**Additional Guidance Regarding**

**Allocation of Time Abroad**

It can be challenging to create a schedule for time abroad that gives students access to the unique location-specific assets (people, places, and things) of the destination(s) and allows them (and you) time to adjust to a new time zone and recover from the strain of travel, while also preserving Indiana University’s academic requirements for credit to be awarded. Program designs vary significantly, with some having a majority of the academic contact hours abroad and others having the bulk in the U.S. The ‘big picture’ may include contact hours, assignments for readings and research, as well as deliverables scheduled in advance of travel, while abroad, and/or post-travel.

Proposals should outline the instructional schedule so that the contact hours are clearly identified.

[Note: IU courses traditionally involve 12.5 hours in a classroom setting per 1 credit hour and incorporate lab hours at a 50% value. Therefore, pedagogical time outside of a classroom setting (museum tours, meetings with local authorities, etc.) should probably be factored in at a 2:1 ratio.]

Successful models of IU short-term study abroad programs include:

1. 3 credit, full-semester or 8-week course on campus, with a week-long component abroad
2. 3 credit, three-week program abroad or 6 credit, six-week program abroad, with all academic components taking place abroad
3. 3 credit, two-week program abroad or 6 credit, four-week program abroad, with a few intensive sessions pre- and post-program

Additionally, please note the following regarding the ‘lab’ (i.e., experiential) components of programs.

* If the IU faculty member is providing a lecture ‘in situ,’ the time involved can be considered regular class time 1:1 in terms of contact hours.
* If the visit to a cultural location (i.e., a monument, market, or museum) does not involve a lecture by the instructor or is led by someone other the program instructor(s) then the ‘lab’ ratio would apply (2:1).
* If students are visiting a location with no guided commentary or on their own, the experiential activity would not carry any contact time.
* In no circumstance should travel time be factored into the equation, regardless of whether someone is discussing the visit on the vehicle transporting the students.
* Program leaders are encouraged to schedule facilitated ‘reflection’ time after cultural visits so that students have time to process what they have experienced; this time can be incorporated into the computation of class time.
* Generally, if students are abroad for a week or less, there must be academic content hours scheduled on campus prior to and, optimally, after the program. Such academic sessions should not factor in the logistics regarding the trip itself (that is, discussions about packing, travel, behavioral expectations, etc.) which should take place at another time. Only academic components of the course should be computed into contact hours.
* Just arranging a certain number of contact hours does not provide a sufficient atmosphere for learning. Some overseas programs lack the time to engage students in homework and reading that would normally accompany a home campus course. Therefore, compensating for that lost study time should be factored into the design of the program.