

XX = Council relevance

**UNIVERSITY OF DUBLIN
TRINITY COLLEGE**

Undergraduate Studies Committee

A meeting of Undergraduate Studies Committee was held on 8 December 2015 at 2.15pm in the Board Room.

Present: Dean of Undergraduate Studies/Senior Lecturer, Professor Gillian Martin (*Chair*)
 Ms Molly Kenny, Education Officer, Students' Union
 Academic Secretary, Ms Patricia Callaghan
 Senior Tutor, Professor Claire Laudet
 Professor Jarlath Killeen, School of English
 Professor David Wilkins, School of Mathematics
 Professor Pauline Sloane, School of Linguistic, Speech and Communication Sciences
 Professor Elaine Moriarty, School of Social Sciences and Philosophy
 Professor Mike Brady, School of Computer Science and Statistics
 Professor Mary-Lee Rhodes, School of Business
 Professor Astrid Sasse, School of Pharmacy and Pharmaceutical Sciences
 Professor Sarah Smyth, Director of TSM
 Professor Ciaran Simms, School of Engineering
 Professor Kevin Conlon, School of Medicine
 Professor Imelda Coyne, School of Nursing and Midwifery
 Professor Michael Bridge, School of Chemistry
 Professor Robbie Gilligan, School of Social Work and Social Policy
 Professor Derek Sullivan, School of Dental Science
 Professor Fáiinche Ryan, Confederal School of Religions, Peace Studies and Theology
 Professor Howard Smith, School of Psychology
 Professor James Hanrahan, School of Languages, Literatures and Cultural Studies
 Professor Jane Farrar, School of Genetics and Microbiology
 Professor Mark Hennessy, School of Natural Sciences
 Library Representative, Ms Kathryn Smith

Apologies: Dr Ciara O'Farrell, Senior Academic Developer
 Dean of Students, Professor Kevin O'Kelly
 Professor Kevin Devine, Associate Dean of Undergraduate Science Education
 Professor Rachel Moss, School of Histories and Humanities
 Professor Charles Patterson, School of Physics
 Professor Christine Poulter, School of Drama, Film and Music
 Professor Derek Nolan, School of Biochemistry and Immunology
 Professor Des Ryan, School of Law
 Professor Keith Johnston, School of Education
 Ms Sinéad Baker, Student Representative
 Ms Cliona Hannon, Director, Trinity Access Programmes

In attendance: Ms Elaine Egan; Professor Juliette Hussey, Vice President for Global Relations/Director of Internationalisation for items USC/15-16/105 and USC/15-16/106; Dr Sean Delaney, Registrar, Marino Institute of Education, for item USC/15-16/105

The Dean of Undergraduate Studies/Senior Lecturer thanked members for attending the extra meeting of USC.

USC/15-16/103 Minutes

The minutes of the meeting of 17 November 2015 were approved.

USC/15-16/104 Matters arising

USC/15-16/087i The BSc. in Physiotherapy (Joint with Singapore Institute of Technology) had been approved at the Council meeting of 18 November 2015.

USC/15-16/087ii The curriculum and academic content of the B.A. (Mod.) in Middle Eastern and European Languages and Cultures had been approved at the Council meeting of 18 November 2015. Concerns had been raised regarding resourcing and workload and the Dean of Arts and Humanities would bring clarification on these matters to a future meeting of Council.

USC/15-16/089 The Student Complaints Procedure had been amended to incorporate, where appropriate, feedback received from USC, from the College Solicitor, and the Academic Staff Association/IFUT Trinity College. It was noted that the procedure had not yet been circulated to the School Administrators Forum. The procedure would be discussed at a future meeting of Council and, subject to approval there, a website would be set up to include examples and benchmarks of what constitutes a complaint, and a FAQ section. The revised policy has been circulated for noting (Section C).

USC/15-16/096 A consultation had been held with the College Community on 2 December 2015 on the draft graduate attributes. The consultation had provided valuable feedback that would inform the ongoing review of the attributes. The Dean of Undergraduate Studies/Senior Lecturer and Ms Fedelma McNamara, TEP Project Manager, would visit Schools with professionally accredited programmes in the coming weeks to discuss the TEP in the context of the requirements of accrediting bodies and to get further feedback on the attributes.

USC/15-16/097 A working group for RPL had been established. It would be co-chaired by the Dean of Undergraduate Studies/Senior Lecturer and the Dean of Graduate Studies and membership would include Directors of Teaching and Learning, Undergraduate and Postgraduate.

USC/15-16/092 The Dean of Undergraduate Studies/Senior Lecturer, the COO, the Director of the Academic Registry and Mr Pat Millar had met to discuss the backlog with student cases. An exercise had been carried out to categorise the cases still in the system in order to identify those which were routine cases and those requiring more individualised attention. A member noted that this had interfered with the progress of resolving cases and that this could have serious ramifications for students, staff, and Trinity's reputation. The Dean of Undergraduate Studies/Senior Lecturer noted that she had highlighted at Council that the system was very individualised and that, if we wished to retain it, it needed to be adequately resourced. It was pointed out that many of the student cases in the system were actually routine business processes, e.g. mark changes, but due to the systems now in place (e.g., SITS), these had to go through the student cases process. A member highlighted that the system should be more easily updatable and fixable when a critical issue such as this is seen to arise.

It was requested that the minutes record a comment from a member whereby a mark change request had been submitted shortly after the publication of results, but the request was not processed and the first communication from the student cases team outlined that as the student had graduated it was not possible to redress the situation.

Members welcomed the measures that had been taken but noted that improvement in the system was not yet apparent and that a backlog and delay in processing of cases was a longstanding issue. It was noted that as the categorisation exercise had coincided with the late registration deadline of 1 December 2015, penalties would not be imposed for late registration.

- XX The Dean of Undergraduate Studies/Senior Lecturer would report to Council in January on progress in dealing with the case backlog.

USC/15-16/105 International Foundation Programme Proposal

- XX A revised proposal for a pre-undergraduate International Foundation Programme in association with the Marino Institute of Education (MIE) had been circulated. The proposal incorporated revisions recommended at the meeting of USC on the 13 October 2015.

The Vice-President for Global Relations and the Registrar of MIE attended for this item. The Vice-President for Global Relations reported that meetings with individual Directors of Undergraduate Teaching and Learning and Programme Directors had taken place. She advised that other pathways of entry for candidates had been added to the proposal and also that the proposal had received positive feedback from the external reviewer. The student experience and student progression would be monitored closely for the first number of years. Direct recruitment would focus initially on a small number of countries, with the geographical spread being increased in the coming years.

In response to a query, it was noted that the different thresholds in the required mathematics mark had been decided following consultation with academic units in Trinity and took account of the link between progression through the first year and mathematical ability. The thresholds would be closely monitored in the first few years.

It was noted that the current Service Level Agreement between Trinity student services and MIE would be amended to include this new activity.

In response to a query it was noted that the programme had been jointly developed by Trinity and MIE, but would be delivered and housed in MIE and validated by Trinity. It would be taught by MIE staff who would be accountable to the Registrar of MIE. The students would be provided with a student card for both Trinity and MIE and would have access to facilities and resources in both institutions. Students would be introduced to the global room and social activities on the Trinity campus, however, most of their time would be spent in MIE as they would be taught there and would live in MIE campus accommodation. Members noted that this could present issues for Trinity services as they could be seen to be solely Trinity students - the proposers indicated that they would look into this issue. It was anticipated that student cards to differentiate the registration status of students would be available in the near future. It was noted that the issuing of Trinity cards to the students followed the format of the current Study Group International programme and the TAP foundation programmes.

USC approved the proposal which would be circulated to Council for its meeting of 13 January 2016. The Dean of Undergraduate Studies/Senior Lecturer thanked the Vice-President for Global Relations and the MIE Registrar, Dr Sean Delaney for speaking to this item.

USC/15-16/106 Proposal for Module in Contemporary Global Politics, Brown Summer Module

- XX A Proposal from the School of Social Sciences and Philosophy for a Module in Contemporary Global Politics had been circulated. The Director of Undergraduate Teaching and Learning in the School of Social Sciences and Philosophy and the Vice-President for Global Relations presented the proposal to the meeting.

The proposal was for a module of 9 weeks duration that would commence in June 2016. It would carry a credit volume of 10 ECTS and would have an initial minimum intake of 12 students. It was hoped that this number would increase to 20 in the second and subsequent years. The programme came about as a result of the longstanding relationship between Trinity and Brown University. Brown had

approached Trinity with the idea of providing a summer module for students who would undertake an internship in Dublin. The content of the module would promote the strengths of Trinity as well as providing a solid educational experience for students. Summer programmes were very common in universities worldwide and provided opportunities both to promote research in a university and attract excellent postgraduate students. In the first instance, the module would be delivered solely to Brown students, but the model would be monitored and, if successful, could be rolled out to other schools and involve students from other universities.

Students would have access to Trinity facilities during the nine weeks. In the first three weeks, they would spend two hours daily (Mon-Fri) on campus and thereafter two hours each Friday. The students would be accommodated in Trinity Hall. It was highlighted that the module would be standalone and completely separate from the internships.

A few members raised a concern that there was a high workload involved in the module and that it would be too pressurised for students to also undertake a full-time internship. The proposers noted that Brown had vast experience in summer modules globally and that this was a tested model. It was noted that Trinity staff had no visibility on the workload involved in the internship.

A member with experience of the US university system raised a concern regarding the 'participation in class' component of the assessment process. He highlighted that this component was more subjective and suggested that consideration might be given to replacing it with a component that could be measured more objectively.

A brief discussion on the financial rewards of the programme took place. Concern was also expressed about the workload implications for colleagues in the School who will be involved in the delivery of the module.

Members approved the module and requested that a review be undertaken following completion of the programme in the first year. It was noted that this could possibly be carried out by the Quality Office as part of the evaluation process and that the results could be fed into future initiatives.

The Dean of Undergraduate Studies/Senior Lecturer thanked the Vice President for Global Relations and the Director of Teaching and Learning, School of Social Sciences and Philosophy, for speaking to this item. The module proposal is appended to these minutes.

USC/15-16/107 Appeals Review

XX

A document outlining the draft recommendations of the Appeals Working Group was circulated together with a memorandum from the Dean of Undergraduate Studies/Senior Lecturer, dated 3 December 2015.

In the 2014/15 academic year, 47 cases were heard by the Academic Appeals Committee; of these, 29 had not been heard by the Court of First Appeal. A discussion on this issue had taken place at the meeting of USC on 13 October 2015 and it had been decided to establish a working group to investigate the issues and propose solutions.

The terms of reference of the group were to review how the appeals procedures and systems underlying their processing could be managed more effectively, including consideration of how the number of cases reaching the Courts of First Appeal might be reduced at the supplemental session, and to propose to USC and Council interim measures to relieve the current blockages. The principles underlying the group's work were to ensure that the integrity of the appeals process was not compromised; that equity and consistency of treatment would be maintained; and that proposals should be consistent with existing Calendar regulations as far as possible. The group had met six times during Michaelmas term 2015 and consultation had taken place

with the Dean of Graduate Studies on issues of relevance to postgraduate students.

The Dean of Undergraduate Studies/Senior Lecturer highlighted that the recommendations provided interim measures to address the situation as it was likely that a more in-depth review of the general regulations would take place as part of the Trinity Education Project.

The Committee considered the seven draft recommendations that had been circulated. A number of the recommendations related to providing clarification, information and guidelines on the following areas:

- the meaning of *ad misericordiam*;
- acceptable and unacceptable grounds for taking an *ad misericordiam* appeal;
- what is understood by 'exceptional circumstances';
- the evidence required to support an appeal on *ad misericordiam* grounds;
- the role and jurisdiction of Courts of First Appeal and Academic Appeals;
- the granting of special examinations.

These guidelines had been prepared to address the absence of available information on what might or might not be considered as acceptable/unacceptable grounds for an *ad misericordiam* appeal, on what was understood by 'exceptional circumstances', and on the types of documentary evidence required in support of an *ad misericordiam* appeal.

The Dean of Undergraduate Studies/Senior Lecturer advised that the timeline relating to Courts of Examiners, publication of results, sittings of Courts of First Appeals and Academic appeals was being reviewed to see if any streamlining might be possible. Supplemental examinations take place in weeks 53 and 54, although the School of Medicine had permission from Council to hold certain examinations in Week 52. The possibility of extending this to other Schools, where this was felt to be workable, could be explored. A member noted that holding examinations in this week would be problematic for course offices as it would reduce the time between annual and supplemental examination sessions.

It was noted in the discussion that there was currently very little flexibility in the timeline and as such it was felt that streamlining other processes and improving information as outlined above would be more effective in addressing issues in the short-term.

Most of the discussion centred around recommendation 7(i) which proposed that authority be delegated by the Dean of Undergraduate Studies/Senior Lecturer to the Courts of Examiners to permit, on academic grounds and within defined parameters, students to repeat Off Books with Assessment (OBA). The Dean of Undergraduate Studies/Senior Lecturer noted that defining parameters was important in order to ensure consistency in decision making. Members' comments on this recommendation included:

- As tutors attend the Courts of Examiners, it would not be possible to focus solely on academic grounds and ignore the *ad-misericordiam* grounds that would be presented;
- Delegating this authority would not be possible in some Courts as they do not 'drill down' to the module level;
- Given the duration and workload of a Court of Examiners, it would not be feasible to follow the parameters;
- To grant OBA to a student without the student requesting it, and without allowing the student time to reflect, could encourage students to take this option when it may not be in their best interest. In response to this concern, it was noted by the Dean of Undergraduate Studies/Senior Lecturer that should OBA be granted, it would be accompanied by a clear note to 'See Tutor' and students could opt to repeat On Books. The Education Officer of the Students' Union requested that her dissent to this recommendation be recorded in the minutes.

The option of delegating the authority to record OBA to course offices was discussed, but timing difficulties and issues of consistency were noted and no consensus was reached.

A further recommendation related to reducing the number of appeals being brought in order to have an exclusion lifted. Currently, a mark of '0', if awarded for a piece of non-submitted coursework or absence at an examination automatically defaults to 'AB' (representing an unexplained absence). This, in turn, returns an overall result of Fail - Exclude and, in order for the exclusion to be lifted, the student must appeal to the Court of First Appeal or the Senior Lecturer. The working group was exploring the use of alternatives to 'AB' at the annual and supplemental sessions which could be used where Courts of Examiners were aware that medical certification had been submitted. This would prevent automatic exclusion and the multiple processing steps involved in lifting the exclusion.

It was noted that where a case had not been heard by the Courts of First Appeal prior to being heard by the Academic Appeals Committee, the Chair of the Courts of First Appeal should attend the presentation of the case. The short turnaround time between the Courts of First Appeal and Academic Appeals was highlighted and it was noted that when a case was not heard by the Court of First Appeal, this could lead to difficulties in arranging appropriate representation at Academic Appeals.

Concerns were raised about decisions that were taken by Academic Appeals that overturned decisions of the Courts of First Appeal. It was queried whether it was necessary for an appellant to bring additional or fresh evidence to Academic Appeals and whether it was necessary to have two avenues/layers of appeal. The Dean of Undergraduate Studies/Senior Lecturer noted that the regulations did not state that additional evidence was required and reiterated that the focus was on interim solutions.

The suggestion that the Appeals form be online and embedded in SITS was discussed. This will be added as a recommendation, but it is unlikely that a report can be generated in time for the current academic year.

Some minor points of clarification to the Appendices were agreed and would be incorporated in the document.

The recommendation proposing that authority be delegated to Courts of Examiners to permit students to repeat OBA was not supported; the other recommendations were approved. The recommendations would be brought to the Council meeting of 13 January 2016.

USC/15-16/108 Irish Survey of Student Engagement (ISSE) - Faculty Report 2014/15

Due to time constraints, discussion on this item was deferred to a future meeting.

USC/15-16/109 Any other business

There was no other business.

USC/15-16/110 Items for noting

USC noted the following documents which had been circulated for information:

1. Student Complaints Procedure, dated November 2015
2. Memorandum regarding proposed name change of moderatorship in Functional Biology, TR071, School of Natural Sciences, dated 14 October 2015

PROPOSAL FOR MODULE IN CONTEMPORARY GLOBAL POLITICS

1. Summary Information:

- 1.1.** Title of Module: Contemporary Global Politics
- 1.2.** Award: N/A (9 week summer programme)
- 1.3.** Credit volume: 10 ECTS
- 1.4.** Proposing school: School of Social Sciences and Philosophy
- 1.5.** Accrediting body: Trinity College Dublin
- 1.6.** Duration and mode of delivery: 9 weeks
- 1.7.** Date on which module will commence: 6 June 2016
- 1.8.** Proposed student numbers: Minimum 12 students
- 1.9.** Date of approval of module proposal by School Executive Committee: 30 November 2015
- 1.10.** Date of approval of module proposal and financial analysis by Faculty Dean: 2 December 2015 and at Planning Group, September 2015
- 1.11.** Date of module proposal version being submitted to the Undergraduate Studies Committee:
08 December 2015

2. Module Information

2.1 Introduction and rationale and aims:

Brown University approached the Office of Global Relations, Trinity College in February 2015 around delivering the academic component of an internship programme that Brown is developing in Dublin. The School of Social Sciences and Philosophy was asked to develop this module by the Office of Global Relations. The module is intended to complement the internship experience, noting that the internships will be sourced by a partner organisation of Brown, independently of Trinity.

The Contemporary Global Politics module will be offered to students of Brown University and Brown's US partners, many of whom are existing partners of Trinity. The universities in this grouping are among the best in the United States and this programme represents an excellent opportunity to increase Trinity's standing and make new offerings available to these universities.

The School of Social Sciences and Philosophy comprises the Departments of Economics, Philosophy, Political Science and Sociology, together with the Policy Institute. The School is at the forefront of research and teaching in Ireland across these disciplines and all four departments are rated highly in international research evaluations.

There is huge demand from high calibre students for the School's undergraduate and postgraduate courses. The School works with a high volume of international students each year and it is an area of high demand for full degree non-EU students, postgraduate students and visiting students through the Erasmus and non-EU visiting groups. The addition of a short term programme option will complement existing activity, allowing the School and Trinity to reach new student populations and increase its international profile.

2.2 Compatibility with School strategic plan

The commitment to research-led teaching, building valuable partnerships and fostering of students' critical skills align with the School's strategic plan.

2.3 Alignment with College strategic plan

This programme meets the aims of College's strategic plan in several ways, among them: building partnerships, internationalisation and global citizenship.

The module supports College's Global Relations Strategy and its objective in developing self-financing short-term programmes as key recruitment pipelines for full-degree courses and to contribute to increasing College's international profile.

2.4 Module structure and content

	Module: Contemporary Global Politics
ECTS Credits	10
Equivalent Hours	240
Workload	
Classroom Contact Hours	42
Academic Field trips	38
Sub-Total	80
<i>Additional Input Hours</i>	
Reading and Assignments	160
Sub-Total	160
Totals	240

MODULE 1:

Module Title:	Contemporary Global Politics
Lecturers:	Professors Constantine Boussalis, Thomas Chadeaux, William Phelan
Total Hours:	240 hours
ECTS:	10

Rationale, Aims & Module Content:

This nine-week, standalone module has been developed for undergraduate students from their second to fourth year and is designed to provide students with a grounding in contemporary international politics. As international students undertaking internships in Ireland, one of the primary interests of this cohort will be in participating in an intercultural experience. This module contextualises the international experience these students are undertaking by exploring current issues facing global politics at present.

The module aims to build an understanding of the major theoretical approaches and empirical findings in the field of global politics. General topics include international conflict, international political economy, international institutions, global environmental politics, and human rights. Further, the analytic approaches covered in the first half of the module are applied to various salient contemporary political topics in Ireland, Europe, and the Middle East.

Each session will include a mix of lecture and seminar discussion. Some sessions will include in-class simulations. The Class will meet for two hours per day for the first three weeks and will then meet each Friday for the following six weeks for one two-hour seminar session. Each of the first three weeks is taught by one faculty member per week within their subject-area specialist area.

Teaching will take place primarily in classrooms in Trinity, but the module will also include study trips to relevant exhibitions and historic locations in Dublin city organized by the Global Relations Office

Readings will be assigned prior to each session. Assessment will take the form of two written assignments of approximately 1,500 words on a set topic, in-class assessment through a short, written assessment and active participation in class.

Module Outline:

- Week 1 Introduction & Topics in International Politics
- Week 2 Topics in International Security
- Week 3 Topics in International Law
- Week 4 Irish General Election 2016
- Week 5 Thinking about the Euro Crisis
- Week 6 Ireland's Economy and Society
- Week 7 The Ukraine Crisis and European Security
- Week 8 The ISIS Threat and Middle Eastern Security
- Week 9 The Migration Crisis

Learning outcomes:

On successful completion of this module students should be able to:

- Critically assess the strengths and weaknesses of various theoretical approaches used to explain variation in global political outcomes.
- Explain the domestic and international political forces that determine the international political economy, effectiveness of development policy, and global environmental cooperation.
- Identify the key determinants of inter- and intra-national conflict as well as international terrorism.
- Critically evaluate the structure and impact of different types of international regimes and their effectiveness in constraining state behaviour.
- Assess a range of salient current political issues, including the 2016 Irish General Election, security crises in Ukraine and Middle East, as well as the ongoing European economic and migrant crises.

Mode of delivery and methods of teaching and student learning:

The module will be taught through lectures which include seminar-type discussions. Academic field trips organised by the Global Relations Office to complement the classroom experience are also included.

Indicative reading list:

This class does not have a textbook. Readings consist of peer-reviewed journal articles, book chapters, and articles from journals intended for wider audiences. All readings are available through Trinity College Library or on Blackboard. All readings for each lecture are included in the full syllabus (see Appendix 1).

Assessment:

In order to pass, a student must achieve 40+ in all elements of the module assessment worth in total 10 credits as set out below. Should a student fail, alternative assessment will be arranged.

This module will be assessed by:

Written Assignments (40%)

Students are expected to complete two written assignments of approximately 1,500 words on a topic from a list which will be distributed in class. One of these assignments will be a group project which critically analyses an assigned journal article.

In Class Assessment (40%)

A short written assessment will be held at the end of the module. Questions will be based on the assigned readings and in-class discussion. Students will have 90 minutes to complete the in class assessment.

Participation (20%)

Each student is expected to come prepared to class and to actively participate in class discussions. This may include leading a discussion or responding to assigned readings.

2.5 Staffing requirements and arrangements (in-school, service teaching, casual lecturers):

Staff and adjunct staff in the School of Social Sciences and Philosophy will cover all lecture hours, as costed in Appendix 3.

2.6 How does the module exploit and/or develop research distinction in the providing school(s) as a basis for research-based teaching and learning?

The core ethos of the module is focused on the development of critical understanding and analysis of contemporary topics in international politics. Staff delivering the module are research active in the relevant topics as evidenced by the reading list in Appendix 1.

3. Recruitment/Admission

3.1 Proposed annual intake: Minimum 12 students, Maximum 25 students.

3.2 Course requirements: Students must be enrolled in a Bachelor's degree programme at College/University level. A minimum GPA of 3.0, or equivalent will be required. Students whose first language is not English must meet the College's English language admission requirements.

3.3 Details of similar courses/modules offered at other institutions in Ireland: All of the Irish universities except Trinity and DCU run credit-bearing summer programmes. UCD runs a summer internship programme, details of which can be found here <http://www.ucd.ie/international/study-at-ucd-us/what-can-i-study/summer-programmes/summer-internship-programmes/>. See Appendix 3c.

3.4 Evidence of demand for the course: This course is being introduced as a direct response to demand. Short-term programmes are an increasingly popular mode of overseas study, particularly for North American university students. Summer programmes are the highest growth area in study abroad from the United States, with increasing interest from other parts of the world.

The recently-released Open Doors data compiled by the US agency IIE showed that students studying abroad for short-term periods (e.g. summer, J-term) now accounts for the highest proportion of US students studying abroad.

Duration	2012 – 2013	2013 – 2014
Short-term (summer, or eight weeks or less)	60.3%	62.1%
Mid-length (one semester, or one or two quarters)	36.5%	34.9%
Long term (academic or calendar year)	3.2%	3.0%

There is a continuing trend towards short-term study in the United States and among Asian partners. As such, the Global Relations Office is keen to offer programmes to meet this demand, both as Winter/J-Term programmes and summer programmes.

Internship programmes are an area of huge demand, with internships abroad one of the most popular ways to spend time overseas among US students. The Global Relations office is keen to develop options that meet that kind of demand. The attached report in Appendix 2 ('Open Doors 2015 Fast Facts') demonstrates full data.

- 3.5 Expected student profile: Undergraduate students from the United States, initially from Brown University and partners of similar standing in the US, having completed at least one year of university level education. The students will be completing an internship in a variety of fields, with NGOs, Politics and Journalism expected to be high among these.

4. Administration

- 4.1** In addition to delivering the academic component and awarding Trinity credit, Trinity will also organise student housing, academic field trips and administer the programme. This will be coordinated by the Global Relations office.

Administration: the Global Relations office will coordinate all administration of the programme. Classes will be taught in the Trinity Research in Social Sciences (TRISS) Seminar Room, Arts Building, Trinity College.

Discussions have progressed with the Academic Registry around providing services such as Admissions, Fees and Student Records and will be finalised in January. It is envisaged that students will apply on paper-based forms, register online prior to arrival, and collect their Trinity student card on the first day of the module. Students will have access to a Trinity email account for communication purposes and Blackboard for teaching and learning purposes. Students will receive a Trinity transcript on completion of the module.

4.2 Student Services

Currently, access to student services (health, counselling and disability services) has been built in to the programme financial model, on a cost-per-student basis, bundled in to the overall price. An alternative and equally practical option may be for students to access services on a pay as you go basis. In the event this is the approach decided, the programme cost will be altered, removing the €550 automatic return to College. These options are being finalised and will be agreed upon with the relevant services.

Discussions are progressing with each service.

Additional supports are provided as part of the internship programme, organised separately from Trinity, including 24 hour on call service for student emergencies and access to crisis counselling.

Given that readings are confined to one subject and that students will spend much of their time off campus at their internships, reader access to the Library will be sufficient. Access to the Sports Centre will be on a pay-as-you-go basis.

Workshops will take place in the New Year to discuss Trinity's overall approach to student services in the context of short-term programmes.

4.3 Timetabling:

Proposed dates are arrival on June 5th and departure on August 6th 2015.

Students will receive orientation at Trinity and the first three weeks will consist of daily lectures, along with time for internship preparation. For the final six weeks, students will attend a two-hour seminar every Friday.

4.4 Student feedback on all elements of the programme will be coordinated by Global Relations Office

5. Costs

Please see Appendix 3 attached.

The programme budget was approved by Planning Group in September 2015.

Appendix 1

Course Schedule

Week 1. Introduction & Topics in International Politics (Boussalis)

Day 1: Introduction to International Relations Theory

Walt, S. M. (1998). "International relations: one world, many theories." *Foreign policy*, 29-46. Also, Snyder, J. (2004). "One world, rival theories." *Foreign Policy*.

Thucydides, "Melian Dialogue", *History of the Peloponnesian War*, Book 5, sections 84-116 (pp. 301-307).

Waltz, K. N. (1988). The origins of war in neorealist theory. *Journal of Interdisciplinary History*, 615-628.

Katzenstein, P. J., Keohane, R. O., & Krasner, S. D. (1998). International organization and the study of world politics. *International Organization*, 645-685.

Day 2: Politics of International Trade

Frieden, J. A., Lake, D. A., & Schultz, K. A. (2010). *World politics: interests, interactions, institutions*. New York: WW Norton. pp. 276-305

Mansfield, E. D., Milner, H. V., & Rosendorff, B. P. (2002). Why democracies cooperate more: Electoral control and international trade agreements. *International Organization*, 56(03), 477-513.

Gordon, B. K. (2012). Trading up in Asia. *Foreign Affairs*, 91(4), 17-22.

Bollyky, T. J., & Bradford, A. (2013). Getting to Yes on Transatlantic Trade. *Foreign Affairs*.

Day 3: International Finance

Frieden, J. A., Lake, D. A., & Schultz, K. A. (2010). *World politics: interests, interactions, institutions*. New York: WW Norton. pp. 311-349

Broz, J. L., & Frieden, J. A. (2001). The political economy of international monetary relations. *Annual Review of Political Science*, 4(1), 317-343.

- Obstfeld, M. (1998). The global capital market: benefactor or menace? (No. w6559). *National Bureau of Economic Research*.
- Wechsler, W. F. (2001). Follow the money. *Foreign Affairs*, 80(4), 40-57.

Day 4: International Development

- Frieden, J. A., Lake, D. A., & Schultz, K. A. (2010). *World politics: interests, interactions, institutions*. New York: WW Norton. pp. 419-386.
- De Soto, Hernando. *Mystery of capital: why capitalism triumphs in the West and fails everywhere else*. Basic books, 2003. pp. 36-68.
- Easterly, William. (2006). *The white man's burden: why the West's efforts to aid the rest have done so much ill and so little good*. Penguin. Ch. 5
- Fisman, R., & Miguel, E. (2007). Corruption, norms, and legal enforcement: Evidence from diplomatic parking tickets. *Journal of Political economy*, 115(6), 1020-1048.

Day 5: Global Environmental Politics

- Mitchell, R. B. (2002). International Environmental Politics, in Carlsnaes, W., Risse-Kappen, T., Risse, T., & Simmons, B. A. (Eds.) *Handbook of international relations*. Sage.
- Steffen, W., Grinevald, J., Crutzen, P., & McNeill, J. (2011). The Anthropocene: conceptual and historical perspectives. *Philosophical Transactions of the Royal Society of London A: Mathematical, Physical and Engineering Sciences*, 369(1938), 842-867.
- McCright, A. M., & Dunlap, R. E. (2003). Defeating Kyoto: The conservative movement's impact on US climate change policy. *Social Problems*, 50(3), 348-373.
- Bodansky, D. (2013). The who, what, and wherefore of geoengineering governance. *Climatic Change*, 121(3), 539-551.

Week 2. Topics in International Security (Chadefaux)

Day 1: The End of War?

Steven Pinker. The better angels of our nature: The decline of violence in history and its causes. Penguin UK, 2011. Chapter 5: "The Long Peace". 80 pages.

Joshua S Goldstein. War Really Is Going Out of Style. *The New York Times*. December 17, 2011. 3 pages

Walter R Mead. The Return of Geopolitics. *Foreign Affairs*. 17 Apr. 2014. 7 pages

John G Ikenberry. The Illusion of Geopolitics. *Foreign Affairs*. 17 Apr. 2014. 7 pages

Day 2. The Evolution of War

Azar Gat. War in Human Civilization. Oxford University Press, 2006. ch. 1.

Robert Axelrod and William D Hamilton. The evolution of cooperation. *Science* 211 (4489):1390-1396, 1981.

Max Boot. The Evolution of Irregular War. *Foreign Affairs*. 5 Feb. 2013.

Sarah Kreps, Micah Zenko. The Next Drone Wars. *Foreign Affairs*. 12 Feb. 2014.

Day 3. Bargaining and Conflict

James D Fearon. Rationalist explanations for war. *International Organization*, 49(03):379-414, 1995. (Read carefully)

Erik Gartzke. War is in the error term. *International Organization*, 53(03):567- 587, 1999.

David A Lake. Two cheers for bargaining theory: Assessing rationalist explanations of the Iraq war. *International Security*, 35(3):7-52, 2011.

Day 4. Terrorism

Robert A Pape. The strategic logic of suicide terrorism. *American Political Science Review*, 97(03):343-361, 2003

Andrew Kydd and Barbara F Walter. Sabotaging the peace: The politics of extremist violence. *International Organization*, 56(02):263-296, 2002

Peter R Neumann. Negotiating with terrorists. *Foreign Affairs*, pages 128-138, 2007

Scott Atran. Genesis of suicide terrorism. *Science*, 299(5612):1534-1539, 2003

Day 5. Civil Wars

Fearon, James. "Iraq: Democracy or Civil War?" Testimony to the U.S. House of Representatives, Committee on Government Reform, Subcommittee on National Security, Emerging Threats, and International Relations. September 15, 2006.

<http://cisac.fsi.stanford.edu/sites/default/files/Fearon-testimony-9.15.06.pdf>

Frieden, J. A., Lake, D. A., & Schultz, K. A. (2010). *World politics: interests, interactions, institutions*. New York: WW Norton. pp. 219–242

Stephen John Stedman. Spoiler problems in peace processes. *International security*, 22(2):5-53, 1997.

Week 3. Topics in International Law (Phelan)

Day 1. World Trade Organization

Axelrod, R. M. (1984). *The Evolution of Cooperation*. New York, Basic Books. Chapter 4 on the Live and Let Live System in World War One. pp. 73-87

Standing up for Steel: The US Government Response to Steel Industry and Union Efforts to Win Protection from Imports (1998-2001) C. Devereaux. *Case Studies in US Trade Negotiation: Vol. 2: Resolving Disputes*

Gerald Wilkinson 'Reciprocal food sharing in the vampire bat' in *Nature* 1984, 308:8 March, pp. 181-184. Statement delivered by Colin Murdoch, ambassador of Antigua and Barbuda to the 8th session of the WTO Ministerial Conference 17 December 2011

Day 2. Law in War and Armed Conflict

Valentino et al. 'Covenants without the Sword: International law and the Protection of Civilians in Times of War' *World Politics* 58, April 2006, pp.339-77.

http://muse.jhu.edu/journals/world_politics/v058/58.3valentino.pdf

IV Hull, *A Scrap of Paper: Breaking and Making International Law during the Great War* (Cornell, Ithaca, NY 2014), selection.

J Morrow, *Order within Anarchy: The Laws of War as an International Institution* (Cambridge University Press, Cambridge 2014)

Day 3. International Human Rights Law

Samantha Power, "Bystanders to Genocide", *The Atlantic Monthly*, Sept 2001

Andrew Moravcsik, 'The Origins of Human Rights Regimes: Democratic Delegation in Post-War Europe', *International Organization*, vol. 54, no. 2, 2000, pp. 217-252
[http://journals.cambridge.org/action/displayAbstract?fromPage=online
aid=164775](http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=164775)

B Simmons, *Mobilizing for Human Rights* (Cambridge UP, Cambridge 2009) Chapter on Women's rights.

Day 4. The International Criminal Court

David Bosco '*Rough Justice*', selections.

Andrew Moravcsik, "Why Is U.S. Human Rights Policy So Unilateralist?" in Shepard Forman and Patrick Stewart, eds., *The Cost of Acting Alone: Multilateralism and US Foreign Policy* (Boulder: Lynne Rienner Publishers, 2001).
<http://www.princeton.edu/~amoravcs/library/unilateralism.pdf>

Day 5. The European Court of Justice

A-M Burley [Slaughter] and W Mattli, 'Europe Before the Court: A Political Theory of Legal Integration' (1993) 47 (1) *International Organization* 41-76

K Alter, 'The European Court's Political Power' (1996) 19 (3) *West European Politics* 458-487

W Phelan, *In Place of Inter-State Retaliation: The European Union's Rejection of WTO-style Trade Sanctions and Trade Remedies* (Oxford University Press, Oxford 2015), selection

Week 4. *Irish General Election 2016*

Irish Times/RTE Special Reports

Week 5. *Thinking about the Euro Crisis*

J. Carmassi, D. Gros, S. Micossi (2009), 'The Global Financial Crisis: Causes and Cures', Journal of Common Market Studies, Vol. 47, No. 5, pp. 977–996. (19pp) William Poole 'Causes and Consequences of the Financial Crisis of 2007-2009' Harvard Journal of Law and Public Policy, Vol. 33, pp. 1-20. (20pp).

Philip R Lane (2012): The European Sovereign Debt Crisis, the Journal of Economic Perspectives, 26(3), 49-67.

Peter Hall (2012): The Economics and Politics of the Euro Crisis, German Politics, 21:4, 355-371.

Erik Jones (2014): Forgotten Financial Union. Chapter in Mark Blyth & Matthias Matthijs, eds. The Future of the Euro. New York, OUP.

Week 6 *Ireland's Economy and Society*

B. Thorhallsson and P. Kirby (2012), 'Financial Crises in Iceland and Ireland. Does European Union and Euro membership matter?', Journal of Common Market Studies, Vol. 50, No. 5, pp. 801-18. (17pp)

P. R. Lane, Philip (2011), 'The Irish Crisis', CEPR Discussion Paper No. DP8287, March (39pp)

Alison Johnston & Aidan Regan (2014): European Integration and the Incompatibility of Different Varieties of Capitalism. MPIfG discussion paper

A Masters (2009), 'Republic of Ireland: from Celtic Tiger to Recession Victim' in P. t'Hart and K. Tindall (eds), Framing the Global Economic Downturn: Crisis Rhetoric and the Politics of Recessions, ANU E Prints, pp 127-56. (29pp) BBC (2013), 'Eurozone Crisis', (various articles) <http://www.bbc.co.uk/news/business-18094883>

Week 7 ***The Ukraine Crisis and European Security***

John J Mearsheimer. Why the Ukraine Crisis Is the West's Fault. Foreign Affairs. 18 Aug. 2014.

Alina Polyakova, "Ukrainian Long Division," Foreign Affairs, April 20, 2014 Michael O'Hanlon, "NATO After Crimea," Foreign Affairs, April 17, 2014

Keith Darden, "How to Save Ukraine," Foreign Affairs, April 14, 2014 Margarita Balmaceda, "Will Cheap Gas Save Ukraine," Problems of Post-Communism, March-April, 2014

Week 8 ***The ISIS Threat and Middle Eastern Security***

Gowrinathan, Nimmi. 2014. "The Women of Isis: Understanding and Combating Female Extremism," Foreign Affairs, August 21.

Howard J. Shatz, "How ISIS Funds Its Reign of Terror Rand Corporation," Rand Corporation.

Lisa Anderson, "Demystifying the Arab Spring: Parsing the Differences Between Tunisia, Egypt, and Libya," Foreign Affairs, May/June 2011

Week 9 ***The Migration Crisis***

Parker, George. Nov 27 2013. "David Cameron launches attack on EU migration" Financial Times. <http://www.ft.com/cms/s/0/b2b10574-56c3-11e3-ab12-00144feabdc0.html#axzz2ro32w6ev>

Cameron, Geoffrey and Ian Goldin July 5 2001. "Why More Migration Makes Sense". Available here: <http://www.project-syndicate.org/commentary/why-more-migration-makes-sense>

Hainmuller, Jens and Michael Hiscox. (2007). "Educated Preferences: Explaining Attitudes toward immigration in Europe". International Organization. 61(2\). Spring. (EJ).

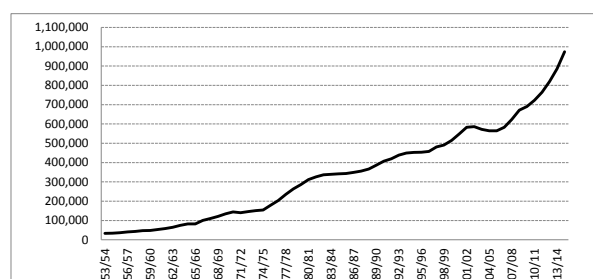
INTERNATIONAL STUDENTS IN THE U.S.

NEW INTERNATIONAL STUDENT ENROLLMENT

2009/10	202,970	New international student
2010/11	214,490	enrollment — students
2011/12	228,467	enrolling for the first time
2012/13	250,920	at a U.S. institution in
2013/14	270,128	fall 2014 — increased by 8.8%
2014/15	293,766	over the previous year.

INTERNATIONAL STUDENT TRENDS

In 2014/15, the number of international students in the U.S. increased by 10.0% to a record high of 974,926 students.



	Total int'l students	% change	U.S. higher education total*	% int'l
2003/04	572,509	-2.4	16,911,000	3.4
2004/05	565,039	-1.3	17,272,000	3.3
2005/06	564,766	-0.1	17,487,000	3.2
2006/07	582,984	3.2	17,672,000	3.3
2007/08	623,805	7.0	18,248,000	3.4
2008/09	671,616	7.7	19,103,000	3.5
2009/10	690,923	2.9	20,428,000	3.4
2010/11	723,277	4.7	20,550,000	3.5
2011/12	764,495	5.7	20,625,000	3.7
2012/13	819,644	7.2	21,253,000	3.9
2013/14	886,052	8.1	21,216,000	4.2
2014/15	974,926	10.0	20,300,000	4.8

*Data from the National Center of Education Statistics

TOP U.S. STATES HOSTING INTERNATIONAL STUDENTS

		2013/14	2014/15	% change
1	California	121,647	135,130	11.1
2	New York	98,906	106,758	7.9
3	Texas	64,277	75,588	17.6
4	Massachusetts	51,240	55,447	8.2
5	Illinois	42,527	46,574	9.5
6	Pennsylvania	41,446	45,704	10.3
7	Florida	36,249	39,377	8.6
8	Ohio	32,498	35,761	10.0
9	Michigan	29,648	32,015	8.0
10	Indiana	26,406	28,104	6.4

The Institute of International Education (IIE) has conducted an annual census of international students in the U.S. since its founding in 1919. Known as the *Open Doors Report* since 1954, and supported by the Bureau of Educational and Cultural Affairs of the U.S. Department of State since 1972, the report provides detailed data on student flows into and out of the U.S. Visit us online at: <http://www.iie.org/opendoors>.

TOP PLACES OF ORIGIN OF INTERNATIONAL STUDENTS

		2013/14	2014/15	% of total	% change
	WORLD TOTAL	886,052	974,926	100.0	10.0
1	China	274,439	304,040	31.2	10.8
2	India	102,673	132,888	13.6	29.4
3	South Korea	68,047	63,710	6.5	-6.4
4	Saudi Arabia	53,919	59,945	6.1	11.2
5	Canada	28,304	27,240	2.8	-3.8
6	Brazil	13,286	23,675	2.4	78.2
7	Taiwan	21,266	20,993	2.2	-1.3
8	Japan	19,334	19,064	2.0	-1.4
9	Vietnam	16,579	18,722	1.9	12.9
10	Mexico	14,779	17,052	1.7	15.4
11	Iran	10,194	11,338	1.2	11.2
12	United Kingdom	10,191	10,743	1.1	5.4
13	Turkey	10,821	10,724	1.1	-0.9
14	Germany	10,160	10,193	1.0	0.3
15	Nigeria	7,921	9,494	1.0	19.9
16	Kuwait	7,288	9,034	0.9	24.0
17	France	8,302	8,743	0.9	5.3
18	Indonesia	7,920	8,188	0.8	3.4
19	Nepal	8,155	8,158	0.8	0.0
20	Hong Kong	8,104	8,012	0.8	-1.1
21	Venezuela	7,022	7,890	0.8	12.4
22	Malaysia	6,822	7,231	0.7	6.0
23	Thailand	7,341	7,217	0.7	-1.7
24	Colombia	7,083	7,169	0.7	1.2
25	Spain	5,350	6,143	0.6	14.8

TOP U.S. INSTITUTIONS HOSTING INTERNATIONAL STUDENTS, 2014/15

1	New York University	New York	NY	13,178
2	University of Southern California	Los Angeles	CA	12,334
3	Columbia University	New York	NY	11,510
4	Arizona State University	Tempe	AZ	11,330
5	University of Illinois – Urbana-Champaign	Champaign	IL	11,223
6	Northeastern University	Boston	MA	10,559
7	Purdue University – West Lafayette	West Lafayette	IN	10,230
8	University of California – Los Angeles	Los Angeles	CA	10,209
9	Michigan State University	East Lansing	MI	8,146
10	University of Washington	Seattle	WA	8,035
11	Boston University	Boston	MA	7,860
12	Penn State University – University Park	University Park	PA	7,728
13	University of Michigan – Ann Arbor	Ann Arbor	MI	7,423
14	Ohio State University – Columbus	Columbus	OH	7,121
15	University of Texas – Dallas	Richardson	TX	7,064
16	Indiana University – Bloomington	Bloomington	IN	7,009
17	University of Minnesota – Twin Cities	Minneapolis	MN	6,984
18	University of California – Berkeley	Berkeley	CA	6,874
19	SUNY University at Buffalo	Buffalo	NY	6,852
20	Texas A&M University	College Station	TX	6,690

ACADEMIC LEVEL TRENDS OF INTERNATIONAL STUDENTS

	Under-graduate	% change	Graduate	% change	Non-degree	% change	OPT	% change
2010/11	291,439	6.2	296,574	0.9	59,233	8.1	76,031	12.1
2011/12	309,342	6.1	300,430	1.3	69,566	17.4	85,157	12.0
2012/13	339,993	9.9	311,204	3.6	73,528	5.7	94,919	11.5
2013/14	370,724	9.0	329,854	6.0	79,477	8.1	105,997	11.7
2014/15	398,824	7.6	362,228	9.8	93,587	17.8	120,287	13.5

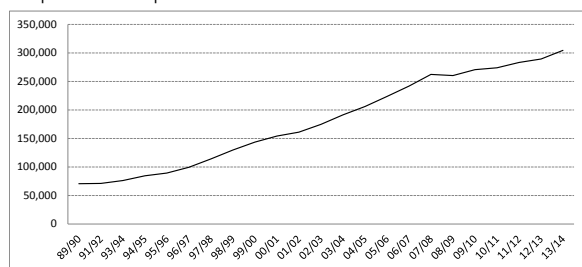
INTERNATIONAL STUDENTS IN THE U.S. (cont'd)

PRIMARY SOURCE OF FUNDING	2013/14	2014/15	% of total
Personal and Family	574,129	619,999	63.6
U.S. College or University	171,218	203,337	20.9
Foreign Government or University	66,147	75,042	7.7
Current Employment	49,503	48,632	5.0
Foreign Private Sponsor	9,574	9,735	1.0
U.S. Government	4,186	4,915	0.5
U.S. Private Sponsor	4,548	4,124	0.4
International Organization	1,696	2,489	0.3
Other Source	5,051	6,653	0.7
TOTAL INT'L STUDENTS	886,052	974,926	100.0

SELECTED FIELDS OF STUDY	2013/14	2014/15	% of total	% change
Business and Management	188,179	197,258	20.2	4.8
Engineering	170,189	196,750	20.2	15.6
Math and Computer Science	91,434	112,950	11.6	23.5
Social Sciences	72,390	75,951	7.8	4.9
Physical and Life Sciences	70,479	73,838	7.6	4.8
Fine and Applied Arts	51,195	56,758	5.8	10.9
Intensive English	43,456	49,233	5.0	13.3
Health Professions	31,954	33,399	3.4	4.5
Communications and Journalism	18,678	20,161	2.1	7.9
Education	17,879	17,675	1.8	-1.1
Humanities	17,930	17,504	1.8	-2.4
Legal Studies and Law Enforcement	12,702	13,778	1.4	8.5
Agriculture	10,635	12,278	1.3	15.4

U.S. STUDENTS STUDYING ABROAD

304,467 U.S. students studied abroad for academic credit in 2013/14, an increase of 5.2% over the previous year. U.S. student participation in study abroad has more than tripled over the past two decades.



TOP FIVE MAJOR FIELDS OF STUDY, 2013/14	total	% of total
Science, Technology, Engineering & Mathematics	68,798	22.6
Business	59,687	19.6
Social Sciences	57,067	18.7
Foreign Language & Int'l Studies	23,818	7.8
Fine or Applied Arts	21,191	7.0

RACE/ETHNICITY OF U.S. STUDENTS ABROAD	2003/04	2008/09	2013/14
White	83.7	80.5	74.3
Hispanic or Latino(a)	5.0	6.0	8.3
Asian or Pacific Islander	6.1	7.3	7.7
Black or African-American	3.4	4.2	5.6
Multiracial	1.3	1.6	3.6
American Indian or Alaska Native	0.5	0.5	0.5
TOTAL U.S. STUDENTS ABROAD	191,231	260,327	304,467

HOST REGIONS*	2012/13		2013/14		% change
	total	% of total	total	% of total	
Europe	154,182	53.3	162,282	53.3	5.3
Latin America & Caribbean	45,473	15.7	49,312	16.2	8.4
Asia	35,866	12.4	36,290	11.9	1.2
Sub-Saharan Africa	13,411	4.6	13,266	4.4	-1.1
Oceania	11,584	4.0	11,923	3.9	2.9
Middle East & North Africa	6,415	2.2	6,349	2.1	-1.0
North America	1,380	0.5	1,470	0.5	6.5
Antarctica	41	0.0	15	0.0	-63.4
Multiple	21,056	7.3	23,560	7.7	11.9
TOTAL	289,408	100.0	304,467	100.0	5.2

* Cyprus and Turkey are included in Europe; Mexico is included in Latin America

OTHER FORMS OF EDUCATION ABROAD

In addition to the 304,467 U.S. students who received academic credit for study abroad in 2013/14, **22,181** U.S. students participated in non-credit work, internships, and volunteering abroad.

DESTINATIONS		2012/13	2013/14	% of Total	% change
1	United Kingdom	36,210	38,250	12.6	5.6
2	Italy	29,848	31,166	10.2	4.4
3	Spain	26,281	26,949	8.9	2.5
4	France	17,210	17,597	5.8	2.2
5	China	14,413	13,763	4.5	-4.5
6	Germany	9,544	10,377	3.4	8.7
7	Ireland	8,084	8,823	2.9	9.1
8	Costa Rica	8,497	8,578	2.8	1.0
9	Australia	8,320	8,369	2.7	0.6
10	Japan	5,758	5,978	2.0	3.8
11	South Africa	5,337	4,968	1.6	-6.9
12	India	4,377	4,583	1.5	4.7
13	Mexico	3,730	4,445	1.5	19.2
14	Argentina	4,549	4,301	1.4	-5.5
15	Brazil	4,223	4,226	1.4	0.1
16	Ecuador	3,438	3,699	1.2	7.6
17	Czech Republic	3,552	3,572	1.2	0.6
18	Denmark	3,302	3,545	1.2	7.4
19	Peru	2,956	3,396	1.1	14.9
20	Chile	2,879	3,333	1.1	15.8
21	South Korea	3,042	3,219	1.1	5.8
22	Greece	2,394	3,066	1.0	28.1
23	New Zealand	2,793	3,021	1.0	8.2
24	Israel	2,798	2,876	0.9	2.8
25	Austria	2,673	2,744	0.9	2.7
WORLD TOTAL	289,408	304,467	100.0	5.2	

PARTICIPATION	U.S. study abroad total	U.S. higher education total	%
All U.S. undergraduates studying abroad in 2013/14	264,886	16,991,400*	1.6
All U.S. undergraduates who study abroad during their degree program	264,886	2,688,032**	9.9
U.S. bachelors students who study abroad during their degree program	259,710	1,753,436**	14.8

* Total enrollment of U.S. undergraduates (excluding international students) in higher education

** Undergraduate degrees awarded to U.S. students (excluding international students)

DURATION	2012/13	2013/14
Short-term (summer, or eight weeks or less)	60.3	62.1
Mid-length (one semester, or one or two quarters)	36.5	34.9
Long-term (academic or calendar year)	3.2	3.0

Appendix 3
Income & Expenditure

		2015/16		
<u>Income</u>		<u>Scenario 1</u> (expected number)	<u>Scenario 2</u>	<u>Scenario 3</u>
Student Numbers		12	15	18
<i>Course Fee per Student ¹</i>		4,277	4,277	4,277
Total Income		51,324	64,155	76,986
Costs				
Pay Costs	See appendix 3a	18,776	18,776	18,776
Non pay Costs	See appendix 3a	11,443	13,834	16,226
Total Costs		30,219	32,610	35,002
Net Income		21,105	31,545	41,984
Net Income per Stakeholder ²				
College	33.3%	7,028	10,504	13,981
School of Social Sciences and Philosophy	33.3%	7,028	10,504	13,981
Global Relations	33.3%	7,028	10,504	13,981

1.Course Fee estimate from Global Relations based on costs and comparsion with other Universitys and excludes any accomodation charges

2.Suggested allocation to be confirmed by Planning Group

Appendix 3a					
Cost of Programme					
Pay & Non Pay Costs			2015/16		
			Scenario 1	Scenario 2	Scenario 3
			(expected number)		
Total number of Students			12	15	18
Pay Costs					
Assoc Prof pt 4 on scale		Table 2	18,776	18,776	18,776
Total Pay Costs			18,776	18,776	18,776
Non Pay Costs					
Direct costs		Table 1	8,280	10,350	12,420
Academic Field Trips		Table 1	416	520	624
Contingency of 10% per student		Table 1	2,747	2,965	3,182
Total Non Pay Costs			11,443	13,834	16,226
Total Pay & Non Pay Costs			30,219	32,610	35,002

Appendix 3b
Tables 1 & 2

Table 1 - Direct Costs of Summer Programme

Tuition Costs (Table 2)		Total Pay Costs (not dependent on no. of Students that enrol)		
Assoc Prof pt 4		18,776		
Total Tuition Costs		18,776		
Direct Costs	Cost per Student	Direct Costs		
Number of students		12	15	18
Airport Pick Up	10	120	150	180
Dinner	30	360	450	540
Student services (High Level Estimate)	550	6,600	8,250	9,900
AR processing	100	1,200	1,500	1,800
Total Direct Costs	690	8,280	10,350	12,420
Field Trips	Cost per Student	Academic Field Trip Costs		
Number of students		12	15	18
Kilmainham	6	72	90	108
Dail	Free	0	0	0
Newgrange	26	308	385	462
Georgian House	3	36	45	54
Total Costs of Academic Field Trips	35	416	520	624
Contingency of 10% per student*	72	2,747	2,965	3,182
Total Costs	762	30,219	32,610	35,002

*Presumed contingency will cover classroom cleaning and any other teaching related costs .

Table 2 - Tuition Fee Costs

	Payscale/Rate per hour/essay	Tuition Costs Subtotal	Total Tuition incl employer costs
Number of students			
Lectures - 10 ECTS (42 hours)	Assoc Prof pt 4	15,550	18,776
Total Tuition			18,776
	Rate per hour/essay	Tuition Costs Subtotal	Total Tuition incl employer costs
Number of students			
Lectures - 10 ECTS (42 hours)	Assoc Prof pt 3	14,719	17,773
Total Tuition			17,773
*Assumes mid-range rate of pay in scale €51.83 - €72.97			

Appendix 3c						
Comparison with similar University Summer Programmes within Ireland						
<u>Summer Programme</u>	<u>Location</u>	<u>Tuition Fee</u>	<u>Accomodation Fee</u>	<u>Duration</u>	<u>Programme includes</u>	<u>Credits</u>
1. Boston University	DCU	€5,681	€2,566	8 weeks	Tuition Accomodation Field Trips	8 BU Credits
2. UCD Summer Internship Programme	UCD	€4,100	€1,300	8 weeks	Tuition	5 ECT Credits
3. Berkeley Summer Internship Program in Dublin	UCD	€4,840	TBC	8 weeks	Tuition Accomodation Excursions Travel Insurance Placement Fee	6 Credits (10ECTS)
4. Trinity Summer Programme with Brown University	Trinity	€4,013	Campus Accommodation Option1-€3,055.50 Campus Accommodation Option2-€3,780.00 Trinity Hall-€2,646.00	9 weeks	Tuition Orientation Airport Collection Academic Field Trips	10 ECTS