutions and their faculty may have to be called upon to make special arrangements to accommodate our students. Securing these special accommodations (such as special grade submission or earlier exam dates) may be easier if the partnership has identified this early on as an important issue to address.

C. Academic Program

Key areas and criteria for consideration include:

1) *Strengths*

Important criteria for assessing program strengths include the academic rigor of the program, reputation of the particular department, and the reputation of the faculty leading or teaching in the program, including those assigned specifically to teach courses for our study abroad students.

2) *Value added quality*

Because of the number of study abroad opportunities available through UCEAP and through department-led initiatives, one important question in program development is the value added quality of any new program; will Berkeley students be interested in the program?

3) *Faculty support*

Faculty commitment is essential. If the faculty is as committed to courses offered through the program as they are to those courses offered on the campus, both the students and the institution will be well served.

4) *Cost*

What is the cost of the program? What do program fees include? Will the partner provide incentives such as free housing, internship opportunities built into the agreement, or monetary incentives? Some incentives, such as free housing, may be taxable to the students or cause other tax consequences.

D. Integration of Study Abroad Students into Local System

It would be important to secure from by third party purveyor or host institution some indications of the specific ways in which our students will have opportunity to be integrated into the academic and cultural life of the institution at which they are studying. Sometimes this can be achieved through the type of housing available, access to certain courses, etc.

E. Non-Academic Considerations

Issues of safety and risk management, facilities that include housing, libraries, Internet and computing labs, and student services will be fully addressed by the operational staff during site visit.

Key areas and criteria for consideration include:

1) *Student services and Policies*

The types of support services that are important to students participating in a study abroad program are such as orientation, academic advising, housing, medical and psychological services. The institution policies should also be compatible with those of Berkeley.

2) *Emergency preparedness*

It is crucial to ensure that there is comprehensive emergency planning in place, related to national disasters, political instability, pandemic situations, etc. What mechanisms exist for assisting students in time of emergency, and for communicating with Berkeley contacts and parents of students?

III. STANDARDS OF GOOD PRACTICE FOR EDUCATION ABROAD

Academic and ethical considerations in choosing third-party study abroad programs should include the following:

- *Mission*: Organization has a mission statement for its operations and individual programs.
- *Student Learning and Development*: Organization has a review process for assuring that its programs accomplish their stated educational purposes.
- *Academic Framework*: Organization maintains policies on academic matters related to education abroad.
- *Preparation for the Learning Environment Abroad*: Organization provides advising and support consistent with the program mission and the needs of students.
- *Student Selection and Code of Conduct*: Organization maintains its commitment to fair and appropriate policies regarding student selection and conduct.
- *Policies and Procedures*: Organization has policies and procedures that govern its education abroad programs and practices.
- *Resources*: Organization provides adequate financial and personnel resources to support its programs.
- *Health, Safety and Security*: Organization maintains effective health, safety, security and risk management policies, procedures and training.
- *Ethics and Integrity*: Organization adheres to the ethical principles and practices of education abroad.

IV. ETHICAL PRINCIPLES FOR EDUCATION ABROAD

The Code of Ethics is meant to guide decision-making by those providing services, in accord with the highest ethical and professional standards, with the goal of ensuring that students' international educational experiences are as rich and meaningful as possible.

Truthfulness and Transparency

Education abroad practices and decision-making processes should be appropriately disclosed, periodically reviewed and effectively revised as needed.

Responsibility to students

Education abroad should keep students' best interests foremost in mind, including their academic objectives, exposure to cross-cultural learning and experiences, professional goals, personal safety and security, individual growth and financial welfare.

Relationship with Host Societies

Organizations should endeavor to create sustainable, mutually beneficial local relationships that are respectful of economic, social, and environmental concerns.

Observance of Best Practices

Organizations should endeavor to identify and follow best professional practices, exhibit sensitivity and respect for cultural differences and ensure compliance with applicable home and host country law.

Conflicts of Interest

Institutions and organizations should identify and appropriately handle potential conflicts of interest, or the appearance thereof, based on the best interests of the students.