

FACULTY-LED EDUCATION ABROAD PROGRAM PROPOSAL GUIDE

INTRODUCTION

Short-term education abroad programs enrich the curriculum by taking learning to new dimensions outside the classroom. Members of the Carroll College faculty are invited to plan and propose short-term education abroad courses using the attached *Faculty-led Education Abroad Program Proposal* form. The application must be approved by the sponsoring department's chair, the Vice President of Academic Affairs and finally the Global Learning Committee will make the final decision on which programs will be approved for each academic year. If the course is to be cross-listed with another department, that department's chair must also sign off on the proposal. Courses can be run according to the current curriculum council guidelines insofar as the third time the course is to be run, or if it is to be listed in the catalogue, it must have curriculum council approval.

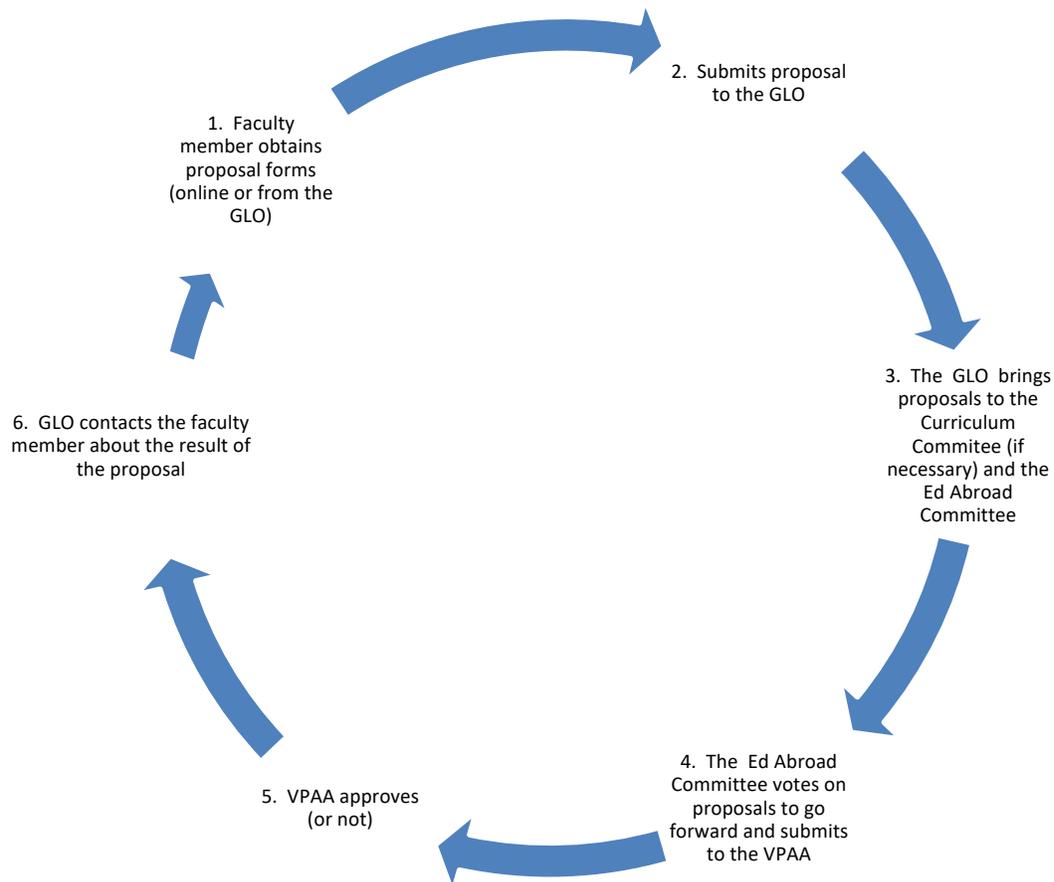
Carroll's preferred education abroad course model is to offer a one-credit lab component as part of a regular semester or summer course. Courses can be offered for three credits, but faculty should keep in mind that a three-credit course normally includes 45 classroom hours and 90 hours of outside classroom work. Outside course work includes, but is not limited to, the following: readings, presentations, research papers and quizzes. Outside course work for a three-credit course can be completed both before and after the time abroad.

Students participating in education abroad programs generally seek to fulfill major, minor or core curriculum requirements. Please keep this in mind when planning a faculty-led education abroad proposal.

REVIEW AND APPROVAL

In order for the Education Abroad Office to better plan for faculty-led programs and to maximize the office's limited resources, **ALL** education abroad courses offered for credit must be submitted to the GLO Committee at least 1 year in advance of program. The more time you allow for planning increases the success rate of a faculty-led program. If a course is already listed in the catalogue, the same steps must be followed, however, the GLO will not forward the proposal to the curriculum committee.

- 1) Complete proposal (page 12) and secure approval from the department head (s)
- 2) GLO will forward to the Curriculum Committee (if necessary)
- 3) GLO will convene the Global Learning Committee to review proposal and will send results to the VPAA for final consideration. The GLO will contact faculty applicant with results.
- 4) If approved, make an appointment with the GLO to proceed with planning
- 5) If the proposal is denied, the faculty member must appeal to the VPAA.



COMPENSATION FOR FACULTY LEADERS

Unless applicants waive compensation or arrange for alternate compensation through their department and the Vice President of Academic Affairs, it is anticipated that faculty leading short-term programs will be compensated based on the following scale:

- \$750 per week (approx. \$107 a day)

All related costs for the faculty member, including travel and other expenses, will be paid from the program fees charged to students. Faculty leaders must travel with and stay with the students throughout the course of the program unless approved by the VPAA.

PARTNER/FAMILY POLICY

Spouses/partners will be allowed to accompany the faculty-director; however, all costs for the spouse/partner shall be borne by him/her for the duration of the program. In the case where the spouse/partner is also a full-time faculty member of Carroll College, only one faculty-member will be compensated by Carroll to lead the program unless the number of students going on the program demands that a second faculty member participate in the program.

Family members who accompany the faculty-director must bear the all the costs for the duration of the program. Family members who wish to receive academic credit will be required to pay the required tuition according to current tuition remission guidelines.

Minor children must have approval from the Global Learning Committee and the VPAA before travel plans begin. Adult children may participate in a faculty-led program and must pay the full program and tuition fees.

LOGISTICS IN PLANNING

As you plan your program, be sure to keep in mind the following:

- **Goals and outcomes** — most important, why do you want to lead a study abroad? What are your goals and learning outcomes for the students? Why this location? How long will your program be? Will your program be attractive to a wide range of students?
- **Transportation**—outbound from the US and getting to the first place after landing in country. How will you plan intra or inter country transportation? Plane, train, taxi, bus, ferry? What about students who want to stay longer?
- **Housing**—hotel, hostel, home-stay, university residence halls, conference facilities, apartments, beds and breakfasts, other?

If using a host-family, how will they be selected? Have you thought about students who are allergic to animals, cigarette/pipe/cigar smoking, are vegetarian or vegan? Have you thought about the liability of staying with a family?

- **Meals**—group meals or individual? Anyone with special diets or allergies in your group?
- **Classroom rental and Office Space**—do you need classrooms? Have you budgeted for their rental? Will the equipment you need be there? If not, how will you get it? Do not assume there will be free internet and other technologies available—find out beforehand if you need this and how much it will cost. Be sure you understand if the costs are per day or a flat fee.
- **Excursions**—are they relevant? How will you get there? Who pays? Are there any safety issues to be considered? If so, what (water, falling, dangerous travel, etc.)?
- **Health and Safety**—what is the current political situation? What is the latest US State Department Travel advisory or warning (if any)? What diseases/illnesses or other health issues could arise?
- **Tips and Gratuities** — be sure to include tips and gratuities for all travelers throughout the entire program. Gifts for hosts, drivers and guest lecturers etc. are also common.
- **Entry requirements and visas** are an important consideration, especially when looking to many non-traditional destinations. In addition to country-specific requirements, the citizenship of students can dictate the process necessary to enter, or sometimes even just to transit. Additionally, some countries require special permits for activities like field research, organized tours to certain locations, and/or filming. This is not a comprehensive list, and as the proposing faculty member, the responsibility for identifying the restrictions or requirements on these types of activities rests with you.

Because of the issues on the previous page, Carroll strongly encourages you to work with one of our affiliate program providers, which all have faculty-led custom options available. A list of suggested custom faculty led program affiliates follows.

PROGRAM PROVIDERS THAT WORK WITH FACULTY TO DESIGN FACULTY-LED PROGRAMS

Working with a program provider removes many of the logistical hassles of planning an international adventure. It can save you a tremendous amount of time and they can frequently negotiate better group deals for excursions than you can because they often have local staff in country whereas you have to deal with time differences and potential language barriers. In addition, if there is a problem abroad, they are responsible for helping you resolve it.

Please obtain at least one bid from two of the following companies:

- [AIFS partnership program](#)
- [International Studies Abroad](#)
- [WorldStrides](#)

PROGRAM TIMETABLE AND PROPOSAL DEADLINES—

- For those programs which need curriculum committee approval
= 18 month process
- For those programs which DO NOT need curriculum committee approval
= 12 month process

HOW THE CARROLL GLO AND THE FACULTY MEMBER WORK TOGETHER

The first step towards planning an education abroad program is to understand the roles of the Global Education Office (GLO) and the Faculty Leader so that we can work together in the most productive way.

GLO Responsibilities:

- Assist with the program proposal
- Process completed proposal through the application cycle (curriculum committee, Global Learning Committee and final VPAA approval)
- Aid with budget planning
- Establish deadlines for the completion of GLO forms
- Provide general support of program promotion via GLO FYI sessions, website, flyers etc
- Suggest transportation, planning, and program development resources when possible
- Verify compliance with College contract requirements
- Collect and file partner contracts

- Maintain a record of student participation using the VIA-trm online application site
- Process student applications including academic and student conduct history review
- Report students with significant discipline histories to the Faculty Leader
- Provide Faculty Leader with list of participants' emergency contact information
- Assist with accommodations for participants with disabilities
- Conduct pre-departure and re-entry programming
- Enroll all program participants in College travel insurance, if not included in program fee
- Register program participants in the appropriate class and notify the Business Office of the appropriate charges to the student's account
- Advise students and group leader to register with the US Department of State
- Monitor US State Department Travel Advisories, health conditions, etc.
- Respond to student affairs issues and crisis reported by faculty directors while in the field
- Assist with student refund policy, if necessary
- Provide a program evaluation form
- Advise participants of the registration procedures
- 2 weeks after the program payment deadline, work with business office to be sure students are registered and billed for the program.
- Arrange for faculty leader compensation and contingency funds

FACULTY LEADER Responsibilities:

- Obtain Department chair approval for proposal
- Prepare program proposal and gather budget information (the GLO is available to help!)
- Reach out to program providers (GLO can assist in finding program providers)
- Negotiate, in partnership with GLO, in-country partner contracts (if any)
- Negotiate, in partnership with GLO, with program provider (if any)
- Establish program requirements (prerequisites, language, student status, etc.)
- Establish program itinerary
- Identify and coordinate with overseas support system, agents and vendors re: teaching facilities, host institutions, guest speakers, local transportation, medical facilities, hotels, travel agency, housing/hotel reservations, etc.).
- Organize and plan all group trips and events (tour guides, excursions, farewell dinner, etc.)

- Design the academic aspects of the program and plan academic, professional and cultural tours and lectures as well as on-site transportation, faculty and participant housing, etc.
- Create a the program budget using the budget builder tool
- Per College policy, establish preliminary and final program budgets in consultation with the GLO
- Honor Carroll College, the GLO and program provider deadlines for the completion of paperwork
- Attend GLO faculty training programs, if any
- Promote program (class visits, e-mail, word of mouth, interest meetings, etc.) to actively recruit students
- Publish program course information in the course schedule and the department website and the catalogue when applicable
- Organize at least four pre-departure orientation meetings which should include (minimally) the following information: course content, textbooks, country information, health and safety, expectations, visas, passports and emergency contacts
- Disseminate site-specific orientation materials to students, on-site contact information and student housing information (with copies to GLO)
- Assist the GLO in obtaining the required student paperwork
- Provide GLO with your on-site contact information including addresses and phone numbers
- Distribute course syllabus to students and give a copy to the GLO
- Teach course(s) approved on program proposal with the appropriate number of contact hours
- Select and arrange for local guest lecturers to enrich course(s)
- Provide opportunities for reflection and integration of personal experiences abroad into the learning environment/process as appropriate
- Participate in the faculty leader pre-departure orientation, if available
- Distribute and collect post-program evaluations and provide a complete copy to GLO
- Develop cross cultural learning objectives and outcomes and share the results with the GLO upon return from the program.

FACULTY DIRECTOR On-site responsibilities:

- Adhere to all Carroll College policies as delineated in the Student Handbook ([page 30](#))

- Model appropriate conduct and hold students accountable for [Carroll College Code of Conduct](#)
- Notify GLO of arrival at program site
- Participate in group excursions and events
- Provide students and GLO with contact information during program free periods; attempt to collect such information from students
- Proactively assist students as needed with logistical challenges (how to ride public transportation, change money, use a telephone, etc.)
- Respond in a timely manner to students in crisis (accident, illness, family problems at home, etc.): contact GLO about serious cases.
- Monitor group dynamics and activities as is feasible and intervene as needed
- Promptly report to the GLO and document any inappropriate student behavior
- Monitor spending against program budget
- [Student Code of Conduct](#): Carroll students are required to abide by the student code of conduct while participating on any Carroll sponsored program, including education abroad. Be sure you are familiar with its contents.

FACULTY LEADER Post-program responsibilities:

- As required by the Controller and College budget officer, reconcile cash advances with original receipts within 10 days of end of program
- Submit grades to the Registrar's Office according to registrar deadlines
- Submit program evaluation to the GLO within 15 days of end of program
- Assist GLO in obtaining student evaluation of the program
- Report cross-cultural learning outcomes to the GLO

RESOURCES TO MAKE YOUR JOB EASIER!

PRE-DEPARTURE RESOURCES TO AID FACULTY IN PREPARING THEIR STUDENTS TO GO ABROAD

HEALTH AND SAFETY INFORMATION:

<https://www.osac.gov/>

<http://travel.state.gov/>

<http://www.smartraveller.gov.au/>

<http://www.voyage.gc.ca/index-eng.asp>

COUNTRY SPECIFIC INFORMATION:

<https://www.cia.gov/library/publications/the-world-factbook/>

<http://www.lonelyplanet.com/>

<http://www.worldtravelguide.net/country/>

TRAVEL / AIRFARE INFORMATION

<http://www.statravel.com/>

<http://google.com/flights>

<http://www.airfarewatchdog.com>

TRAVEL ALERTS AND WARNINGS

<https://travel.state.gov/content/travel/en.html>

SUGGESTED READINGS:

- Basic concepts of intercultural communication: Selected readings. Yarmouth, Me: Intercultural Press, 1998.
- Building bridges: A Peace Corps classroom guide to cross-cultural understanding [teacher's guide]. Washington, DC: Peace Corps, 2002.
- Chisholm, Linda A. Charting a hero's journey. New York: International Partnership for Service-Learning, 2000.
- Chisholm, Linda A. Understanding the Education and Through it the Culture in Education Abroad. New York: International Partnership for Service-Learning, 2002.
- Cornes, Alan. Culture from the Inside Out: Travel and Meet Yourself. New York: Intercultural Press, 2004.
- Crisis Management in a Cross-Cultural Setting. New York: NAFSA Association of International Educators, 2001.

- Dolby, Nadine. "Reflections on a Nation: American Undergraduates and Education Abroad." Journal of Studies in International Education Summer 11 (2007): 141-56.
- Hess, J. Daniel. Studying abroad/learning abroad: An abridged edition of The Whole World guide to Culture Learning. Yarmouth, Me., USA: Intercultural Press, 1997.
- Hu, Wen-chung. Encountering the Chinese: A guide for Americans. Yarmouth, Me: Intercultural Press, 1999.
- Journal of Studies in International Education: Special Issue on the Challenges and Opportunities for Internationalization of Higher Education in the Coming Decade. Fall 11 (2007): 249-537.
- Kauffmann, Norman L. Students Abroad, Strangers at home: Education for a Global Society. Yarmouth, Me., USA: Intercultural P, 1992.
- Learning Across Cultures. [Washington, DC]: NAFSA, Association of International Educators, 1994.
- Morrison, Terri, and Wayne A. Conaway. Kiss, Bow, or Shake Hands: The Bestselling Guide to Doing Business in More Than 60 Countries. New York: Adams Media Corporation, 2006.
- Nydell, Margaret K. Understanding Arabs: A guide for modern times. Boston, MA: Intercultural Press, 2005.
- Schuerholz-Lehr, Sabine. "Teaching for Global Literacy in Higher Education: How Prepared Are the Educators?" Journal of Studies in International Education Summer 11 (2007): 180-204.
- Stewart, Edward C. American Cultural Patterns: A cross-cultural perspective. Yarmouth, Me., USA: Intercultural Press, 1991.
- Tillman, Martin, ed. Study Abroad: A 21st Century Perspective, Volume II: The Changing Landscape. Stamford, CT: American Institute for Foreign Study, 2004.
- Tillman, Martin, ed. Study Abroad: A 21st Century Perspective. Stamford, Ct: American Institute for Foreign Study, 2002.
- Wessel. "Integrating Service Learning into the Study Abroad Program: US Sociology Students in Mexico." Journal of Studies in International Education Spring 11 (2007): 73-89.

PROPOSAL GUIDELINES

A completed proposal will include the following:

PROPOSAL COVER SHEET: see next page.

SYLLABUS: A detailed syllabus describing the course and academic focus. Each syllabus should contain the course number, course title, specific content, goals and outcomes, readings, pre and post program assignments.

ITINERARY: An itinerary describing class activities on each day of the trip. These activities should correspond to and support the academic goals of the course. Also, include exact location(s) of the proposed program, including an indication of destination(s) and transportation mode(s) for day trips or longer excursions. Please note that all transport must be contracted out by licensed and insured transport companies. Faculty members and other Carroll chaperones are not to drive students unless there is an emergency.

PROGRAM DESCRIPTION (information from this description will be used to promote the program): a brief description of the proposed program, addressing the following:

ACADEMIC ISSUES:

- ✓ The program's content, level, educational objective, learning outcomes and disciplinary focus.
- ✓ How the program relates to Carroll's on-campus curriculum or will help to strengthen the international emphasis.
- ✓ Instructional delivery methods to be used: Classroom lectures? Tours? Site visits? Guest speakers? How each of these supports the academic focus of the program.
- ✓ Any pre-departure or post-return activities required of the students.

ADMINISTRATIVE ISSUES:

- ✓ Consider on-site resources that will be used, such as teaching facilities, academic or cultural resources, housing/accommodations. The GLO will seek additional information in relation to safety and liability coverage of on-site service providers in order to safeguard the faculty director and the College from potential liability in case of an accident.
- ✓ The GLO **strongly recommends** that faculty members use one of our affiliate partners as listed above or other suggested faculty-led program provider to help you plan your program. Program providers are responsible for taking care of much of the planning and can help you avoid potential disasters in your planning. Using our suggested providers ensures that you and the Carroll students receive professional service and affordable programs.
- ✓ Any information about the program's format, activities, or selected travel or accommodation arrangements that might limit access for students with disabilities.
- ✓ Known Risks or Dangers: information about road conditions, areas of disease, forces of nature (earthquake region, avalanches, extreme heat or cold, typhoons, etc.), political or social

instability. This information may be provided by printing and attaching current Consular Information Sheets for each target country from the US Department of State's Web site: <https://travel.state.gov/content/travel/en/international-travel.html>

✓

Carroll College does not sponsor programs or travel to countries that have US Dept. of State travel warning of a three (3) unless approved by the administration. The VPAA will make the final decision on whether or not faculty-led programs proceed should the travel warning change in the planning stages.



If a travel warning of a 3 is issued while a Carroll College program is in country, the Carroll College crisis management team will be convened to make recommendations for the faculty-member(s) and the students who are abroad.

Carroll College does not sponsor programs to countries that have US Dept of State travel warning of a four (4).

- ✓ Visa requirements for particular location (s). Check with the country embassy in the U.S. to confirm visa application requirements.
- ✓ Immunization requirements for all countries to be visited—please see <http://www.who.int/ith/ith-country-list.pdf?ua=1>

ESTIMATES AND BUDGET: When creating your estimate, consider the following: airfare, accommodations, ground travel, admission fees, guest lecturers, meals, facility charges, tips, visa fees and exit fees, and any formal events. The cost will vary based on number of students participating: be sure to indicate number of participants on which the cost estimate was based. Unless otherwise approved, the minimum number of participants on three-credit programs must be 8 full fee paying students; for faculty designing one-credit courses, the minimum number of fee paying participants shall be 10. For programs that will take 15 or more students, a second faculty member is encouraged to participate. Tuition remission students are welcome to participate but they must pay full program and tuition fees for summer faculty-led programs as the tuition is used to offset some of the program fees. Tuition remission DOES apply to programs run during the academic year.

Carroll will charge an administrative/ overhead fee for each program. This will be automatically included in the total student price.

BUDGET BILLING TOOL: Please email Shannon @ sackeret@carroll.edu for a copy of the budget-billing tool. This spreadsheet will be very helpful as you start to price your program.

CARROLL COLLEGE PROPOSAL FORM FOR FACULTY-LED EDUCATION ABROAD PROGRAM

Name of faculty leader (s)	
Department	
Phone #	
City (s) and country (s) of program	
Course #	
Course name	
Number of credits	
<i>Courses to be listed in the catalogue, or which are being offered for the third time, must be approved by the curriculum committee by completing their required paperwork.</i>	
Proposed dates of travel	
Proposed number of students	
How will the logistics be arranged?	<input type="checkbox"/> Program provider <input type="checkbox"/> Independently <input type="checkbox"/> Other
Name of program provider, if applicable	
Estimated per student cost	\$
This program is for	<input type="checkbox"/> Carroll Students only <input type="checkbox"/> CC students and non-Carroll students <small>(includes alumni and students from other colleges/universities. CC students will be given first priority)</small>
Will participation require completion of prerequisite courses?	<input type="checkbox"/> YES <input type="checkbox"/> NO
If yes, please identify pre-requisite course (s)	

SIGNATURES OF APPROVAL

Faculty-member (s)	Date:
	Date:
Department Chair	Date:
VP of Academic Affairs	Date:

***Please attach a copy of the course syllabus and a copy of the proposed daily itinerary and curriculum committee approval if applicable. Turn into the GLO in Borromeo Hall 105.**

It is the policy of Carroll College not to discriminate in its educational programs, activities or employment policies based on race, sex, sexual orientation, color, creed, age, ethnic or national origin, or non-disqualifying handicap.