Purpose of This Manual

This manual is designed to assist study abroad faculty leaders in the preparation, implementation and evaluation of all education abroad programs. This information will promote consistency throughout the various programs offered by the College, and thereby ensure that programs are conducted according to the guidelines established by the College. The Appendix of the Manual contains forms and other documents that illustrate the procedures described in the text.
Purposes of Education Abroad

1. To encourage the emphasis on international perspectives in the ongoing campus instructional program.

2. To provide opportunities for ELAC students to participate in credit international study abroad programs provided by the college.

3. To encourage staff to participate in cross-cultural training and instructional opportunities.

4. To promote global awareness through education and cultural understanding.

The Organization of Study Abroad.

Study Abroad is an academic program. The Co-Directors of the Center for Global Education and Engagement (CGEE) report to the overseeing Dean. The CGEE makes recommendations regarding all aspects of study abroad. The offering of a specific study abroad program is a cooperative effort between the Faculty Leaders (faculty that are selected to go abroad), the Co-Directors of CGEE, and the Provider vetted and selected by CGEE. The CGEE will evaluate all program proposals and make recommendations to the CGEE Committee.

CGEE is also responsible for the movement of all contractor-related legal forms including the Request for Proposal (RFP), Program Contract, contractor payments, and final student acceptance into the program (in conjunction with the Faculty Leaders). CGEE is the liaison between the Faculty Leaders and Providers, Financial Aid, Admissions, Counseling, the Foundation, and the study abroad students.
II. Developing New Programs

Types of Programs Offered

The College offers a combination of new and previously offered study abroad programs. Any faculty member may propose a new semester, summer or winter break study abroad program. Semester programs usually run from 12-16 weeks in duration with a mandatory on-campus pre-departure orientation. Summer programs can range from three to six weeks. Winter break study abroad programs can be offered between semesters. These programs are usually three weeks in duration. Spring break programs are usually 10-day programs. The courses taught on the winter break and spring break programs can possibly be “hybrid” (hours on campus before and/or after abroad segment) courses.

All courses taught abroad must be regularly taught ELAC credit courses. Instructional contact hours abroad must be at least equal to the contact hours for the same course on campus. All programs must develop teaching schedules that reflect the total contact hours. If new credit course(s) must be developed for the proposed Study-Abroad Program, such course(s) must go through the regular Curriculum process for Senate approval and be approved by the State prior to being scheduled as part of a Study Abroad Program.

Guidelines for Developing New Programs.

The CGEE Co-Directors must review all initial proposals for study abroad programs. All new program proposals should contain the following:

1. Program Director Application Form.

2. A detailed plan that includes:
   a. Narrative, which includes a description and purpose of proposed program
   b. Evidence of student interest
   c. Location of program and recommended field trips
   d. Curriculum and relation of curriculum to location
   e. Staffing
   f. Expertise and experience of faculty
   g. Student housing (dorm, home stay, apartments)
   h. How program will affect faculty’s teaching upon return
   i. Estimated number of students that can be accepted

All proposals are submitted to the CGEE for consideration.
Criteria for program selection include the following:

1. Curriculum offered (breadth, appeal to broad range of students, fulfillment of general education requirements, etc.)
2. Relevance of curriculum to country and program alignment to curriculum
3. Value of program to departments/faculty
4. Likelihood of attracting students
5. Likelihood of embedding program into department programs
6. Experience/Interest in leading a program and traveling/living abroad, particularly in that country
7. Faculty development
8. Program diversity for student choice

Criteria for Faculty Leader Selection: The following are criteria for director selection:

1. Likelihood of attracting students
2. Teaching expertise/experience of faculty
3. Experience in leading a program and traveling/living abroad, particularly in host country
4. Flexibility and willingness to deal with student problems
5. Reasons for wanting to participate in program
6. Demonstrated interest in working with students outside of the classroom
7. Faculty development (opportunities should be provided to different faculty)

Request for Proposal. After programs and faculty are selected, the CGEE Co-Directors and the Faculty Leader(s) develop a detailed program itinerary, which will be used to develop a Request for Proposal (RFP). The RFP states which components are desired in the study abroad program. The RFP is then sent to travel contractors for bidding. Generally, the travel contractor is responsible for all non-academic portions of a program. These include all travel arrangements, classroom facilities, housing for students and staff, field trips, student insurance, and the collection of all fees. The College is solely responsible for all aspects of the academic program including the hiring of teachers, the selection of students, the curriculum, grading and all other academic issues. Upon submission of all proposals (bids), the Co-Directors and the Faculty Leader(s) review the bids and select the best bid. Criteria for selection include price, specific features/quality of proposed components (flexible airfares, housing options), support staff and facilities in overseas program location, experience offering program in proposed location, and references from other U.S. colleges/universities that have done business with travel contractor.
Study Abroad Program Faculty Leader Application

Name_________________________________

Department ________________________________

I am applying to be the (circle one) Faculty Group Leader/Co-Faculty Group Leader for
the____________________________________________ (Name of program (e.g. Rome, Italy) Program
for the (check one) ☐ Fall ☐ Spring ☐ Summer ☐ Winter Break Program ___________________ . (Year)

If selected, I will teach the following course(s):
____________________________________________

If the program is affiliated with an institution of higher learning and the students will be taking classes
there, which one? ________________________________________________

Check as many as apply:
_____ I am interested in leading the program as a faculty group leader.
_____ I am interested in working with ____________________________ as the other faculty group leader
and am applying as a team.

Applicant’s signature______________________________ Date_______________________
Program Director Application Signature Form

I. Your Department Chairperson’s Approval

Please submit a copy of your study abroad application together with this form to your department chairperson for his/her approval.

The department chair has discussed this proposal with the members of the department, and the department will not suffer any negative impact from this program.

_________________________________________________  __________
Department Chair’s Signature  Date

Department chairperson comments: (optional)

____________________________________________________________________________

Please Note: If you are applying to lead a program that requires you to teach or monitor courses offered by another department, you also need approval from the respective department chairperson.

II. Other Department Chairperson’s Approval (If applicable)

The department chair has discussed this proposal with the members of the department, and the department will not suffer any negative impact from this program.

__________________________  ____________________________  __________
Department Chair’s Signature  Date

Department chairperson comments: (optional)

____________________________________________________________________________

III. CGEE Approval

Please submit a copy of your Faculty Leader application together with this form to CGEE for initial approval. After this initial approval, your application will go to the CGEE Committee. If approved, CGEE will subsequently forward the proposal to the Dean and Vice President for approval.

We have reviewed the attached Study Abroad Program Faculty Leader application and support the applicant’s proposal.

Division Dean’s signature ___________________________________________ Date __________

Division Dean comments (optional)

____________________________________________________________________________

III. Vice President’s Approval ___________________________________________ Date __________
Questions for Prospective Faculty Group Leader’s Proposal

For New Programs Only

1. Describe your proposed program and explain how it will provide a valuable study abroad experience for students.
2. How does the program fit the curriculum of the course you will be teaching?

Personal

1. Why are you applying for the Faculty Group Leader position? What do you hope to gain from your participation?
2. How does your academic background prepare you for teaching in and leading this program?
3. What non-teaching experiences have you had that prepare you for participating in this program? In this section, please describe any relevant activities you have led outside the classroom, including challenges that arose from the activities, and how you handled them.
4. How do you plan to recruit for this program? If this is a repeat program, has this program been successfully offered in the past?
5. How do you plan to incorporate the program experience in your teaching when you return?

Program

1. What do you expect students to gain from the proposed study abroad experience?
2. What do you anticipate will be the biggest challenges you would face as Faculty Leader of a study abroad program? What approach will you take to meeting them?
3. How is your proposed curriculum appropriate to the country in which it will be offered?
4. Describe any student assignments or activities outside of the classroom, explaining
   a. The nature of the activities
   b. Their goals
   c. How they will take advantage of your foreign location.
5. If you are proposing a program in a country where English is not widely spoken, how comfortable do you feel hosting a program in that country?
Acknowledgement of Responsibilities of Faculty Leader

I acknowledge that as Faculty Leader of one of the study abroad programs offered by ELAC, I have the following responsibilities:

Prior to Departure:
1. Recruitment and program advertising (i.e. classroom presentations, information meetings at ELAC and consortium colleges, outreach to other institutions)
2. Phone and e-mail communication with prospective students
3. Student interviews
4. Pre-departure meeting(s)/orientations/possible classes (if applicable)

While Abroad:
5. Academic
   a. Teach assigned courses
   b. Monitor students’ progress in courses taught by local faculty
   c. Accompany students on all mandatory excursions
   d. Assist students with registration for the semester of travel
   e. Turn in grades for all classes offered on the program by grade deadline

6. Counseling
   a. Assist students with transition stress, culture shock, reverse culture shock
   b. Assist students with personal and emotional issues which may come up abroad
   c. Be available at all times by cell phone
   d. Act as impartial facilitator/mediator in case of conflicts between program participants (e.g. roommate incompatibility issues and other disagreements)
   e. Hold group meetings to discuss problems, questions or concerns
   f. If necessary, assist student(s) in seeking professional assistance

7. Administrative
   a. Oversee the on-site implementation of the contractual agreement
   b. If applicable, administer the program budget and keep receipts of all expenses and record expenses accurately in a program budget ledger
   c. Be accessible to students at all times
   d. Conduct program evaluation at the end of the program
   e. Assist students in case of an emergency

Upon Return:
   a. Turn in grades for all classes offered on the program (including classes taught by local faculty) by grade deadline
   b. Return any Study Abroad equipment (e.g. lap top, cell phone, etc.) to CGEE within two weeks after program termination
   c. Prepare Faculty Group Leader’s Report and if applicable, budget reconciliation within six weeks after program termination
   d. Communicate with students regarding grade-related issues
   e. Report to CGEE
8. Additional Expectations

I understand that in my function as the Faculty Group Leader, I am expected to act as a role model for the program participants. I further acknowledge that I am expected to maintain an appropriate teacher/student relationship at all times. Specifically, I am expected not to engage in any of the following activities:

   a. To provide alcohol for program participants
   b. To disclose confidential student or program information to anybody other than the designated college representative from the CGEE and persons listed on the student authorization forms
   c. To become personally involved with program participants

I have carefully read the Faculty Group Leader Responsibilities Agreement and the CGEE Manual and agree to adhere to the above stated rules and regulations.

____________________________________               ________________________________________
Signature                                                                              Date

Faculty Group Leader’s Name
Faculty Leader Responsibilities While Abroad

**Academic.** The Faculty Leader has varied responsibilities. The first is academic. Faculty Leaders are responsible for the courses they teach and also are responsible for supervising and evaluating any foreign faculty/institutions hired to teach in the program. In addition to teaching courses, they are responsible for showing students how the curriculum relates to the history and culture of the country in which they are studying. All students are required to be full-time students abroad. Faculty Leaders are also responsible for submitting all final grades on time (including grades for courses taught by local faculty). For short courses, attendance hours may also have to be reported.

The Faculty Leader must make sure that the designated classroom/(s) are conducive to learning in an academic environment. While some contact hours may be in the field, the primary classroom hours must be in designated classrooms.

**Group Transportation.** If the program does not involve other colleges, the Faculty Leader must accompany students on the group flight on the outbound flight if a group flight is available to students. On the return flight, the Faculty Leader must accompany students to the airport and assist them with check-in to ensure that all group flight participants get on the flight. The Faculty Leader must be present on all group excursions while abroad.

**Counseling.** The Faculty Leader is responsible for the welfare of students in a Study Abroad Program. He/she must counsel students on a variety of social issues important to the understanding and adaptation to the host culture. Faculty Leaders must also be sensitive to personal and emotional issues that may impede students realizing their full potential while studying abroad. Personal issues may include difficulty in adapting to another culture, depression, loneliness, alcohol abuse, thefts, problems with host families, and health issues such as accidents, sickness, and pregnancies. Faculty Leaders must be willing and able to assist students and/or to seek professional help when necessary. Faculty Leaders must maintain an appropriate teacher-student relationship at all times.

**Weekly Group Meetings.** It is recommended that a certain time be taken each week (outside regular instruction hours), usually at the beginning or end of the week, to discuss any problems, questions, or concerns that the students might have. Sessions held at the end of the week also provide an excellent opportunity to find out if anyone is planning to go out of town for the weekend. Participation should be mandatory.

If these sessions are held the last day of classes each week, teachers should send around a sign-out sheet for any students planning to leave for the weekend. This sign-out sheet should include the students' names, their travel destination, name of the hotel or place where they will be staying, and a contact phone number (ideally their cell phone number).

Some faculty also require that their students keep a personal journal of each student's experiences. These journals can be periodically reviewed by the Faculty Leaders (minus any personal notes the student does not want them to read).
**Administrative and Financial Responsibilities.** Faculty Leaders must oversee the on-site implementation of the contract agreement, which was developed with the program service provider in conjunction with CGEE. This responsibility includes the assurance that all arrangements including field trips, classroom facilities, housing and other contracted services are provided in a manner consistent with the contract. Faculty Leaders must brief on-site staff regarding ELAC’s prohibition of alcohol on program related events and activities (unless the designated activity involves a cultural event such as a visit to a winery). Discrepancies between the delivery of services and the contractual obligations must be brought to the attention of CGEE for discussion with the service provider in the United States. Minor problems are usually solved at the local level between the Faculty Leader and the service provider and/or representative.

**Student Evaluations.** Faculty Leaders are also responsible for administering the student program evaluation. This is an anonymous student evaluation and must be done at the end of the program at a time when all students are present (please allow at least 30 minutes for students to complete the evaluations). If possible, the program evaluation should be conducted by a staff member from the host institution rather than the Faculty Leader(s). Students should be told that the Faculty Leaders will not be able to read the evaluations until after grades have been submitted. The completed student evaluations should be delivered to the Faculty Leader(s) in a sealed and signed envelope, which can either be mailed to CGEE or brought back by the Faculty Leader. Please see Sample Student Evaluation of Program in Appendix W.

Student Learning Outcomes (SLOs.) Students will complete pre-trip and post-trip SLOs. The pre-trip SLO will be mailed to the students prior to departure and returned with other program related documents. The post-trip SLO will be attached to the Student Evaluation. Program Director’s Evaluation. Required also is a Program Director’s Evaluation which must be submitted to the Director of Study Abroad within six weeks of the program’s termination. This report must include a description of the highlights and problems encountered in the program, suggestions for program improvement, comments on the professional growth of the faculty involved, budget report, student evaluations, and grade distribution. Sample Program Director’s Evaluations are available from the Director of Study Abroad. Program Directors are provided with two copies of the Acknowledgement of Program Director Responsibilities Form, Appendix B. The form outlines the various responsibilities and expectations of a study abroad director. One copy is to be signed by the Program Director and to be returned to the Senior Director of International Programs. The other copy is to be kept by the Program Director for future reference.