Part I: Basic Information

Heiskell Award Category: Study Abroad

Name of Institution: Embry-Riddle Aeronautical University

Carnegie Classification (for U.S. institutions):

City/State/Country: Daytona Beach, FL

Name of Program: Air Traffic Management

Total Student Population: 4800

Program Website: www.erau.edu/studyabroad

Name of Main Contact: Sue Macchiarella

Title of Main Contact: Study Abroad Director

Tel of Main Contact: Email of Main Contact: 386-226-6215

Name of Press Contact: Mary Van Buren

Title of Press Contact: Tel of Press Contact: 386-226-6525

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How long has your program been in operation? +10

How many participants are involved in your program or specific program activities annually?

100

What is the targeted audience(s) for your Program? Current Students Faculty Administrators Alumni College/University Community Local Community Other (Specify)

Part II: Short Answer

Summary of Program (100 word limit):

The Study Abroad Air Traffic Management Program (ATM) is a comprehensive program designed as a comparative research study for ATM students to understand the differences and similarities between the US and European Air Traffic Control systems.
How does your program contribute to internationalization on campus? (200 word limit)

The Study Abroad Air Traffic Management program opened the door for a whole department of students to be able to go abroad within their chosen degree program to learn how their future profession operates in other countries.

Describe how your program is replicable and innovative, relative to your target audience, for your institution and/or in the field? If your program is more than 10 years old, what are you doing to keep it current and/or make it more innovative? (200 word limit)

The Study Abroad ATM program, the first of its kind, opened the door to internationalization for a whole department of Air Traffic Control and Air Traffic Management students. Students who normally would not have the ability to study overseas due to the strict guidelines on education/training by our Federal Aviation Administration (FAA) have now had those chains broken by the innovative, intensive, and targeted curriculum and pedagogy. Not only does the program internationalize a whole new segment of students, it is also highly relevant to our university’s aeronautical educational aims. The field of aerospace and aeronautics is highly internationalized making it imperative that our students are provided with that international experience during their studies at ERAU. And, it is not because our basic Study Abroad Program has been around many years that we need to seek new ways to keep it current and/or innovative, but because the very nature of our university and the ever advancing aerospace industry demands it.

What has been the impact of your program on your target audience and/or on your campus (include specific data on program and student outcomes)? (200 word limit)

The impact has been phenomenal. The students who went on this inaugural ATM Study Abroad program had nothing but high marks and positive feedback on the experience. Their excitement from last summer’s program has grown a whole new crop of students who are eager to participate in the program this year. They understand the impact their future profession has in the US, but they desire the global view. They also understand, that someday, they could find themselves working ATM/ATC overseas. The program took 18 students last summer, both undergraduate and graduate, to 6 different countries to conduct comparative research between the US and foreign operations. Our students were taught and briefed by regional vice-presidents of the International Civil Aviation Organization (ICAO), which is the equivalent of our FAA but for Europe, and were given unprecedented access to various locations such as the Frankfurt Airport tower. Because of this program, our students are more fully prepared to understand and operate within the global aviation world.
Part III: Program Description (1,000 word limit)

Describe the key components of your institution's initiative.

The key components of our institution's STET start at the top with our administration's full support of innovative and global initiatives. They fully support faculty and their desire to "think outside the box" of traditional study abroad paradigms to provide our students with the best possible education, experience, and global connections. Our faculty are trusted to work with government agencies, both foreign and domestic, one on one to provide one of a kind opportunities for our students.

The Study Abroad Office is given full support as well to work with faculty in designing programs that are targeted to internationalize our students in unique ways not only in education, but also on an experiential, social, and personal level. Student reflection regarding every aspect is not only encouraged but scheduled into the program.

The field of aviation is a key component. Due to the stringent rules and guidelines set forth by the FAA on what, how, and where courses can be taught, our professors developed a educational program where, historically, there have not been equivalent study abroad courses, thereby enabling a unique internationalization experience for a student population that did not previously have that possibility.

The utilization of virtual classrooms was essential in the preparation and delivery. To prepare for the program, the students and professors met several times prior to the trip to discuss lessons that were assigned prior to departure. Students responded VERY positively to this pre-departure educational component, stating that it helped them to be prepared for the experience and ask relevant questions in this comparative research study.

Traveling to six countries to conduct comparative research meant a lot of bus time. Professors actually taught on this moving classroom. They also taught in rooms provided by ICAO, exhibit areas, or in the actual tower simulators. The varied teaching platforms kept the experience fresh. Each one was a new adventure.

While a celebration dinner was part of the program for the students, reflection and assessment were also key components of the program. Students were given group time, while still in country, for candid reflection and to discuss the pros and cons of the entire program with the professors. The professors understand and encouraged feedback to help improve this unique program for future students. Additionally, an on-line assessment tool was provided by the university to "rate" the program components. The program was a huge success and one program we are very excited to run again for Summer 2013.
Part III: Program Description (1,000 word limit) Continued

Part IV: Endorsement Letter(s):

Please attach a signed letter from your President or Chief Academic Officer endorsing your program’s nomination when you email your completed nomination form. Nomination packages may also include one additional letter of support. *(Note: Institutions applying for the Partnership category should include a letter from each of the partnering institutions, and may include up to one additional letter of support).*
October 18, 2012

Haskell Awards
Institute of International Education
809 United Nations Plaza
New York, NY 10017

To Whom It May Concern:

Thank you for this opportunity to support our Study Abroad office in its application for a Haskell Award. Embry-Riddle Aeronautical University wants its students to have opportunities for global education.

The strategic plans of our four colleges include support for study abroad as a tactic to encourage students to achieve that international perspective so necessary in aviation and aerospace today. Embry-Riddle is a founding member of the GE3—Global Engineering Education Exchange, and I myself currently am privileged to sit on the executive committee for GE3. I was in the IIE building just last Friday for a GE3 ex comm meeting, in fact.

We think that one of our summer 2011 programs, the Air Traffic Management (ATM) program, was a particularly good idea. We asked students to compare American ATM processes and technology to those in Europe, and then took the students to Europe to visit sites and talk to professionals in the ATM field. The students ended up understanding the American system better than they did before, and they saw that there are several ways to accomplish the same goal of safe commercial flight.

Embry-Riddle is devoted to applied research. The ATM Summer Program used the research paradigm to educate and internationalize one group of students, and I congratulate our Study Abroad office and the professors, Martin Lauth and Clyde Rinkinen, for the success of their program.

Sincerely yours,

[Signature]

Robert Oxley, Ph.D.
Associate Vice President for Academics

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