



A Guide to Developing Faculty-Led Study Away Courses



One of the responsibilities of the Office of Global Engagement is to assist leader in developing and administering short-term, faculty-led study away courses. This guide was created to provide guidance and best practices in developing curriculum, planning, budgeting, marketing, and recruiting students to enroll in study away courses.

<https://passport.lagrange.edu>

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A Guide to Developing Faculty-Led Study Away Courses

Faculty Guide

Office of Global Engagement
Study Away Program



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Ethical Standards of Study Away

Our contemporary world is marked by increasing globalization, greater connectedness, and ease of movement. Knowledge of and respect for other peoples, countries, cultures and beliefs as well as all living things and their environments are of utmost importance. As international educators we recognize that such knowledge is fundamental to the formation of educated persons and informed citizens and, increasingly, a key to professional, business, and personal success. The acquisition of this knowledge depends, to a great extent, on high-quality courses of international and domestic education and exchange.

As educators, we are dedicated to providing such courses and services with the highest level of integrity and responsibility. To accomplish this, we must attend carefully and actively to the ethical obligations that emerge from our relationships with students, scholars, our institutions, international partners, and other legitimate stakeholders.

We are committed to the welfare of the students and scholars in our courses. As educators, our decisions and actions should be guided by the goal of ensuring that our courses serve identifiable and legitimate educational purposes.

Working in a global and multicultural environment, we are committed to the internationalization of education, not merely as a set of experiences, but as a value-laden set of interactions that produces individuals who are more knowledgeable, reflective, broad-minded, and aware.

Adapted from NAFSA : Association of International Educators Statement of Ethical Principles



This guide draws heavily from *The Guide to Successful Short-Term Programs Abroad*, edited by Lisa Chieffo and Catherine Spaeth, 3rd Edition, NAFSA (2017), *The Forum on Education Abroad Standards of Good Practices*, and *NAFSA's Guide to Education Abroad for Advisers and Administrators*, edited by Magnolia Hernandez, Margaret Wiedenhoef, and David Wick, 4th Edition, NAFSA (2014).

List of Abbreviations

AAC&U	American Association of Colleges & Universities
APC	Academic Policies Committee
EIIA	Educational and Institutional Insurance Administrators, Inc.
NAFSA	NAFSA: Association of International Educators
OGE	Office of Global Engagement
SLO	Student Learning Objectives
VPAA	Vice President for Academic Affairs
VPFO	Vice President for Finance and Operations
VPEMSE	Vice President for Enrollment Management and Student Experience

Glossary

Custom Program

(or Customized Program) A study abroad program administered by a program provider organization according to specifications of a college, university, consortium, or other group.

Domestic Off-Campus Study

Off-campus study that occurs away from the student's home institution but within the same country.

Experiential Education

Learning by doing. This term, which traces its origins to the works of John Dewey, encompasses a vast array of approaches to learning inside and outside the classroom that complement more conventional instruction. Methods may include research, field trips or seminars, laboratory work, fieldwork or observation, as well as immersion in workplace settings, such as internships, volunteering, teaching, and paid jobs. Giving structure to the learning experience through observation, reflection and analysis is often seen as an essential element of experiential education. Experiential education may be curricular (for credit) or co-curricular (not for credit).

Faculty-Led Program

A study abroad program directed by a faculty member (or members) from the home campus who accompanies students abroad. Usually, though not always, brief in duration.

Off-Campus Study

A category of off-campus education that results in progress toward an academic degree at the home institution. Domestic Off-Campus Study and Study Abroad are subtypes. Includes not only exchanges and off-campus study terms but also such activities as field research projects, field trips, biology or geology field courses, internships yielding credit or fulfilling other degree requirements, or course-embedded service-learning. Although "progress toward an academic degree" most often means the home institution will grant or accept degree credit, possibilities include satisfaction of a language requirement or completion of a senior thesis.

Pre-Departure Orientation

Programming intended to prepare students for a meaningful, successful, and educational experience abroad. Pre-departure orientation addresses everything from practical concerns with passports and student visas, health and safety, and academics to cultural adjustment, intercultural learning, and diversity awareness. Includes information on what to expect in the education abroad program, including such matters as housing, finances, transportation, and emergency contacts. Orientation may consist of written materials, in-person meetings, webinars, online training modules, e-mail correspondence, phone conversations, or (typically) some combination of these elements.

Program Provider

(or Independent Program Provider, or Third-Party Provider, or simply Provider) – An institution or organization that offers education abroad program services to students from a variety of institutions. They also provide customized program services to colleges or universities. Program providers may be a college or university, a nonprofit organization, a for-profit business, or a consortium.

Re-Entry Orientation

Programming intended to support students with readjustment back to their home culture and campus. This orientation encourages students to reflect on what they learned abroad and to articulate their experiences to themselves and to others as tools for building new skills and perspectives that can support their personal and professional goals. Re-entry programming may be built into the in-country program and/or given on the home campus after the students' return.

Reflection

A consideration or analysis of a topic or experience that has an academic basis but is also personal in nature. This is a common pedagogical method for courses on study abroad programs that examine cross-cultural issues. Through reflection, participants are asked to examine a particular cultural issue or practice in the host country and analyze it through their personal lens. Generally reflection is done through a journal or other piece of writing (also called reflective writing).

Short-Term

Lasting eight weeks or less; may include summer, January, or other terms of eight weeks or less.

Study Abroad

A subtype of Off-Campus Study that takes place outside the country where the student's home institution is located. This meaning, which has become standard among international educators in the U.S., excludes the pursuit of a full academic degree at a foreign institution.

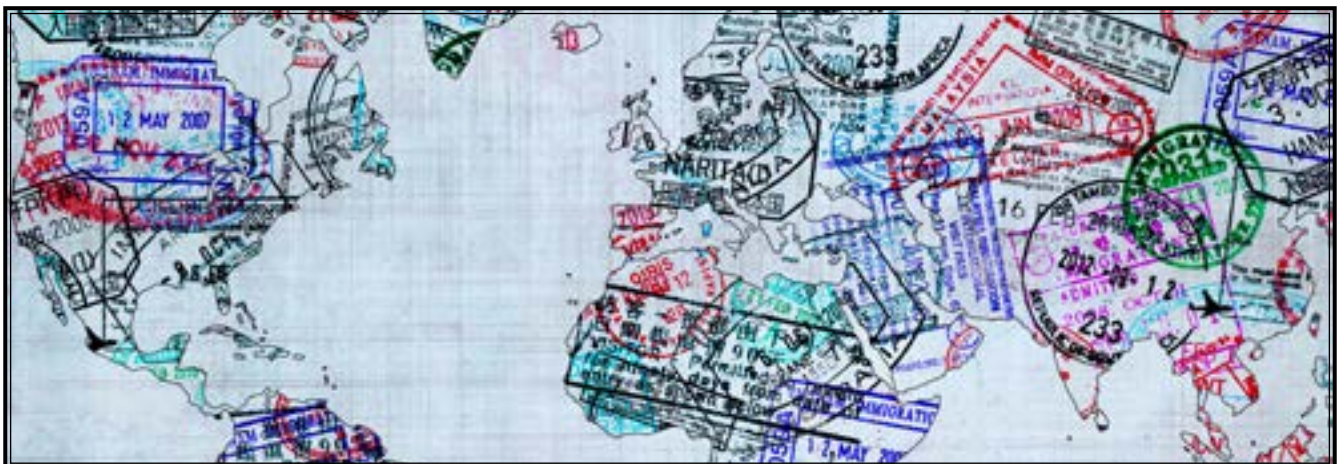
Study Abroad Program

An education abroad enrollment option designated to result in academic credit. Separate options are considered separate programs. LaGrange College offers the following study abroad programs: exchange programs, semester or academic year-long programs, international internship programs, and short-term faculty-led programs.

Study Away

Study that takes students entirely away from the home campus for a period of time, whether to a destination within or outside the U.S. The term tends to be used most often at campuses where the same office is responsible for both study abroad and domestic off-campus study. Roughly a synonym for Off-Campus Study.

Retrieved from the Forum on Education Abroad *Glossary* <https://forumea.org/resources/glossary/>



Planning

Planning for a successful course begins at least 18-24 months in advance of the departure date. This will allow you the necessary time to work with a program provider to develop your course curriculum and itinerary in a foreign country or here in the United States.

Time Table for Faculty-Led Study Away Courses

Months prior to start date	Task
18-24 months	Submit Intent to Lead a Study Away Course Research probable market for course Discuss course proposal and possible program providers with Global Engagement Reach out to selected Program Providers for Quotes
12-14 months	Submit course proposal for approval
10 months	Prepare and launch marketing plan Post course information on Global Engagement website
7 to 9 months	Applications open for students Notify accepted students to make deposit
4 to 6 months	Determine viability of program Register deposited students faculty orientation Finalize budget, travel and expense forms, and itinerary
1 to 3 months	Pre-departure student orientation Mandatory travel forms submitted Final program itinerary submitted State department registration

Term	Proposal Deadline
Spring Semester Embedded	January 15
Maymester and Summer	March 1
Fall Semester Embedded	October 15

NOTES:

Developing a Study Away Course

Resources

Below are five best practices for short-term study abroad programs from the NAFSA publication, *The Guide to Successful Short-Term Programs Abroad* (2002), edited by Sarah E. Spencer and Kathy Tuma:

1. **Start with strong, clear academic content and a focus that corresponds to the leader's area of expertise.** Answer the question, "Why is it important to teach this course abroad?" Make sure the learning objectives and the site itself are closely integrated. Make sure all short-term courses are connected to an academic course and are as rigorous as those taught on the home campus.
2. **Make certain you are comfortable and competent with experiential teaching.** You might give brilliant lectures, but can you teach experientially, integrating the unique features of the site abroad to ensure students make connections and have authentic learning experiences?
3. **Ensure integration with the local community.** Professors and students should not simply go from classroom to hotel to site visits on a chartered bus. Students tend to learn best in courses where there is some sort of service or experiential learning project that puts them in contact with the host community.
4. **Bring in lecturers from the host country.** Professors and academic experts from host country institutions provide perspectives that students' regular professors cannot provide.
5. **Require ongoing reflection for both individual students and the group as a whole.** If appropriate, students should keep structured journals of their study abroad experience, using guided reflection practices to help them process and understand their experiences. The group should regularly engage in structured discussion.

Adherence to good standards is considered necessary for all Global Engagement study away courses and programs. Faculty and program organizers are strongly encouraged to use the resources below on best practices and standards when developing an international education program. You should also contact any professional organizations in your field of study

The Forum on Education Abroad's Good Standards for Short-Term Education Abroad Programs.

The Forum is recognized by the U.S. Department of Justice and the Federal Trade Commission as the Standards Development Organization (SDO) for the field of education abroad. Their publication can be found on the Global Engagement website under Leader Resources.

NAFSA: Association of International Educators.

NAFSA serves as a resource for over 10,000 international educators. The association provides leadership to its diverse constituencies through establishing principles of good practice and providing professional development opportunities. Here is a link to online resources for short-term courses:

<https://www.nafsa.org/findresources/default.aspx?catId=518272>.

Purdue University Center for Intercultural Learning, Mentorship, Assessment and Research

<https://www.purdue.edu/IPPU/CILMAR/>



Guidance for Developing a Study Away Course

Who can propose a study away course?

Study away courses can only be proposed by full-time teaching faculty. Two full-time faculty are required to accompany a course. A male and female are preferable, but if that is not possible, two faculty of the same gender will be considered.

Is this the first time developing a study away course?

If it is, your first step is to meet with Global Engagement to discuss the process and timeline (see Planning and Timetable for Study Away Courses). Developing a study away course takes a considerable amount of time--up to six (6) months of planning prior to submitting the proposal. All proposals are submitted online through Terra Dotta, our study away application program.

It is highly recommended that first-time faculty work with a seasoned faculty who can guide you through this experience. If you do partner with another first-time faculty member, you will need to discuss this with Global Engagement during your initial meeting.

Also to be considered is the experience of traveling with students. Inexperienced faculty should consider a domestic destination first. The additional responsibilities faculty take on while traveling with students are very different from traveling alone or with family. Even the most experienced traveler is not prepared to deal with the issues and situations that can arise when escorting students.

Are there training sessions or workshops faculty can attend?

Yes, an introduction to the proposal process is held in the spring and fall semesters and it is highly recommended that all interested faculty attend. Global Engagement will also meet with faculty to review health, safety, security and risk management policies.

Faculty who have previously led a course must meet with Global Engagement to review updates to policies.

Choosing the Right Program Provider

During your initial meeting with Global Engagement, we will discuss and work together to determine which program provider is best for the location and academic needs of the course.

It is highly recommended that all faculty-led courses work with a College approved program provider to handle transportation, on-site logistics, and programming, unless prior special permission is granted by Global Engagement to do otherwise. This may occur when LaGrange College or faculty have a relationship with an institution or organization in the desired location that can provide logistical support, classroom, and/or housing. This type of partnership can help control costs and offer potential access to local experts and students in the host country, thereby deepening the cultural experience of participants.

The approved program providers have been vetted to make sure their goals and objectives match Global Engagement's and have extensive academic infrastructures and specialize in the complex logistics of study away. They also provide onsite support for emergencies. All of our program providers have study centers embedded in local communities and major cities around the world. They have built relationships with organizations, museums, universities, institutions, and companies who can offer guest lecturers, hands-on learning, community engagement, and field research to our students. They will be happy to help with as little or as much as you like.

Any new program provider must be vetted and approved by Global Engagement before they are contacted to submit a proposal or itinerary.

Choosing the Right Location

Does the significance of the proposed program location justify the cost?

When addressing this question, the most important factor to consider is the connection of the location to the course content. Other factors include student interest in the location, availability of support services, and cost and ease of transportation, housing, etc. Global Engagement can advise on the logistical aspects of particular locations.

Can the academic goals of the program be accomplished in one destination versus multiple locations?

Some programs truly require multiple sites, whereas in others, one destination of significance will serve the academic purposes of the course. Proposals will be reviewed for academic and cultural rationale in selecting the course location. The course proposal must include learning objectives that connect course content with the education experience in the international location. Additionally, each site adds new transportation expenses and logistical arrangements, which can be very costly. The additional travel can also add to the potential safety risks associated with the program.

Do both faculty have experience or expertise relative to the culture?

It is highly recommended that at least one faculty has prior experience in the region or country as well as experience taking students abroad. You'll be better equipped to develop the curriculum, itinerary, budget, and prepare students for the course.

Semester Embedded, Maymester or Summer Term

Short-term, faculty led courses take place during Spring or Fall semester, Maymester and Summer term. The Maymester is three (3) weeks long and begins the Monday after graduation. Summer term allows faculty to organize courses that offer students a more immersive experience lasting up to six (6) to (8) weeks. Embedded courses can take place either before, during or at the end of the semester.

Minimum and Maximum Enrollment

Ten (10) students is the minimum needed for a course to run with two (2) faculty and still receive discounted group rates on airlines and admission fees. Our faculty-led study away courses enroll 6 to 12 students per faculty for a combined group size of 12 to 24. Having more than 12 students per faculty will require approval from Global Engagement and the VPAA.

Funds should be built into the student fee to offset the expenses for two (2) faculty. A program provider sometimes has a student to faculty ratio set (6:1, 10:1, etc.) when they quote a price and you will know the minimum number of students needed to cover the costs for two faculty.

Your budget is what usually determines the least number of students two faculty can travel with and keep the course fiscally feasible. However, the minimum and maximum can also be determined by transportation, access to cultural sites, housing and activities. A service learning or field research course may have a lower student to faculty ratio, based on supervision needs, than an art history study away course. You should always keep in mind that the student to faculty ratio for study away courses should be smaller than on-campus courses because of the additional responsibilities faculty assume: arranging logistics, offering travel advice, dealing with health issues, resolving housing and budget issues, and responding to problems. You also need to be realistic and think about group dynamics and how the size will impact the success of your course and the student experience.

Facilities

Facilities that will host students, whether sleeping accommodations or space for academic study, should maintain the standard of being a healthy and safe place to study for the duration of the course.

When considering accommodations, faculty should assess participants and make accommodations accordingly. For example, students of a different sex should not be assigned to the same sleeping quarters and all students should have separate beds. This could affect rooming arrangements in hotels, hostels, or dormitories. Are they able to do homestays? Do faculty have a single? What is the supplemental charge for a single room?

Health and Safety

Health and safety abroad is a major concern and priority of LaGrange College when planning faculty-led courses. It involves numerous factors that should be considered when selecting locations, solidifying accommodations, planning excursions, working with community organizations, etc. Faculty should always keep in mind the health and safety of their participants while abroad and anticipate situations prior to departure.

An Emergency Plan must be submitted with the course proposal. This plan will assist faculty in anticipating issues and

creating an action plan in the event of a health or safety emergency. It should include a communication plan, meeting place or places, and embassy/consulate contact information. All of our approved program providers have 24/7 emergency phone numbers and can provide in-country contact numbers. They will also provide onsite support during an emergency as well as preventative measures and protocols for mitigating risk.

Proposal review and approval will consider health and safety issues with a critical lens to ensure the safety of LaGrange College students and faculty.

Passport and Visa Requirements

Check the U.S. Department of State travel website <http://travel.state.gov/content/passports/english/country.html> for information on specific countries. In general, LaGrange College requires passports to have a validity of at least six (6) months after the date of departure from their destination.

Travel Advisories and Health Notices

Familiarize yourself with the college's Travel Warning Policy which can be found on the Global Engagement website at <https://passport.lagrange.edu/?go=Travel%20Warning%20Policy>. Check the U.S. Department of State travel website www.travel.state.gov to find current travel advisories for countries and particular regions within the countries. Important safety and security issues need to be included in your proposal and discussed with Global Engagement. The State Department website also has safety tips for preparing for travel abroad, emergency information for Americans abroad, and information for the families in the U.S. Global Engagement will register all international study away courses with STEP, the State Department's Smart Traveler Enrollment Program, prior to departure.

Please see the Center for Disease Control (CDC) website at <http://wwwnc.cdc.gov/travel/> for additional information on health risks and required or recommended immunizations and medications.

Attendance, Contact Hours and Credit Earned

Faculty should allow fewer excused absences than on-campus courses due to the condensed length of time for their study away courses. Full participation is key to students successfully completing a short-term study away course and this should be made clear in the syllabus.

Each short-term study away course is advertised as earning up to three (3) credit hours which implies the course content should appropriately account for up to 120 hours of engagement. The LaGrange College credit hour policy states that the College "determines the number of semester credit hours to be awarded based on the amount of time the typical student is expected to commit to successful completion of a course. Under the semester system, the awarding of one semester credit hour implies the expectation that a typical student will commit at least 40 hours of time engaged with the course material during the term. Usually, this commitment of time will imply work divided between one hour in class and two hours out of class, but other combinations are possible, based on the level of the course, the nature of assignments, and other factors."

For a three (3) credit course abroad, there must be 40 hours of instructional activity. Instructional activity can be faculty meetings and lectures before, during and after time abroad, which includes pre and post departure. Co-curricular activities are course related excursions, site visits, guided tours, guest lectures, workshops, field research, and/or community engagement or service learning activities, and can contribute toward instructional activity when faculty instruction is involved. In short, any activities that help the faculty achieve the learning goals of the course are co-curricular, and some of these activities may also count as instructional time. The following does not count:

- Time spent in transit, unless pertinent material is being covered (i.e. guide speaking over the microphone on a bus). This does not count as contact hours if students spend most transit time sleeping or plugged into a device.
- Group meals only count when directly related to the course or the local culture. There is a difference between catching a bite on-the-run vs. eating a traditional Moroccan dinner in Marrakesh while actively learning about local etiquette.

Your course proposal package should follow institutional policies to show that the course accumulates the appropriate number of contact hours. It is especially important that courses offered abroad abide by these policies or they run the risk of being considered less valuable or less rigorous. Remember, all study away courses which earn credit must adhere to SACSCOC Academic Compliance.

The Global Engagement Proposal Review

The goal of academic approval is to ensure that courses away from campus meet the same academic standards as courses offered on campus. In addition to existing policies of course approval, study away courses will be evaluated based upon the guiding principles of: diversity in topic, diversity in region, diversity in type of course, likelihood of student interest, health and safety, encouragement of first-time faculty participation, past successes, and academic quality..

Academic review of a study away course proposal should follow existing policies to approve on campus courses with the addition of some obvious differences that would apply only to study away courses:

1. The course's objectives and the stated methods of reaching those objectives must be even more specific, clearly articulated, and demonstrable, given the course's short duration and intensity.
2. The proposal should articulate why the course should be taught away from campus and why the particular destination and proposed activities are important to the course. The proposal should demonstrate how the site and the academic SLOs are integrated.
3. Course content must be delivered without the typical resources available to an on-campus course. Likewise, student assessment must be appropriate to the locations where the group will be traveling or staying.
4. The proposal should clearly demonstrate that the course's academic rigor is comparable to similar courses offered on campus, with the required instructional hours being met. Prerequisites should be clearly stated and appropriate.
5. Intended learning outcomes of the course should be clearly stated and feasible, given the course duration, location, resources, and facilities available to students.
6. The projected maximum course enrollment must be conducive to an effective learning environment, given the location, facilities, and proposed activities.
7. The nature and degree of exposure to, and integration in, the host culture and language should be explained.

Course Proposal Approval Process

Faculty-led course proposals go through a four-step approval process:

Step 1: Completed course proposal package, which includes the course questionnaire, budget, contact hour worksheet, syllabus, itinerary, emergency plan is uploaded into the Global Engagement website by the deadline. Proposal packages are reviewed for accuracy and completeness and those not turned in on time, incomplete or do not follow the policies and procedures in this guide may be automatically disqualified from consideration. Once the review is completed, the Global Engagement Program Coordinator will sign off on the proposals and forward them to the VPAA.

Step 2: VPAA will decide on what courses will move forward for approval based on the policies and principles discussed in the proposal review section. It is possible for a course to be "accepted" but not allowed to be enrolled in a given year due to balancing number of courses offered with enrollment. Additionally, health, safety, and risk management issues will be considered and, if necessary, brought before the Global Engagement Risk Management Team for discussion and recommendations. The VPAA will sign and mark as approved, denied or needs some work. The approved new course proposals will be forwarded to APC for approval.

Step 4: APC will review all the new study away course proposals. Once approved, the full slate of faculty led courses for the following academic year will go before the faculty to be approved.

Step 5: Approval by the full faculty at faculty meeting. Hereafter, any major changes to the course itinerary or budget must go through Global Engagement for review and approved by the VPAA and Global Engagement.

If faculty are proposing an embedded study away as part of an existing course they will need to complete the Academic Policies Committee Procedure for Curricular Proposal and check “Information Only.” It can then be submitted to APC. The study away proposal will be approved by the VPAA and the Global Engagement Program Coordinator. If faculty are proposing an existing course be turned into a Maymester or Summer study away course, they will need to complete the APC curricular form and check “Change of Delivery Mode.”

Budget Development and Approval

Does your budget ensure safe, clean, hospitable housing; activities that support the course’s educational goals; and responsible health, safety, and security measures?

The budget determines the student fee and should be based on the minimum number of students needed to make the course go and cover the costs for two faculty. Faculty should always make sure their course is adequately budgeted. Underestimating expenses in an attempt to lower the cost of the course can be detrimental to course safety and the student experience.

The Study Away Course Budget form is an Excel spreadsheet set up to automatically generate totals and tell you if you are over or under budget. You can start by figuring your cost per student and your expenses on the separate worksheet or work directly on the budget form. Items can be added but not deleted and the form cannot be reworked for your own purposes. In order to have a sense of the cash flow for your course, you will need to enter in the Note column, on the same line, when an expense is expected to be paid and how--wire transfer, credit card, check, or cash. Global Engagement can help you work through your budget and set your student fee.

If there are two or more courses traveling together, one faculty member should be appointed to develop the budget for the group. They should work closely to make sure all expenses are included and discuss if any activities will be exclusive to one group and how it will be handled in the budget, student fee, and itinerary. Before you begin, you will need to obtain a quote in writing from your program provider.

Budgets must be turned in with your proposal application. Global Engagement may ask to have the budget adjusted to give a clearer picture of the costs associated with the course before it is sent to the VPAA for approval. If the proposal and budget are approved, the faculty will have the opportunity to adjust the budget before students apply and once again when the number of students enrolled is firmly set.

Courses cannot go over budget; they should be self-sustaining. Any budget overruns for embedded or departmental courses will come out of the departmental budgets.

Airfare

Round-trip ticket cost should include baggage fees if necessary. You may want to add up to 5% more to this amount for any increases that may occur over the next year. Only economy class tickets may be purchased. If a student or faculty upgrade their airline ticket, they will be responsible for paying the difference in cost. Please refer to **Airline Upgrades and Flight Deviations** in this guide for further information.

Program Fee

This line item is used for the cost the program provider is charging per student for an all inclusive package.

Terra Dotta Application Fee

There is an application administration fee charged for each student.

Transportation

National may be able to provide transportation to and from the Atlanta airport for courses that are held during the Fall and Spring semesters. Maymester and summer courses will be responsible for getting themselves to the airport since students will not be staying on campus. To estimate this cost you will need to factor in three items:

Driver: \$25 per hour

Mileage: \$.51 per mile (Business Office will have current rate)

Gas: Cost of refilling the tank (\$30 to \$50 depending on the size of the bus)

For in-country transportation you need to include transportation to and from the airport, in-country flights, and transporting the group to and from different locations. Will you be using mass transit passes, buses, trains? Is this part of the program provider's all-inclusive package?

Accommodations

Use this only if this is not included in the all-inclusive package or if there is an additional accommodations expense such as a supplemental fee for a single room.

Meals

Know what meals will be included and what the students and faculty will need to purchase on their own. If meals are included in the course fee, but are not part of the program provider's package, it is highly recommended that the faculty arrange for group meals so receipts and expenses can be tracked and reported. Cash should not be distributed to students for a meal. If a receipt is missing or cash is not accounted for, faculty will be responsible for reimbursing the College.

Faculty are allowed a per diem that can be based on 50% of the U.S. Department of State rates found at https://aoprals.state.gov/web920/per_diem.asp. Alcohol cannot be paid for with College funds.

Insurance

The College provides emergency health and travel accident insurance at an estimated cost per person. This cost may fluctuate from year to year.

Admission Fees, Tours, Excursions, Performances, Lectures

Include per person fees for your activities if they are not included in the program provider's inclusive package. Be sure to ask yourself if the proposed activities further the academic goals of the course of study. "Tourist" excursions may be costly; if they are not strongly tied to academic goals, consider eliminating these or making them optional for students.

Cell Phones and International Calling Plans

Provide a cost for a SIM card, cell phone rental, or international calling plan for each faculty.

Wire Transfers and Credit Card Transaction Fees

Each wire transfer is \$25-\$40 and if there are any credit card transaction fees they will have to be estimated based on the previous year's budget or consult with Global Engagement for an estimate.

Miscellaneous

Cost of equipment rental for mandatory activities? Students will need to pay for their equipment rental if the activity is optional. Place any additional costs that may not fit into the other categories here and provide a description.

Tips

You will need to figure in tips for bus drivers, tour guides, and tour director. Here is a sample formula:

- Tour Director: \$3-5/day/participant
- Guides: \$2/guide/participant
- Drivers: \$1-2/day/participant

Tipping amounts vary from country to country. You will want to consult your program provider to make sure your amounts are within their guidelines. We highly recommend this cost be included in your budget so you don't have to request additional funds from the students during the course.

Contingency Fund

5% of the total budget should be included to cover any unexpected or emergency costs while traveling.

Finances: Before, During and After

Invoices, Contracts and Payments

All billing goes through Global Engagement to be approved and facilitated for payment. This process will need at least 30 days to be completed. Please be mindful of due dates. Contracts must be reviewed by Global Engagement and will then be submitted to the VPFO for approval and signature. The VPFO is the only person who can sign a contract for the College.

Any requests for credit card payments must be submitted to Global Engagement for review and approved by the VPAA and the VPFO prior to purchasing. The VPFO will work with the Business Office in deciding which credit card should be used.

Wire transfers must be submitted to Global Engagement at least 30 days in advance of the due date by completing the International Wire Transfer Form which can be found on the Global Engagement website and attaching the invoice. The cost of wire transfers must be added to your budget.

Funds While Travelling

You will need to complete the Cash Advance Request form at least 30 days prior to departure. Study your budget to determine the amount of money you need to have while travelling: what will you be able to charge on your College credit card and what expenses will need to be paid in cash. Keep in mind that many small businesses and restaurants do not accept credit cards and cash will also be needed to cover tips.

If you want your travel advance in another currency, not dollars, you will need to make note of that on your Cash Advance Request form. This will take additional time. If you are requesting U.S. currency, you can ask for a direct deposit of your advance so you can access it by ATM while traveling.

Please note that all receipts must be retained for your expense report. There will be times when you cannot get a receipt (i.e. tips) and we ask that you maintain a list of these items and record the date, where, for what, and amount to attach to your cash advance and expense reports. Please review the College's credit card policy on how to handle expenses without receipts.

College Credit Cards

Each faculty member will have a credit card which should only be used for course expenses. The Assistant Controller will contact the bank to inform them when and where each faculty will be traveling and temporarily increase the credit line. Receipts must be provided with the Credit Card Reconciliation to Global Engagement who will review, assign accounting codes and forward to the Business Office for processing and approval by the VPAA.

Expense Reports

Your travel expense report should be turned in to Global Engagement within 30 days after returning. Original receipts for cash payments and copies of receipts for credit card charges must be attached. Cash Request Reports should also be turned in at the same time. Accounting codes will be assigned by Global Engagement.

Marketing

When composing your course description, please tell the students that your study away course offers unique opportunities for academic and intercultural learning and will be interesting, relevant, and a rewarding personal experience. Nothing about the course should seem like a vacation and it should be marketed as an important part of their curriculum, an opportunity to study beyond the classroom. It is also important to include a description of the physical activities required by the course and the type of terrain they will be experiencing--this will help a student decide if they are a good fit for your course.

Course Information

Please remember to take photos of students participating in activities along with post card landscapes or group pictures, during the course to use for future marketing.

Create a more detailed course description to give to students during the interview or at the study away fair in March. This may be the deciding factor on whether a student applies for your course or not. You can include the following:

- Locations and dates.
- Daily course schedule or structure; what will a typical day consist of.
- Information about you: brief bio and previous international experience, contact information.
- Describe in as much detail as possible the activity level and the culture they will encounter.
- Learning objectives, evaluation methods.
- Describe housing and meals (breakfast, lunch and dinner can be very different in other countries).
- What does the course cost cover (meals, admission fees, hotel, airfare, etc.) and how much additional money should the student bring.

Social Media

The course information will be placed on the Global Engagement website under Programs and Announcements will be posted on Facebook and Instagram. Faculty may also want to create their own Facebook page.

Student Presentations

After your study away course returns, your students will be asked to do a presentation. The students are responsible for this presentation, but your guidance is strongly encouraged so students understand .

Student Application Procedures

Students who want to apply for a faculty-led study away course will need to complete the online application process on the Global Engagement website. Instructions will be emailed to them. Once logged in with their LC password and username, students will be prompted on how to proceed and what forms and documents need to be completed or uploaded for each application phase: Pre-decision and Post-decision. Detailed course information can be found on the brochure page for each course.

As part of the application process, students will schedule a time to meet with the faculty. This is when faculty can ask questions to find out more about the student and go over the course requirements. Faculty will need to sign off on the Instructor Interview form and the student will have to upload this form into their application to verify this component of the application has been completed.

Approximately 3-5 days after the application deadline Global Engagement will send a list of all applicants to the Office of Student Engagement for review. They will inform us of any students who have disciplinary issues or other considerations which may prohibit them from traveling. Academic questions will be directed to the Registrar and appropriate advisors, departments, or programs. The faculty will be notified immediately if there is a student who has not been approved and why. Once this step is completed, faculty will review their applications online. If faculty have any questions about the student's capacity to participate in a study away course, contact their references and academic advisor listed on their application to get their input.

Step-by-step instructions describing the faculty role as an application Reviewer will be emailed by Global Engagement.

All students will be notified by email of their application status--approved, denied--through the Global Engagement application program. To avoid errors or misunderstandings, Global Engagement does not release decisions verbally.

The approved list of students will be sent to the Business Office to collect the initial \$500 deposit from each student. When the students pay their deposit, they will be reported to the Registrar's Office to be officially enrolled in their study

away course. A student cannot be registered or counted as part of the course until they make a commitment by paying the deposit.

Suggested Criteria for Selection of Students

- Academic strength, grade point average
- Sense of maturity, responsibility, character and behavior.
- Ability to describe how the study away experience will apply to academic, professional, and personal goals.
- Knowledge of destination and cultural sensitivity.

If you find yourself having more applications than you can accept, you may want to consider if the student will be a senior or if this will be their first study away experience. You can also add a few students as a cushion should someone withdraw.

Financial Aid for Short-Term Courses

Federal financial aid is not available for Maymester courses. Students may receive federal financial aid for a summer program if the student enrolls in a minimum of 6 credit hours. Students who wish to apply for aid for a summer program must work through the LaGrange College Financial Aid Office.

The Smith Travel Grant is available for sophomore and junior students participating in faculty-led courses during Fall and Spring semester, Maymester and summer. Applications are available on the Global Engagement website. The deadline for these scholarships is October 1st for the proceeding spring semester, Maymester, summer term, fall semester and academic year. A second deadline of March 1st for upcoming summer, Fall semester, and academic year will be announced if funds remain available.

Information on additional scholarship resources is available in the Office of Global Engagement and on the Global Engagement website.

Students with Disabilities

You cannot ask about a student's health condition as a means of participant selection, however, it is recommended that you discuss with all students during the application process the level of activity they will encounter so the student can determine their ability to fully participate. This will make it easier for you to advise the student and assist them in understanding what reasonable accommodations can be provided for those with special needs. It is also important to state in your course description the level of activity and expectations.

For those with physical limitations, please explain any accessibility issues they may face due to historic structures, natural terrain or lack of conveniences such as elevators, accessible rest rooms and paved streets and sidewalks. Remind the students that ADA laws in the U.S. do not apply abroad. You will also need to consult with your program provider to make sure hotels, transportation, guided tours and other activities can accommodate them.

Students with mental health, behavioral issues or other non-apparent disabilities can be more difficult to identify. When interviewing all students during the application process, it's important that you explain that access to medical help may be difficult if traveling to remote areas and outline the rules of participation and conduct and the consequences they face if the rules are broken especially if they put themselves or others in danger. If needed, Global Engagement has examples of Travel Behavior Expectations agreements that can be signed by all participants.

Once a student has been approved for your course, they are required to complete an Emergency Medical Contact Form; however, by law, a student does not have to disclose their health information. The student will also need to sign the Waiver form and an Emergency Health Care Authorization. Faculty have access to these completed forms online and should review them to prepare for any special needs or health issues. This information will be given to the faculty to carry while traveling and must be kept confidential.

It would be helpful if prior to traveling, faculty ask all their students to meet with them on an individual basis to let faculty know if they have any health concerns they would like to discuss. If a student discloses a medical issue that faculty feel warrants further review about their participation, please contact Global Engagement. In some cases, a

doctor's release may be needed.

A copy of the National Association of Colleges and University Attorney's paper, "Federal Disability Laws: Do They Translate to Study Abroad Courses?," is available in Global Engagement. It contains a section on Best Practices that can give you further guidance.

Orientations

Pre-Departure

Advising and counseling students prior to their departure on cultural norms, behavioral expectations, emergency plans, and consequences of breaking local laws is key to minimizing risk and litigation. One orientation session for each course will need to be conducted by Global Engagement who will cover general information about health and safety, code of conduct, and alcohol and drug policies. The faculty will cover country specific information, local health and safety issues, and local laws. We ask that you work closely with Global Engagement to provide a quality orientation.

Orientation sessions should review the following:

- Itinerary
- Reading materials, text books
- Course syllabus, academic expectations, and assignments
- Intercultural learning activities
- Cultural norms of the region and common ways they may be accidentally violated especially when it involves alcohol.
Faculty should be familiar with the cultural, political, and social conditions of the country.
- Use of Mango to improve language proficiency.
- Rooming and dining arrangements.
- Discuss group dynamic
- Reminder to turn in completed travel forms and copy of valid passport.
- Packing check list.
- Currency: How much to take, average cost of meals, exchange rate, and how to exchange money.
- Safety and health, examples include:
 - Students must be told they are subject to local laws, not U.S. law, while abroad and little can be done by the College or the U.S. Embassy to help them if they are caught breaking the law except visit them in jail.
 - Students should be aware of alcohol and drug laws. If they are carrying prescription drugs, they need to check the host country's website to find out if they are legal in that country.
 - Faculty should advise how to prevent the possibility of being a victim of crime, especially theft, and how to avoid political activity.
 - Go over any local crime or political issues; you may want to distribute the website address for the State Department's Travel Warnings/Advisories and Consular Information Sheets.
 - Review any health issues they should be aware of and vaccinations the CDC recommends.

Re-Entry

The Forum on Education Abroad outlines three objectives for re-entry programming: (1) reflection, (2) articulation (3) integration. The re-entry orientation can be an organized discussion with students when they return, a reflective writing assignment designated as part of the in-country program, or a combination of activities that help the student fully realize their experience abroad. Global Engagement will be responsible for organizing on going re-entry programs and activities to help student integrate their international experience into a broader sense of identity and values.

An important component of this re-entry process is the student's participation in the study away course presentations after they return. This will provide them the opportunity to practice articulating what they learned and the steps they took to gain and strengthen intercultural and professional skills. Although the students are responsible for the presentation, it is important that the faculty provide guidance in organizing the content so it is a thoughtful explanation of their experience and not a post card description of a vacation.

The majority of LaGrange College students study abroad during their junior or senior years. This means they will have

one to two years to unpack their study abroad experience upon returning to campus. This is enough time to clarify how their international experience could influence their academic, personal and professional goals. Here are a few examples of re-entry activities Global Engagement will organize that can challenge and support the students:

1. An informal lunch or dinner with international students where conversations can encourage deeper engagement and understanding of cultural complexities.
2. A workshop hosted by Global Engagement and the Career Development Center on how to create a cover letter and résumé that showcases the soft skills and knowledge gained while studying abroad.

Policies

Maymester and Summer Term

Maymester features one-to-three hour, faculty-led study away courses which require up to 120 hours of student engagement. Pre-departure orientations and course preparation will likely begin during the preceding spring semester, with a sufficient number of faculty/student hours to fully prepare students for the travel component. This preparation may include on-campus and on-line sessions. Even though students will begin coursework, the official start of Maymester is the Monday after graduation.

The travel portion of the Maymester course is after graduation; no on-campus housing will be provided for students (faculty and students will meet at the airport or another pre-arranged place).

Graduating seniors may enroll in a Maymester course but will need to be aware of the following policy. These seniors will be able to walk for graduation, but will not receive their diploma until the following May after successfully completing the Maymester course. Graduating seniors will have to file a graduation petition and a pre-completion request with the VPAA by February 1.

Summer term begins in June and courses can be up to eight (8) weeks long. Both Maymester and Summer courses will be charged a tuition fee in addition to travel costs.

Course Cancellation

The VPAA and Global Engagement reserve the right to cancel a course if any of the following occur:

- The minimum number of students needed for financial feasibility are not enrolled in the course
- There is a substantial increase in the cost of travel
- The faculty do not fulfill their responsibilities according to the policies in this guide
- The status of the faculty member in the department or College changes
- VPAA or President determines that the proposed course is no longer feasible for financial, organizational, or any other reason.

The Global Engagement Risk Management Committee will cancel a course if events in a country or region of the study away course indicate that the safety, security and health of the students cannot be reasonably protected. Refer to the LaGrange College Travel Warning Policy for further information.

Official notification of the course cancellation will be made by Global Engagement by email. Refunds to students will depend on when the course is cancelled and the amount of funds paid out to program providers, airlines, or other vendors..

Faculty Leaders

Two full-time teaching faculty, preferably one male and one female, are required to accompany a faculty-led study away course. Any changes to faculty accompanying a course will need to be discussed with Global Engagement and approved by the VPAA.

Alcohol and Drugs

Even while away from campus, students are bound by the provisions set forth in the Student Handbook. They should be made aware of the local laws and cultural norms governing the possession, sale and consumption of alcohol and drugs in the country where they are traveling. Students must remember that the possession or use of illegal drugs is strictly prohibited. Students, as well as College employees, are expected to exercise moderation and responsible conduct if they decide to consume alcohol. Irresponsible behavior, whether associated with alcohol or not, could result in disciplinary action by the College.

The faculty, in consultation with the VPEMSE, the VPAA, and Global Engagement, will discontinue course participation of anyone who violates local alcohol or drug laws or whose alcohol use poses a potential danger to persons or property or disrupts the academic process of the study away course. The student will not be reimbursed any course costs and will be responsible for any additional costs they incur, including foreign bail costs and legal fees. The participant will be expelled from the course, sent home at their own expense, and be subject to LaGrange College student disciplinary actions. An Incident Report will be filled out by faculty and the student will meet with the VPEMSE upon return.

LaGrange College funds may not be used to pay for alcoholic beverages for anyone. Faculty shall not purchase alcohol for students. Faculty should carefully weigh the consequences of their actions which include the consumption of alcohol whether in the presence of students or not. You must be capable of addressing an emergency at any time.

Student Conduct

While studying away, LaGrange College students remain bound by the policies in the Student Handbook and are responsible for their own behavior. However, faculty are responsible for advising students when they are acting in a culturally offensive way or violating the cultural norms of the country in which they are studying. There should be discussions on appropriate dress, local laws, local mobility (which neighborhoods in the area are safe), gender dynamics, youth/elder relationships, food and meal etiquette, and how to recognize signs of displeasure on the part of host country nationals.

The College may terminate the student's travel approval based on any disciplinary issues or other concerns which the College, in consultation with the faculty, Global Engagement, VPEMSE and VPAA, deems would make the student unsuitable for travel. Non-compliance with College behavior rules during the travel portion of the course shall make the student subject to dismissal requiring the student to pay for an early departure home. The student will not be reimbursed for any course costs and will be responsible for any additional costs they incur, including foreign bail costs and legal fees. The participant will be expelled from the course and subject to LaGrange College student disciplinary actions. An Incident Report will be filled out by the faculty and the student will meet with the VPEMSE upon return.

Faculty may choose to have all participants sign a Behavior Expectations form before departing so rules and group norms are clearly outlined. This form can be added as part of the online application process or you can have the students sign a hard copy during orientation and upload it into their online application. Samples of behavior contracts are located on the Global Engagement website.

Faculty Spouses and Partners

Faculty: A faculty spouse or partner who wants to travel must have prior approval from Global Engagement and the VPAA. Both faculty must also agree to allow them to travel with the students. They need to complete the non-student application on line along with submitting all the required travel forms and a color copy of their valid passport. Spouses and partners will be charged the student fee for the course and will be required to make the deposit and pay in full by the required dates. Their full participation in course activities is expected and they should not disrupt or detract from the academic content of the course in any way. They must abide by all rules and expectations for behavior set by the faculty and by Global Engagement.

Faculty are encouraged to carefully weigh the pros and cons of having a spouse or partner accompany them during the time the program is in session. Faculty must remember that their first priority is to be available to their students 24 hours a day, 7 days a week for the duration of the course. As in on-campus courses, minor children (under age 18) will not be allowed on faculty-led study away courses. These short-term courses typically are not designed to accommodate young children and minors also pose an additional level of liability.

If the number of enrolled students in a faculty-led study away course earns the College an additional free space or discounts through the program provider, it must be used by a faculty or approved staff member who is authorized to take on the responsibilities of accompanying the group and who has been approved by Global Engagement. Faculty are not authorized to offer discounts or free travel to anyone.

Students: Students are not permitted to bring accompanying guests.

Students from other institutions who want to apply for one of our faculty-led study away courses must complete an application to be admitted into LaGrange College as a transient student, pay the required LaGrange College tuition and course fee, and complete the online application and approval process for the course.

Cell Phones

For safety and security reasons, all faculty are required to be accessible by cell phone at all times for the duration of the course. Wi-Fi is generally available in hotels, but not in other venues or on the streets. Therefore, an international cell phone plan is also strongly recommend for students so they can be contacted at all times.

Faculty will need to investigate the most reliable phone communication system in the country or regions you'll be traveling to.

Emergency Contacts

Prior to departure, faculty are required to provide Global Engagement with their cell phone numbers along with the updated daily itinerary, flight information, phone numbers and email addresses for all overseas contacts such as the tour director, hotels, and the program provider's 24/7 emergency number. All participants will be provided with contact information for the nearest U.S. Embassy and given the country's emergency number which is accessible without Wi-Fi. Global Engagement will also provide faculty with cell phone numbers of all students and campus emergency contacts prior to departure.

Transportation

There may be times when study away groups are able to reserve group transportation to and from the Atlanta airport. This will need to be done through National and coordinated by Global Engagement two (2) months in advance of departure. Use the Study Away Transportation Request form to provide National with the departure and arrival dates, flight information, which terminal, number of students, and the faculty cell phones. National will send a confirmation along with the name and cell phone of the driver closer to your departure.

Maymester and Summer: Since students are required to leave campus and dorms are closed, students and faculty for those courses will have to provide their own transportation to and from the Atlanta airport.

In-country: All contracted in-country transportation must have excellent safety records, insurance coverage, and appropriately licensed drivers. Faculty and students are not permitted to drive motor vehicles or ride motorcycles in a foreign country.

Airline Upgrades and Flight Deviations

If faculty or students want to upgrade their airline ticket, they must pay for the difference in price between the upgraded ticket and the student's economy airfare ticket.

Participants on faculty-led study away courses travel together as a group. In rare and specific cases, students may be granted a flight deviation to travel separately from the group or purchase their own ticket. Flight deviations will not be granted in the following cases:

1. Participant wants to use air miles or thinks they can find a cheaper ticket individually.
2. Participant wants to join program late or leave early.

Faculty are expected to fly to and from the program destination with the student group and on the same flight as the

student group. Any deviations must be pre-approved by the Global Engagement. Students who think they may qualify for a flight deviation must contact Global Engagement as soon as possible for information about the approval process.

Independent Travel During the Course

Students have the opportunity to explore on their own during designated free days in the course itinerary. If students want to travel independently during this free time, they must speak to the faculty who will approve the travel at their discretion. The Independent Travel Form will need to be completed and turned into one of the faculty. The faculty and the students must be aware of any Department of State travel warnings and CDC health advisories issued for the area. This will affect the decision to allow travel. All students are expected to travel in pairs, never alone.

Deviation from Itinerary at the End of the Course

If a student wants to leave the group at the end of the course to travel and return on their own, they must complete the Deviation from Itinerary Request prior to departing the U.S. A faculty member and the Global Engagement Program Coordinator must sign the form and the original will be kept on file in Global Engagement. A copy will be uploaded into the student's application. It is very important that this be done as far in advance as possible so the faculty and program provider are aware of these plans and the student can alter their flight arrangements with little or no penalty fees. The student is responsible for any additional charges related to this change.

Insurance

Every participant and faculty will be covered by the LaGrange College insurance policy with Educational and Institutional Insurance Administrators, Inc. (EIIA). EIIA covers emergency medical and also offers emergency Travel Assistance Services.

Remember to include a list of activities in the course proposal so adventure sports and water activities can be identified and checked with EIIA to make sure they are covered. Excluded always are skydiving/parachuting, hang gliding, bungee jumping, mountain climbing, potholing (cave exploring, etc.), ziplining and motorcycle riding. Scuba Diving is excluded except as an assigned part of a curriculum. Snorkeling and Skiing are also covered when associated with curriculum. A rider for some activities may be possible if approved by the EIIA. Riders require an additional fee. Course activities will also be listed in the Waiver form which students will need to read and sign as part of their application.

Contact Global Engagement if you have any questions about the College coverage.

Travel and Health Warnings

Faculty should be familiar with health and safety concerns associated with the country they are traveling to and make certain their students are well informed. Consular information sheets are available on the Department of State website for every country and includes basic information and country-specific recommendations for U.S. citizens. These information sheets may include warnings or recommendations to avoid travel to a specific region or area in a country and describe travel advisories on crime, political unrest, terrorism, natural disasters, health, and events.

Students are required to review this information as part of their post-decision application process.

The Study Away Risk Management Committee which is composed of the VPAA, the VPFO, and the VPEMSE, can cancel or suspend a course if conditions in a country or region rise to the Department of State's **Level 3, Reconsider Travel** or **Level 4, Do Not Travel** and/or the CDC's **Level 3, Reconsider Nonessential Travel**, or **Level 4, Avoid All Travel**.

Faculty should familiarize themselves with the College's Risk Management Plan which can be found at <https://passport.lagrange.edu/?go=RiskandCrisisManagement>. The Travel Warning Policy can be found at <https://passport.lagrange.edu/?go=Travel%20Warning%20Policy>

Responsibilities While Abroad

Faculty responsibility for their students is 24/7 and begins on the first date of travel and ends when they accompany them back home. There may be occasions when students want to go out for an evening or spend a free day exploring on their own. You should be aware of where they are going, that it is a safe area, and that they are traveling in a group,

never alone. A communication plan is required to be in place so students and faculty know how to contact each other at all times. Faculty are also responsible for becoming familiar with their students' medical information, emergency plans, and mitigating risks while traveling.

Faculty Travel Risk and Crisis Management Plan

While this can be an enjoyable learning experience for everyone, there may be times when a student needs emotional, legal, or medical assistance. The Faculty Travel Risk and Crisis Management Plan addresses how to minimize risk and deal with a crises. Please read through it carefully and carry a copy while traveling. It is also posted on the Global Engagement website. LaGrange College emergency contacts are listed in the plan and faculty should also make note of the closest Embassy or Consulate and how to contact them.

All faculty are required to carry copies of passports and emergency medical forms for all participants, including themselves.

An information packet will be given to each course. It will include:

- Copies of passports
- Emergency Medical information for all participants
- Travel Risk and Crisis Management Plan
- Incident Report
- Independent Travel Request
- Roster with cell phone numbers
- Campus emergency contact names, numbers and emails

Assessments

Study Away Course Evaluation

Student course evaluations will be conducted by the Office of Institutional Effectiveness via the College's online survey tool. The evaluation will open the last day of the course and will remain open for five to seven days. We encourage faculty to remind students to complete this survey. This evaluation is meant to provide faculty with information on what is successful and how they may fine tune the course content and itinerary to improve the study away experience. Results will be shared with faculty and Global Engagement to aid in the planning of future courses.

Study Away Student Learning Outcome Assessment

Global Engagement has three student learning outcomes that study away courses need to address:

1. Global Awareness: Students will apply interdisciplinary skills and knowledge when analyzing the complex interconnectedness of local, national, international, and global systems and intercultural issues and trends.
2. Global Engagement: Students will develop an understanding of how collective or individual actions can impact global systems and intercultural problem solving.
3. Global Perspective: Students will demonstrate a willingness to be an informed, open-minded, and responsible citizen who is attentive to diverse perspectives across the spectrum of differences.

Faculty will have access to the Global Learning Rubric, SLO Assessment form, and assesment instructions in the course proposal application. Completed assessments should be turned to the Office of Global Engagement.

Responsibilities

Faculty

18-24 months in advance:

- Submit Faculty Intent to Study Away to Global Engagement
- Meet with Global Engagement to discuss proposal, possible program providers and budget.
- Be aware of safety and travel concerns related to destination(s).
- Work with program provider/vendors to develop course content, logistics and student costs, keeping Global Engagement notified of progress.
- Work with Global Engagement on budget and set advertised student fee.
- Submit online course proposal application and notify Program Coordinator and Department Chair to review and approve online prior to deadline.
- Proof and edit copy for online course brochure and provide images to use with course description.

10-12 months in advance:

- Meet and interview each student who is submitting an application and sign instructor interview form.
- Work with Global Engagement on recruiting strategies (information sessions, flyers, etc.)
- Organize at least one meeting or information session to recruit students. Inform Global Engagement when and where this will take place to help advertise it on Facebook page, email, etc.
- Review student applications in Terra Dotta.
- Set up course information in LMS if using online component.
- Schedule Orientations and notify Global Engagement of dates, times and locations.

3-4 months in advance:

- Review medical information, make note of health issues and communicate all personal requests (dietary restrictions, rooming preferences) directly to program provider.
- Turn in final budget and syllabus to Global Engagement.
- Conduct pre departure orientation.

1-3 months in advance:

- Request travel advance at least two (2) months prior to departure.
- Turn in final itinerary, flight details and emergency contact information to Global Engagement.
- Receive copy of Risk and Crisis Management Plan; embassy, consulate and campus emergency contact information; copies of everyone's emergency medical form, valid passport, and cell phone numbers from Global Engagement.
- Arrange for cell phone rental, SIM card, or international cell phone plan.
- Speak with program provider/vendors before departure to confirm logistics.
- Final course syllabus should be turned into the Office of the VPAA.

While traveling:

- Serve as on-site crisis manager and immediately contact the VPAA or the VPEMSE with concerns and/or emergencies.
- Encourage students to complete online course evaluation. Link will be emailed to students by the Director of Institutional Effectiveness.

Upon return:

- Complete expense report, cash advance report, credit card reconciliation form and turn into Global Engagement for approval and account coding.
- Remind students to complete the online evaluations for the course.
- Assist students in preparing for Study Away presentations.

Office of Global Engagement

18-24 months in advance:

Meet with faculty to discuss logistics, itinerary and determine program provider/vendors.

Assist with course development and budget.

Collect course proposal applications; assess risk factors of location and course activities, review and approve before submitting them to the VPAA for review.

Once the proposals are reviewed and approved by VPAA, the approved proposals will then go to APC for approval and then to faculty for final approvals.

Update Terra Dotta course brochure pages with approved course description and other details

Update student Waiver with any inherently dangerous activities that will be included in the course and report those to the VPAA and VPFO.

Send approved course information to Registrar to assign course numbers.

Provide the Business Office with the list of courses and student fee.

Review Terra Dotta for any updates and edits in forms and scheduling dates for email notifications and reminders.

10-12 months in advance:

Provide students, faculty with information about application process.

Respond to student questions regarding application deadlines, deposits, required forms and passport, and Smith Travel Grant criteria.

Send list of Smith Travel Grant applicants to Financial Aid to provide ranking and financial aid information.

Provide rankings to Grant Committee for awarding grants

Send completed application list to Student Engagement for review.

Report to faculty all students that Student Engagement has not approved for travel or has incidents that may prevent them from being approved.

Schedule Terra Dotta to notify students regarding approval or denial of course, Smith Travel Grant applications.

Collect all travel forms, valid passport copies in Terra Dotta.

Notify Business Office which students are awarded Smith Travel Grant and the amount.

Send Registrar list of approved students who have paid their deposit to register for the course.

If insufficient enrollment, discuss with VPAA to decide whether the course should remain open or be cancelled.

Work with faculty and program provider to arrange payment schedules and have contracts approved and signed by VPFO.

Review budget with faculty to make sure it remains on track.

Schedule Study Away presentations.

3-4 months in advance:

Review final budget for each course.

Provide an overview of the College's health, safety, alcohol and behavior policies during course orientations.

1-2 months in advance:

Provide travel instructors with a copy of Risk and Crisis Management Plan; embassy, consulate and campus emergency contact information; copies of everyone's emergency medical form, valid passport, and cell phone numbers

While traveling:

If necessary, respond to emergencies or concerns while course is off campus.

Review online Student Evaluation for changes. Notify Office of Institutional Effectiveness of travel dates.

Upon return:

Review faculty expense report/receipts, cash advance report, and credit card reconciliation and submit to the Business Office.

If necessary, schedule a post trip meeting with faculty.

Organize re-entry orientation programs and activities.

Reviews evaluations.

Associate Vice President for Academic Affairs

18-24 months in advance:

As Director of General Education, assists and supports faculty in developing study away course goals and outcomes to comply with Ethos curriculum.

1-2 months in advance:

Prepares the course shells in the LMS, for study away faculty to load their syllabus and course information.

Business Office

6-12 months in advance:

Reviews contracts with VPFO and processes payments.

Collects student deposits and payments.

Notifies Global Engagement when a student makes a deposit so they can be registered for the course.

Addresses any student financial issues and works with them to develop a payment schedule.

1-2 months in advance:

Prepares travel advances for faculty and notifies bank who is traveling where and when and to increase credit card limit.

Registrar's Office

12-16 months in advance:

Assign course and term numbers for study away courses.

Enroll approved and paid travelers per Global Engagement.

Institutional Effectiveness

12-16 months in advance

Provides guidance to Global Engagement in assessing study away courses.

1-2 months in advance:

Schedules emails so course evaluations can be completed by students.

Prior to return:

Student Evaluation will be emailed to students along with instructions.

Email course evaluation report to faculty and Global Engagement.

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