



# Developing Short-Term 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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## Faculty and Staff Guide

Office of Global Engagement  
Study Away Program



**LAGRANGE**  
COLLEGE



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## Ethical Standards of Study Away

Our contemporary world is marked by contrasts of both increasing globalization, and a backlash to contemporary globalizing trends. In these times, knowledge and awareness of other peoples, countries, cultures, and beliefs as well as all living things and their environments are of utmost importance. Ethical international educators provide such programs and services with the highest level of integrity and responsibility. To accomplish this goal, we attend carefully and actively to the ethical obligations that emerge from our relationships with students, scholars, institutions, international partners, and other stakeholders.

International educators share clear and defined values. We promote the welfare of the students and scholars in our programs. As educators, practitioners, and international support providers, our decisions ensure that our programs 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 self-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 Wiedenhoft, 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

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## 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, Maymester, 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 months in advance of the departure date. This allows leaders the necessary time to work with a program provider to develop the course curriculum and itinerary in a foreign country or here in the United States. The table below lays out the timeline for submitting a proposal. All dates are a year in advance of when the course will take place.

A timeline with responsibilities is located at the end of this guide.

Term	Submit Intent Form, meet with OGE and develop course	Review and approve course proposal within department(s)	Deadline to submit proposal	OGE Final Approval
Spring Semester Embedded Mini Term Maymester	Before December 1	Before January 15	January 15	March 1
Summer	Before February 1	Before March 1	March 1	April 15
Fall Semester Embedded Mini Term	Before September 1	Before October 15	October 15	December 1

## Developing Study Away Courses

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.** 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. Leaders 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.

<https://us-prod-api.terradotta.com/file-api/files/public/D7CE42F4233FE523C9368D803E7774E3/file/554388>

### **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/professional-resources/browse-by-interest/education-abroad>

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

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

### **Who can propose a study away course?**

Study away courses can be proposed by full-time teaching faculty who will be the primary leader. Two full-time faculty or one full-time faculty and one full-time staff are required to lead a course. A male and female are preferable, but if that is not possible, two leaders of the same gender will be considered. Both the primary faculty leader and the second leader must be identified in the course proposal.

### **Faculty and Staff Leaders**

A short-term study away course is required to have two leaders. Both leaders will have equal teaching and administrative duties, receive their regular base salary if the course takes place during a normal work period, and have their program expenses covered.

Full-time faculty and staff members with the appropriate credentials as defined by the Southern Association of Colleges and Schools Commission on Colleges in Standard 6.2.a (Faculty qualifications) of the *Principles of Accreditation* can assume the responsibility of developing and teaching a study away course.

What are the requirements for staff to qualify for participation?

- Must be exempt staff and have the appropriate credentials.
- Complete online training modules in Brightspace.
- As soon as the staff and faculty members express interest, they must submit an *Intent to Study Away* form directly to their supervisors for approval. If approved, they can begin planning and submit a proposal.

What role do leaders have in selecting a staff or faculty member as a partner?

- Everything! Leaders (overall name for both faculty and staff) choose their partner – a good working relationship between the two leaders is critical to the success of a study away course.

### **Alternative Leader**

An alternate leader must be identified to lead the group if one of the leaders cannot perform their designated duties. Should it appear that one of the leaders will not be able to fulfill their duties, an alternate leader will be activated, if feasible, per the following guidelines:

Global Engagement, both course leaders, and alternate leader will meet as early as possible prior to course departure or communicate by video meeting or email if the program has already begun. The following items should be addressed (as applicable):

- Is the alternate leader available for the duration of the short-term program?
- Is the alternate leader able to travel to the destination location (citizenship, destination visa entry requirements, legal considerations returning to the U.S., etc.)?
- Does the course schedule need to be revised to better accommodate the alternate leader's academic strengths, scheduling issues, etc.?
- How will any additional costs incurred be covered?

Global Engagement, leaders, and alternate leader will decide upon an action plan specifically stating steps to be taken and who will be responsible for each action item.

Global Engagement will share the action plan with relevant academic department chair(s), program coordinators, the VPAA or designee.

The alternate leader will:

- Review the Short-Term Study Away Guide
- Complete the online training modules.

Should the designated alternate leader not be able to fulfill their commitment to lead the program, Global Engagement will work with the leaders, academic department chair(s), program coordinators, and the VPAA or designee to identify another LC faculty, staff member, or program provider personnel in the host country to teach the course(s) associated with the program.

Every effort will be made to continue the program while ensuring the academic integrity of the associated course(s). If appropriate arrangements cannot be made the program may be cancelled.

### **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 and staff work with a seasoned study away course leader who can guide you through this experience. If you do partner with another first-time faculty or staff 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 and staff should consider a domestic destination first. The additional responsibilities taken on while traveling with students are vastly 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 faculty and staff can attend?**

There is an online training module in Brightspace that faculty and staff will need to complete. It is a review of the process and policies for developing a study away course.

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

## **When Do Short-Term Study Away Courses Occur?**

Short-term study away courses take place during Spring and Fall semesters, Maymester and Summer term.

Embedded courses occur during the Fall and Spring semesters for either a full semester or as a mini term. Travel can take place during a break or at the end of the semester during May. For semester embedded courses tuition will be included in the semester fee.

Maymester is three (3) weeks long and begins the Monday after graduation. Pre-departure orientations and course preparation will begin during the preceding spring semester, with enough contact hours to fully prepare students for the travel component. This preparation may include on-campus and on-line sessions. No on-campus housing will be provided for students, and everyone will meet at the airport or another pre-arranged place. Maymester tuition and credit hours will be included with the Spring semester.

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

Summer term begins in late May and ends in mid-August. Summer study away courses can be up to eight (8) weeks long, giving the students a more immersive experience. Summer courses will be charged a tuition fee in addition to travel costs.

## **Choosing the Right Program Provider**

Both leaders will meet with Global Engagement to discuss and determine which program provider is best for the location and academic requirements of the course.

It is highly recommended that all short-term study away courses work with a College approved program provider to handle transportation, on-site logistics, and assist with programming. This allows the leaders to focus on the curriculum and instruction. Global Engagement can grant special permission to do otherwise if LaGrange College or a leader has a relationship with an institution or organization in the desired location that can provide logistical support, classroom, and/or housing. This type of partnership shares the responsibility between the two parties and can help control costs, 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. They have extensive academic infrastructures and specialize in the complex logistics of study away. They also provide onsite support for emergencies. All 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, cost and ease of transportation, housing, etc. Global Engagement can advise on the logistical aspects of certain 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 leaders have experience or expertise relative to the culture?**

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

### **Minimum and Maximum Enrollment**

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

Funds should be built into the student fee to offset the expenses for two (2) leaders. A program provider sometimes has a student to leader 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 (2) leaders.

Your budget is what usually determines the least number of students two (2) leaders 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 leader ratio, based on supervision needs, than an art history study away course. You should always keep in mind that the student to leader ratio for study away courses should be smaller than on-campus courses because of the additional responsibilities the leaders assume arranging logistics, offering travel advice, dealing with health issues, resolving housing and budget issues, and responding to other miscellaneous 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. Think of the requirements that are in place for the LC campus classrooms and dorms.

When considering accommodations, leaders 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 leaders have a single? What is the supplemental charge for a single room?

### **Passport and Visa Requirements**

Check the U.S. Department of State travel website for information on specific countries:

<http://travel.state.gov/content/passports/english/country.html>. LaGrange College requires passports to have

a validity of at least six (6) months after the date of departure from the destination.

## **Health and Safety**

Health and safety abroad are major concerns and priorities of LaGrange College when planning short term study away courses. It involves numerous factors that should be considered when selecting locations, accommodations, planning excursions, collaborating with community organizations, etc. Leaders 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 leaders 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 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, staff, and faculty.

## **Travel Advisories and Health Notices**

Both leaders 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 [www.travel.state.gov](http://www.travel.state.gov) for every country and includes basic information and country-specific recommendations. 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.

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.

Important safety and security issues need to be included in your proposal and discussed with Global Engagement. 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 to the CDC's **Level 3, Reconsider Nonessential Travel**, or **Level 4, Avoid All Travel**.

Both leaders 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>.

Global Engagement will register all international study away courses with STEP, the State Department's Smart Traveler Enrollment Program, prior to departure.

## **Proposal Development**

### **Attendance, Contact Hours and Credit Earned**

Full participation is key to students successfully completing a short-term study away course and this should be made clear in the syllabus. Students are expected to attend a pre-departure orientation and all designated class meetings prior to their departure. Students must stay for the entire program abroad, late arrivals and early departures will not be allowed.

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 leader 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 a leader’s instruction is involved. In short, any activities that help the leaders achieve the learning goals of the course are co- curricular. 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 of their time sleeping or plugged into a device.
- Group meals only count when 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.

## **Proposal Review**

The goal of the reviewing process 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 or staff 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 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 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.

## **The Process**

**Existing Course:** Short-term study away course proposals for existing courses go through a two-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 be approved 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 work.

**New Course:** If a new course is being proposed it will need to be submitted to APC for review and approval prior to Global Engagement and the VPAA approval.

Once approved, any major changes to the course itinerary or budget must go through Global Engagement for review and approved by the VPAA or designee.

## **Course Cancellation**

The VPAA or designee 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
- Leaders do not fulfill their responsibilities according to the policies in this guide
- The status of a leader changes in the Office, Department or College
- 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.

Global Engagement will officially notify students of course cancellations 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.

## Budget Development

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 leaders. Both leaders should always make sure their course is adequately budgeted. Underestimating expenses 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 a 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. Global Engagement can help you work through your budget and set your student fee.

If there are two or more courses traveling together, the primary faculty leader will be responsible for developing the budget for the group. Leaders 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 managed 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 or designee for approval. If the proposal and budget are approved, leaders 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 leader upgrades their airline ticket, they will be responsible for paying the difference in cost. Please refer to **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. Reservations will need to be made through National and coordinated by Global Engagement 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 leaders' cell phones. National will send a confirmation along with the name and cell phone of the driver closer to your departure.

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)

**In-country transportation:** All contracted in-country transportation must have excellent safety records, insurance coverage, and appropriately licensed drivers. Will you be using mass transit passes, buses, trains? Is this part of the program provider's all-inclusive package?

Leaders and students are not permitted to drive motor vehicles or ride motorcycles in a foreign country.

### **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 leaders 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 leaders 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, leaders will be responsible for reimbursing the College.

Leaders 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](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 leader.

### **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 do not have to request additional funds from the students during the course.

## **Contingency Fund**

Five percent of the 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. All course contracts are reviewed by Global Engagement and 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.

Wire transfers must be submitted to Global Engagement at least two (2) weeks 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 manage expenses without receipts.

### **College Credit Cards**

Each leader will have a credit card which should only be used for course expenses. The Business Office will contact the bank to inform them when and where each leader 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 the form 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 of your return. Cash Advance Reports with receipts should also be turned in at the same time. Global Engagement will assign accounting codes.

## **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 postcard 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 quite 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. Leaders 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 short-term 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 leader for that course. This is when leaders can ask questions to find out more about the student and go over the course requirements. The course leader will need to sign off on the Instructor Interview form and the student will then upload the 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 leader will be notified immediately if there is a student who has not been approved and why. Once this step is completed, the leaders will review their applications online. If leaders 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 leader 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 one or two students as a cushion should someone withdraw.

### **Financial Aid for Short-Term Courses**

Because embedded and Maymester courses are included in a semester, financial aid can be used to pay tuition. Financial Aid will determine if there is any remaining financial aid that can be used to pay for travel costs. Students may receive federal financial aid for a summer program if they contact Financial Aid and plan in advance to reserve some funds for summer and enroll in a minimum of six credit hours.

The Smith Travel Grant is available for sophomore and junior students participating in a for credit study away course. Applications and criteria 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 students 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 is 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. Both leaders 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 leaders to carry while traveling and must be kept confidential.

It would be helpful if prior to traveling, leaders asked all their students to meet with them on an individual basis to discuss any health concerns they would like to discuss. If a student discloses a medical issue that leaders 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 through Global Engagement. It contains a section on Best Practices that can give you further guidance.

## **Non-LaGrange College Applicants**

**Spouse or Partner of Leaders:** A spouse or partner who wants to travel must have prior approval from Global Engagement and the VPAA or designee. Both leaders must also agree to allow them to travel with the students. They need to complete the non-student application online 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 leaders and Global Engagement.

Leaders 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. They must remember that their first priority is to be available to their students 24 hours a day for the duration of the course. Minor children (under age 18) will not be allowed on

short-term study away courses. These 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 study away course earns the College an additional free space or discounts through the program provider, it must be used by 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. Leaders are not authorized to offer discounts or free travel to anyone.

**Students:** LaGrange College Students are not permitted to bring accompanying guests. Students from other institutions who want to apply for a LaGrange College short-term study away course must be admitted into LaGrange College as a transient student, pay the required LaGrange College admission fees, tuition and course fee, and complete the online application and approval process for the course.

## 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 presented by Global Engagement, who will cover general information about health and safety, code of conduct, and alcohol and drug policies. The leaders 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, textbooks
- 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. Leaders 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 informed that they are subject to local laws, not U.S. law, while abroad.
  - Students should be aware of alcohol and drug laws. If they are carrying prescription drugs the need to be labeled and check the host country's website to find out if they are legal in that country.
  - Leaders 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 collaborate with the leaders in organizing on-going re-entry programs and activities to help students integrate their international experience into a broader sense of identity and values.

Most LaGrange College students who study away will have one to two years to unpack their study abroad experience and share it with other students. A presentation or panel discussion will provide an opportunity to practice articulating what they learned and encourage other students to study away.

Here are two examples of re-entry activities 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 highlights the soft skills and knowledge gained while studying abroad.

## **Responsibilities While Abroad**

A leader's responsibility for their students is 24/7 and begins on the first day of travel and ends when they accompany them back home. Emergency and communication plans are required to be in place, so students and leaders know what to do and how to contact each other. Leaders are also responsible for becoming familiar with their students' medical information, emergency plans, and mitigating risks while traveling.

While this can be an enjoyable learning experience for everyone, there may be times when a student needs emotional, legal, or medical assistance. The Short-Term Travel Risk and Crisis Management Plan addresses how to minimize risk and deal with a crisis. Please read it carefully and carry a copy while traveling. It can also be found on the Global Engagement website. The campus emergency contacts are listed in the plan.

All leaders are required to carry copies of passports and emergency medical forms for all participants, including the leaders. Global Engagement will give an information packet to the Primary Faculty Leader for 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

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.

## **Independent Travel During the Course**

Students can 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 leaders who will approve the travel at their discretion. The Independent Travel Form will need to be completed by the student and turned into one of the leaders. The leaders and 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 leader 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 leaders, program provider and Global Engagement 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.

### **Flight Deviations**

Participants on short-term 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.

Leaders 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 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.

### **Insurance**

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

Remember to include a list of activities in the course proposal so adventure sports and water activities can be identified and checked with EIIA. 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.

### **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 behavior if they decide to consume alcohol. Irresponsible behavior, whether associated with alcohol or not, could result in disciplinary action by the College.

The leaders, in consultation with the VPEMSE, the VPAA or designee, 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 one of the leaders and the student will meet with the VPEMSE upon return.

LaGrange College funds may not be used to pay for alcoholic beverages for anyone. Leaders shall not purchase alcohol for students. Leaders 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, leaders 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 leaders, Global Engagement, VPEMSE and VPAA or designee, 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 one of the leaders and the student will meet with the VPEMSE upon return.

Leaders 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 behavioral contracts are located on the Global Engagement website.

### **Cell Phones**

For safety and security reasons, both leaders are required to always be accessible by cell phone 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 recommended for students so they can always be contacted. Leaders will need to investigate the most reliable phone communication system in the country or regions you will be traveling to.

### **Emergency Contacts**

Prior to departure, leaders 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 leaders with cell phone numbers of all students and campus emergency contacts prior to departure.

## 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 is emailed on the last day of the course and will remain open for five to seven days. We encourage leaders to remind students to complete this survey. This evaluation is meant to provide leaders 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 leaders 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.

Leaders will have access to the Global Learning Rubric, SLO Assessment form, and assessment instructions in the course proposal application. Completed assessments should be returned to the Office of Global Engagement no later than four weeks after the conclusion of the course.

## Responsibilities

	Timetable	Task
<b>Primary Faculty Leader</b>	16-18 months in advance	Submit Intent to Study Away form to Global Engagement
Primary Faculty Leader may assign tasks to the 2 <sup>nd</sup> Leader.		Meet with Global Engagement to discuss proposal, 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.
		Obtain approval signatures of Program Coordinator and Department Chair and submit online course proposal.
		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 applying 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.
		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.
		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. Turn in final itinerary, flight details and emergency contact information to Global Engagement.
	While traveling	Serve as on-site crisis manager and immediately contact the AVPAA, VPAA, or the VPSEMSE 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.
<b>Office of Global Engagement</b>	16-18 months in advance	Meet with leaders 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.
		Inform leaders once the proposals are reviewed and approved by VPAA. If this is a new course, the approved proposal will then go to APC for approval and then to full 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 or designee and VPFO.
		Send approved course information to Registrar to assign course numbers.
		Provide the Business Office with the list of courses and student fees.
		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 and leaders 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 leaders all students that Student Engagement has not been 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 or designee to decide whether the course should remain open or be cancelled.
		Work with program provider to arrange payment schedules and have contracts approved and

		signed by VPFO.
		Review budget with leaders to make sure it remains on track.
	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 expense report/receipts, cash advance report, and credit card reconciliation and submit to the Business Office.
		If necessary, schedule a post trip meeting with leaders. Organize re-entry orientation programs and activities. Reviews evaluations.
<b>Business Office</b>	6-12 months in advance	Review 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	Processes travel advances, orders foreign currency and notifies bank who is traveling where and when; increase credit card limit.
<b>Registrar's Office</b>	12-16 months in advance	Assign course number if needed.
		Create courses and posts course fee in J1.
	10-12 months in advance	Enroll approved and paid travelers per Global Engagement.
<b>Institutional Effectiveness</b>	1-2 months in advance	Schedules course evaluations to be completed by students Prior to return: Student Evaluation will be emailed to students along with instructions.
		Email course evaluation report to leaders and Global Engagement.





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