

Advising Beyond the Borders



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Putting the Programs In Context

- Brief history of WIV in the field
- What experiences:
 - Work programs
 - Teaching programs
 - Internships
 - » Credit
 - » Paid
 - » Other
 - Volunteer programs
 - Research



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Putting the Programs In Context

- Growth of these programs
- A different population of students is increasingly going abroad (engineering, health science, and business students)
- “Redeparture”
- Increasing emphasis on career development
- Data and resource implications
- Safety and liability concerns



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Criteria for a Learning Abroad Experience
June 2008 (initial original January 2008)

The University of Minnesota has an institutional goal that 10% percent of its graduating seniors should have completed a high-quality educational experience abroad during their undergraduate years. Although most such experiences consist of credit-bearing study abroad, it is clear that other types of experiences are also educational. To date, however, the University has lacked a set of agreed upon criteria for measuring whether a certain type of experience abroad meets, enhances, or detracts from an individual student's educational goals. These guidelines are essential to the University's high-impact educational learning program based on this general goal. The agreed-upon criteria for the experience will be shared only if they occur within the context of a degree candidate at the University of Minnesota. The following guide:

- Any described activity abroad that results in University of Minnesota credit. This may be through either:
 - a credit-bearing program, or
 - research credit obtained through a directed study registration, or
 - a for-credit work, internship, or volunteer program for which the student obtains credit through an individual directed study or research contract with a faculty member.
- Any described non-credit activity abroad that meets one of the following criteria:
 - An activity that fulfills a University of Minnesota degree requirement, such as research for a senior project
 - A work, internship, or volunteer experience of at least three weeks in duration
 - A work, internship, or volunteer program that includes substantial reflection/discussion, and is at least one week in duration
 - Travel of at least a week's duration within the context of an education program that includes substantial reflection/discussion, including team travel where credit would not be granted
 - Documented research abroad (e.g., UNIP support)
 - Other experience abroad that the student's parent college has defined as educational and related to college coursework.

Non-credit International Experience Participation

Participation Form

Please submit information on your non-credit abroad experience on this page. Your information will be reviewed and counted towards the University of Minnesota goal for 10% of students going abroad if it meets the criteria of a **QUALIFYING ABROAD EXPERIENCE**.

I am entering the experience for I am entering the experience for research data

Name: _____
 Title: _____
 Email: _____
 Phone: _____
 Address: _____
 City: _____ State: _____ Zip: _____

Thank you from the staff here that have kindly described your experience. If your experience is not included here that are fine. Please have a wonderful year!

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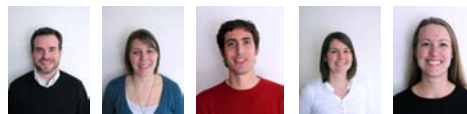
The Learning Abroad Center and WIV

- History and ISTC
- “One Stop Shop” comprehensive advising and services
 - WIV and teach abroad First Step meetings
 - Dedicated advising resources
 - Programs (LAC and affiliated)
 - WIV info sessions and events
 - Stats and institutional data



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WIV Team at the LAC



Brook Blahnik Sara Cokl Scott Daby Sarah Tschida Emelee Volden

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Considerations and Questions

- Where do we advise on these experiences?
 - LAC
 - Career offices
 - Academic advising
 - Community Service-Learning Center
 - UROP



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Working with Student Organizations

- Campus Life Programs (CLP) and Registered Student Organizations (RSO)
 - http://sua.umn.edu/groups/handbook/clp_vs_rso.php
- Insurance requirements
- Resources and advising

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Advising on WIV Opportunities

- Reality check
 - Saving the world in two weeks
 - Developing country realities
 - Qualifications and experience
 - Cost
 - Visa regulations
 - Independent process
- Support and resources for self-motivated students

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Ethical Considerations

- Program's relationship with the community
 - Continuity of projects
 - Community needs and priorities
 - Integration with community
- Financial issues
- Student qualifications

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Case Studies

- A student who has participated in several week-long mission trips in the past wants to volunteer abroad this summer. She wants to go to the country that needs the most help and where she can make the biggest impact.
 - How would you respond to this student?
- A student found a volunteer program by searching online and wants to know if it is a "good" program.
 - What questions would you ask this student?
 - What are some of the issues he should consider when evaluating this program?

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