

“Developing Multi-Disciplinary Study Abroad Programs in an Undisciplined World”



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Languages and Cultures for Professions (LCP)



- Second major concentration for students in engineering, business and agriculture
- Specialized coursework that focuses on technical skills and contemporary cultural literacy
- Requires study abroad or international internship
- The initiative was funded with a Title VI in 2004 for business and engineering. A second Title VI (currently) allows us to integrate issues related to sustainability and biodiversity and other “green issues” into the curriculum through modules, new courses, or internship focus.



LCP-Valencia Plan



- *ISU on the Mediterranean – Summer in Valencia, Spain*
 - Combine Spanish with other academic disciplines to offer international experience, cultural training, and language skills to students who would not likely study a language otherwise
 - Provide an international experiential opportunity: study abroad, international internship, service learning.





ISU on the Mediterranean – Summer in Valencia, Spain

- History

- 2001: language students; courses at a university

- Management 310 (Principles of Management)
- Business Administration 291/491 (Business in Spain and the EU)

- 2005: cross-disciplinary collaboration with colleges of Business and Engineering (part of first Title VI)

- 2006: internships for advanced Spanish students

- 2007: cross-disciplinary collaboration with Department of Biology.

- Industrial Engineering 305 (Engineering Economic Analysis)



BIO 394: International Programs in Biology (as part of this Title VI)

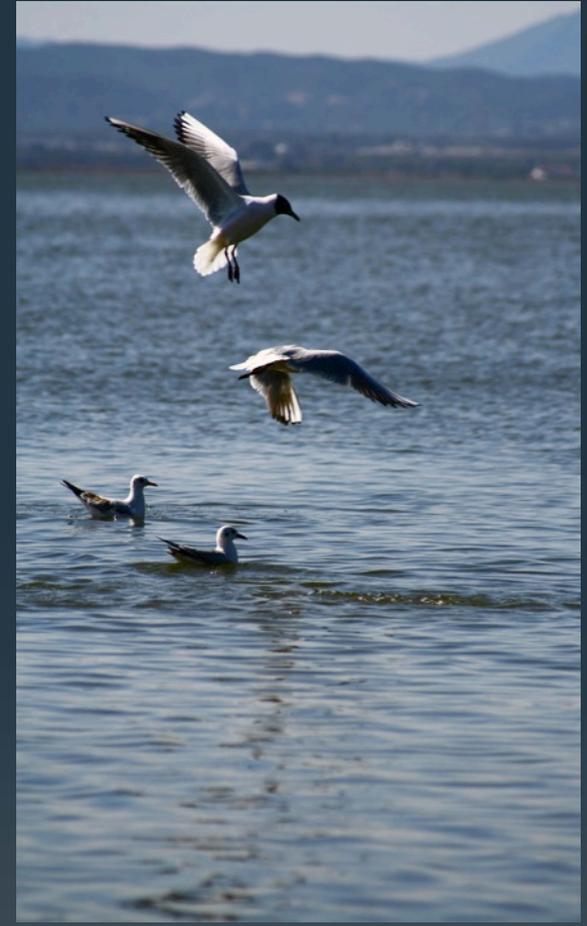
- Developed and Coordinated by Steven Rodermel, Professor of Biology, Development and Cell Genetics and Prof. Beatriz Spalding, Lecturer in Plant Biology and Food Science
- 2 Modules:
 - Module 1: full-immersion laboratory experience under the guidance of a University of Valencia faculty member and grad student team
 - Module 2: field work with Valencia faculty around the region





BIO 394 Field Work

Albufera Lagoon

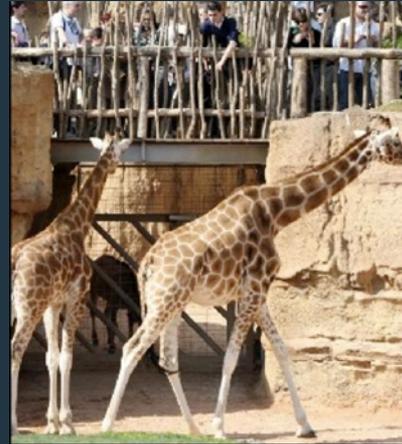




BIO 394 Field Work



BioParc Zoo





BIO 394 Field Work

Oceanographic Aquarium





Spanish Courses

- Spanish 195: Beginning Intensive Spanish
- Spanish 295: Intermediate Intensive Spanish
- Spanish 301: Grammar and Composition
- Spanish 303A: Conversation
- **Spanish 304: Spanish for Business & Professions**
- Spanish 314: Intro. to Reading Hispanic Texts
- Spanish 321: Spanish Civilization and Culture
- **Spanish 323: Spain Today**
- Spanish 352: Phonetics
- Spanish 395: Study Abroad
- Spanish 490: Independent Study
- **Spanish 499: Internship**





Courses (English)

- Industrial Engineering 305: Economic Analysis
- Management 310: Entrepreneurship in Spain and the European Union
- Business Administration 291/491: Business in Spain and the European Union
- Biology 394: International Programs in Biology
- International Studies 235: Introduction to International Studies
- Management 367: International Entrepreneurship





Where we are today





Best Practices

- Acknowledging Realities
 - Recognize the significance of other campus entities
 - Stay true to your mission
- Location
 - Attractive location of smaller cities
 - Make sure it is somewhere YOU want to spend time



Best Practices

- Educational Venue
 - Private language school vs. a university
 - Does it have support staff with contacts and connections?
 - Experiential learning?



Best Practices

- Involving other disciplines: program leaders and collaborators
 - Choose to partner with disciplines that are also high priority campus initiatives
 - Utilize existing knowledge: a potential collaborator may have contacts or expertise you can draw on
 - Seek out complimentary experiences for integrated study that connects to a variety of majors
 - Communicate clearly the goals and expectations with other faculty for the program.
 - Make sure student expectations are the same across disciplines.
 - Do you like this person? Can you spend a great deal of time with him/her?



Best Practices

- Program Goals
 - Make your language and culture learning goals transparent to your collaborators
 - Design programs with students in mind and be smart about course scheduling, especially when experiential learning is involved



Best Practices

- Coursework and Language Proficiency
 - Make sure that courses taken abroad count toward major or minor requirements
 - Try to design unique courses/experiences – things you cannot do on the home campus
 - Involve collaborators in choosing courses



Best Practices

- Preparing Students
 - Extensive pre-departure training a must!
 - Re-entry advising or courses are helpful
 - Develop mechanisms to maintain meaningful contact with students while abroad:
 - One-on-one or small group meetings
 - Facebook and Twitter
 - Blackboard or Moodle, etc.



Best Practices

- Parting insights: the Positive
 - Work together for the good of the program
 - Allow students time to learn
 - Design unique courses or experiences
 - Make language learning the cornerstone
 - Students and faculty in different disciplines can work meaningfully together
 - With larger groups, cost savings can be significant



Survey Data (2006-2011)

Percent who “Mostly Agree” or “Completely Agree” (67% Response Rate)

I am more receptive to different ideas	94.90
I have gained better insight into myself	90.82
I have a greater sense of self-confidence	87.76
My tolerance of other people and customs has increased	86.05
I understand the U.S. better	71.43
My interest in social issues has increased	83.96
My interest in world events has increased	90.47
My interest in the arts has increased	70.07
My ability to adapt to new situations has increased	93.67
My overall satisfaction with the program is excellent	82.72



Survey Data (2006-2011)

Language Proficiency
“Good” or “Excellent”
(67% Response Rate)

BEFORE 17.47%

AFTER 94.50%