Faculty-Led Study Abroad Program Policy and Procedure Manual

SUNY ONEONTA
Office of International Education
September 2013
REQUEST TO CONDUCT A FACULTY-LED STUDY ABROAD PROGRAM

This form must be completed for any course in which there is an off-campus travel component as defined in the faculty-led off-campus program policy and must be accompanied by all required documents listed below.

TERM:
- Summer
- Fall
- Winter
- Spring

Course number and Title: ________________________________________________
Off-Campus Location: ________________________________________________
Dates of travel: _______________________________________________________
Faculty Coordinator: _________________________________________________
Additional Faculty (if applicable) _______________________________________

The following documents are to be attached to this form:
- Course Description for existing course, or New Course Proposal Form for new or Special Topics
  Course must address the nine questions contained in the instructions
  http://www.oneonta.edu/admin/registrar/pages/newcourse_inst.asp
- Course Syllabus: showing how the travel piece fits into the student learning outcomes of the course
- Travel Itinerary: this should include where, when, lodging, and travel to and from site
- Line Item Budget (if applicable)

By submitting this request, I agree to adhere to the college’s policies regarding faculty-led off-campus programs and will follow the procedures as outlined by the Office of International Education (OIE).

Instructor of Record Signature: _______________________ Date: ____________
Approved by Department Chair: _______________________ Date: ____________
Approved by Academic Dean: _________________________ Date: ____________
Approved by Director of OIE: _________________________ Date: ____________
Approved by Provost: ________________________________ Date: ____________
One crucial component of a truly educated citizen today is understanding our world with its varied peoples, cultures, and lands beyond US borders. As an educational community committed to preparing students for both a professional and personal life within a global context, it is imperative that SUNY Oneonta provides numerous learning opportunities for its constituents, such as faculty-led international study programs. This manual, developed by the Office of International Education (OIE), provides information and guidelines for faculty-led study abroad programs.

The OIE is responsible for coordinating and facilitating all SUNY Oneonta faculty-led study abroad programs, from initial inception and development to post-course assessment. Any faculty member interested in providing an international educational opportunity for students should contact the OIE (607-436-3369).

SUNY policy requires that faculty-led study abroad programs, under the sponsorship of SUNY Oneonta, must be coordinated with the OIE and approved by the appropriate Department Chair, Dean, Provost, and SUNY Global.

New and repeat courses both require a program proposal to be submitted by the established deadline to the appropriate offices and personnel. The necessary forms and guidelines for the proposal can be obtained at the OIE, or online at http://www.oneonta.edu/academics/inted/. In addition, an orientation for faculty leaders will be provided as needed by OIE.

GETTING STARTED:

Faculty-led study abroad programs can be most rewarding for the leaders, and also very time consuming. An effective faculty leader needs:

- Firsthand, specifically relevant experience in the country, or plans to work with a customized program provider. They must have appropriate knowledge of the country involved to achieve the goals of the program and ensure the health and safety of participants.
- Academic expertise in the content areas covered by courses for which credit will be awarded.
- Organizing and planning skills, and the ability to keep track of a number of details simultaneously.
- Recruitment techniques and enthusiasm: faculty leaders must be willing to spend time speaking with students to promote the program.
- Good health, to handle the physical and emotional demands of the program overseas. While some program sites present no more challenge than living in Oneonta, other locations and multi-site programs may be much more rigorous.
- Leadership qualities and willingness to take charge in any situation where students need to be directed, rather than consulted. Faculty leaders must be available 24/7.
- Appreciation for increased contact with students that is inevitable in an overseas setting.
Commitment to set a good example for participants and to follow the policies, procedures, and code of conduct for SUNY Oneonta, host institution, U.S. law, and host country law.

Ability to adequately ensure the safety and security of a group of students.

Directing a faculty-led study abroad program is a full-time commitment for the entire journey and very different from teaching an on-campus or web-based course. The initial step in the planning process is making an appointment with the OIE, which will provide helpful direction and suggestions during the early development stages. Ideally, the planning process for a program should begin at least 12 months in advance.

A faculty-led study abroad program is a collaborative venture, involving the faculty team leader, the OIE, and the faculty member's academic department/college. They are actually academic courses and offerings of the department, school, and individual faculty leader. As such, Deans and Department Chairs have a responsibility for program review, ensuring full compliance with institutional academic standards.

PROGRAM MODELS

1. Customized program delivered through a third party program provider
2. Faculty leader organizes and directs the program entirely
3. Hybrid model incorporating both of the aforementioned models

LENGTH OF COURSE

Most of the faculty-led study abroad programs are conducted either during the early weeks of summer or during the time period between fall and spring academic terms. Typically, the travel portion of the course is between 2 and 3 weeks in duration.

AVERAGE COST OF PROGRAM

Program cost depends largely on program length, location, airfare, and on-ground expenses. For example, program costs may range from $2,000 - $4,000 (not including SUNY Oneonta tuition/fees or student out-of-pocket expenses). As to be expected, programs with lower costs tend to attract more students.

PROGRAM SIZE

Careful consideration must be given to the number of participants admitted to the faculty-led study abroad program. The student-faculty ratio should be smaller than that of an on-campus course, as the role of the faculty leader extends far beyond the classroom. His/her time will be spent not only on instruction and evaluation, but also on arranging logistics, dispensing travel
advice, counseling students struggling with the demands of cultural adaptation, resolving housing and budget issues, and responding to problems.

Another determining factor of the program size is the program budget. A 10-student minimum is usually necessary to make the program fiscally feasible. The maximum number of students may be determined by the facilities available at the program site (i.e. housing, transportation, access to cultural sites, excursions arrangements, etc.). The faculty leader may also have a preferred maximum number that he/she is willing to take, based on activities planned, course work required, and evaluation methods.

Typically, a course with one faculty leader should have no more than 15 participants. Previous faculty leaders have recommended that two faculty leaders should not take more than 30 students. Ultimately, the specific discipline and course requirements will determine the program size.

PROGRAM ASSISTANTS

With some faculty-led trips, it may be advisable to include a program assistant. The individual can be of significant help, especially with trips involving a large number of participants. A portion of the cost of the assistant’s travel expenses can be factored into the leader’s total cost package.

The need to clearly define the role of the program assistant necessitates a job description or set of responsibilities and expectations. The leadership team should also spend time before departure discussing their interaction with students, including the level of formality, use of titles or first names, and staff interaction with students. Due to the academic, intercultural, social emotional intensity and responsibilities of these programs, it is important that the leadership team understand each other’s expectations.

FACULTY COMPENSATION

- Courses taught in Fall/Spring semesters should be part of the faculty’s course load and are not subject to extra service pay.
- Courses taught in Summer/Winter session will need to meet the minimum enrollment as established by the institution.
- Team teaching options: during the Summer or Winter Session.
  - When faculty choose to team teach one course, the stipend is split between the two.
  - When two separate courses are taught together, both must meet the minimum enrollment set by the Summer Session Office to receive full salary stipend.
● Team teaching during the fall or spring semester as part of course load requires the Department Chair and Dean's approval.

LOGISTICS AND TRAVEL PLANNING CONSIDERATIONS

● Carefully consider the number of sites to be visited, their geographical proximity to each other, and the anticipated time traveling between them. Visiting a large number of sites and/or countries does not necessarily create the best program.

● Consider modes of travel and utilize the opportunities they present for pedagogy. Transit creates good opportunities for the faculty leader to check in with students, assess how they are doing, learn of their progress on journals and readings, discover more about their interests, and to stay connected with the group.

● Attempt to balance course lectures, site visits, group reflection, and unstructured time. Faculty-led study abroad programs can be exhausting, both to the faculty leader and to students. Take into account jet lag and long bus trips, both of which can add fatigue.

● Balance the different models of site visits. For example, scheduling visits to three museums in one day will probably produce tuned-out students by the afternoon.

● Accommodation varies widely among faculty-led study abroad programs, and is largely determined by cost and availability. If developing a spring break or multi-site program, accommodations will likely be in hostels or hotels. For lengthier trips, homestays, dormitories, or apartment-style housing will be more economical and double-occupancy rooms are the norm. Students are fairly tolerant of hostels for shorter programs, and these keep costs down significantly. However, this is not a good approach for longer programs. Faculty leaders are expected to stay in the same housing provided for participants. Other arrangements must be approved in advance by the OIE. Under no circumstances should a faculty leader share a room with a student.

● Group meals are a great way to build cohesiveness among the participants in any program.

FACILITATING CROSS-CULTURAL INTERACTION

An important component of any program is the cultural encounter between U.S. students and native speakers, guest faculty, and host nationals. Short-term faculty-led study abroad programs allow less time for cultural immersion, and therefore, such encounters should be proactively incorporated in the program.

REFLECTION

Effective faculty-led study abroad programs seek to balance the students' actual experiences with time to reflect on that same experience. A program lacking a context in which to reflect can create uncertainty in regard to expected learning outcomes.
UNSTRUCTURED TIME

Unstructured or "free" time can be a challenge for faculty-led study abroad programs. Too much unscheduled time questions the academic integrity regarding the amount of credit granted, and too little free time compromises students’ abilities to learn due to exhaustion and information overload.

Students need time to complete readings and journals, to explore, to rest, and to process. How much free time should be built in the program depends on the program model. Faculty may factor in directed free time into the itinerary. For example, students may be required to choose and attend two or three cultural activities during the week, on their own time, and then report back to the group. The faculty leader can provide a list of suggested activities or sites for the students during their free time. This enhances students’ confidence by traveling on their own, conducting their own research, and being held accountable for effective use of their time.

GENERAL CRITERIA FOR FACULTY-LED STUDY ABROAD COURSES

1. Academic

- SUNY Oneonta courses delivered internationally must adhere to the same high standards of development, content, departmental approval, and delivery as courses taught on campus. Syllabi for faculty-led courses are submitted as part of the course proposal. The academic experience of student participants is the primary purpose of these programs, and therefore, faculty research occurs only where students participate directly in the research project.
- Are the prerequisites clearly stated and appropriate? Does the course enhance or supplement, rather than duplicate on-campus curriculum? If a new course, has it been approved by the college dean, department head, and academic curriculum committee?
- What are the intended academic goals of the program? Are these feasible goals given the program duration and the resources and facilities available?
- Who is the intended audience for the course? Does the course have a broad enough appeal to attract a sufficient number of student applicants? (i.e. Is it a general education course or a required course for majors or minors?)
- What are the academic advantages to conducting this course abroad? What are the advantages to the specific location proposed?
- Do the excursions and class activities have academic relevance to the course? Are they academically focused? (not tourism)
- What are the admissions requirements for the program? (i.e. GPA, prerequisite courses, class standing, etc.)
- Is the projected program size conducive to an effective learning environment, given the location, facilities, and proposed activities?
Will the program attract interest outside of the major or minor? Programs that focus on a very specific topic can sometimes have difficulty achieving and maintaining sufficient student enrollment.

What is the potential for students from other SUNY campuses and non-SUNY students to participate? How will these potential participants be reached?

2. Cultural and Logistical

- How will this program integrate students into the local academic and community life?
- What will the nature and degree of exposure to the host culture and language be for participants?
- How will the pre-departure classes, orientations, and materials prepare students for the academic and intercultural experience?
- Will international air travel be conducted as a group, or will students be expected to make their own arrangements? If students make their own arrangements, where will the students meet the faculty leader?
- What is the nature of the on-site support services available to students? Have health clinics, a hospital, the nearest consulate or embassy been identified in case there is an emergency?
- What library, computer, research, and office facilities are available at the program site? Are there sufficient resources for students to complete the assigned work?
- How will students be counseled to spend their free time? Will the faculty leader provide a suggested list of activities for the student to do during their free time?
- Will professional training be provided for all risky activities that are appropriate to the course (i.e. horseback riding, scuba diving, etc.)? It is important to know what activities are not covered by the international health insurance and to inform the participants prior to the activity. Faculty leaders are required to be available 24/7.

3. General

- What evidence is there of student interest for this program? (including its location and content)
- What methods will be used to market the program? What student populations will be targeted for promotional activities?
- Is this program sustainable or replicable by future staff?
- How do the projected costs of this program compare with other study abroad programs (group or independent) of similar duration and in the same location offered by peer institutions?
- Does this program support the overall mission of SUNY Oneonta, the academic college, and the department?
- How does this program fit into the range of programs already offered by SUNY Oneonta? Are there other programs in this geographic area or with this academic content? Does this program compete with or complement those existing programs?
4. Programs Involving Multiple Sites

- The program uses an itinerary that neither exhausts the participants or the faculty leader, nor inflates the cost of the program unnecessarily, and provides an in-depth experience in each location.
- Since accommodations for the multiple-site programs are generally in hotels or bed and breakfast settings, the program strives to maximize additional opportunities for interaction with residents of the countries visited.

THINGS TO CONSIDER WHEN BEGINNING TO PLAN A FACULTY-LED STUDY ABROAD COURSE

1. What is the purpose of teaching the course abroad?

- What aspects of the course will be enhanced by the international venue?
- What cultural learning will be gained in addition to the regular course content?
- What can the faculty leader contribute to the international component of the course?

2. Where would the faculty leader like to lead a group?*

- Do they speak any foreign languages?
- Have they lived, traveled, conducted research, or taught abroad in a specific country or region?
- Have they previously visited the site, and can they provide information at the orientation program to prepare students for their study abroad experience? Can they also attest that this site has the necessary resources and support for participants?
- Does the course content lend itself to a particular location in the world?

* Travel to countries/regions with U.S. Department of State (DOS) travel warnings, alerts, and advisories are strongly discouraged and these programs may not be approved by the OIE. DOS travel warnings are available online at http://travel.state.gov/

3. What are the needs of the students?

- Who will most likely participate in this course?
- Will students need any special arrangements (i.e. physical, mental, and learning disabilities, etc.), and can those needs be met at the destination?
- What time of year will students be most likely to participate?
4. **What factors should be considered in making your program feasible and attractive?**

- What countries or cities will the program visit?
- How long will the program last?
- How can costs be kept low for students while maintaining high quality and safety standards?
- What cultural events or excursions are academically relevant?

**Selecting the Time and Dates**

In deciding the dates of a program, the faculty leader should consider the regular SUNY Oneonta semester and summer calendars, graduation dates, deadlines for submitting grades, flight availability, holidays, the overseas destination, and the destination’s climate and tourist season. The travel component of faculty-led study abroad programs should not overlap with regular SUNY Oneonta semesters as this would prevent students from attending on-campus classes.

**Itinerary**

The itinerary of the program should complement the academic plan and vice versa. The itinerary must be realistic with respect to the amount of time it will take the group to travel, dine together or separately, check in and out of accommodations, wake up, obtain tickets and gain entrance to museums or other venues.

Also consider energy levels, as the faculty leader is on-call 24/7. In addition to teaching, the faculty leader will be handling logistics from morning to night. It is important not to overschedule the program as that “free” weekend or day will be attractive to students, as well as provide an opportunity for faculty to rest and revitalize.

**Including a Component on Culture**

To capitalize on the international location, effective programs incorporate opportunities for intercultural learning. Students will begin developing skills for functioning effectively in another culture during pre-departure meetings and orientations. These skills will provide the students more confidence and better prepare them to study in an international setting. As the program proceeds, students will begin to develop a more sophisticated worldview which allows them to approach communication, conflict, and interpersonal relations from a cultural perspective. Language acquisition is another valuable benefit of studying abroad, though it requires more time in-country.
As participants of an overseas program, the students and faculty leader will encounter the foreign culture on a daily basis. However, intentionally creating genuine intercultural learning opportunities can be a significant challenge and only occurs with advanced planning. Possible approaches include:

- Homestays with local families
- "Buddy Programs" that involve regular meetings or activities with peers from the host institution
- Observation of, or participation in, activities typical of the culture: special events as well as everyday activities. Possibilities include: utilizing public transportation, grocery shopping, religious services, sporting events, music or theatre performances, local celebrations and holidays
- Meetings, meals, or gatherings with local students or employees of the institutions being visited
- Briefings prior to site visits that include information on religion, politics, family, cultural traits and mannerisms such as work habits, greetings, and introductions
- Discussions or journaling during the program to stimulate continued observation and analysis of the international location and cultural context
- Regular review/discussion of local news sources including newspapers, magazines, and televisions. Language barriers may be overcome by utilizing native speakers to translate and interpret
- Guided activity sheets that require students to participate, observe, and then comment regarding cross-cultural learning

**The Evaluation of Academic Content**

It is important that assignments be 'gradable'. Methods for evaluation of performance might include: research or reflection papers, essays, reports, projects, field exercises, or journals. Will sufficient time be provided to complete such assignments? Will there be adequate time to review assignments periodically, or collect all work at the end of the program?

**Student Financial Assistance**

When planning a faculty-led study abroad course, it is important to consider whether or not students will be able to qualify for federal financial aid. Terms that are eligible for financial aid are:

- Fall semester class with Fall break travel
- Fall semester class with Winter break travel
- Spring semester class with Winter break travel
- Spring semester class with Spring break travel
- Spring semester class with Summer travel
- *Summer Session
According to U.S. federal guidelines, undergraduate students must be enrolled in at least 6 credit hours during the summer session in order to qualify for federal financial aid.

THIRD PARTY PROGRAM PROVIDERS

What is a Third-Party Program Provider?

In the field of study abroad, the term "Third Party Program Provider" refers to an entity which administers study abroad programs to students from various post-secondary institutions. These entities may be for-profit or not-for-profit companies, a consortium comprised of several universities, or universities that market their study abroad programs nationally. Increasingly, study abroad companies are collaborating with universities on the design of customized faculty-led study abroad programs. These providers draw on their experience and in-country staff, business contacts, and facilities (classrooms, residence halls, etc.) to assist with program design, logistics, and marketing, as well as health and safety risk management.

These organizations allow the faculty leader to focus on the academic components of the program, while they organize housing, classroom space, and any excursions or activities requested. Working with such providers simplifies the program development and implementation process immensely. However, this does come at a higher cost, and may require larger group sizes.

When is the Assistance of a Third Party Program Provider Needed?

While faculty often utilize existing personal or departmental contacts abroad to develop a program, sometimes faculty wish to develop a program in a location where such contacts do not exist. In such cases, third party program providers can do more than just help with logistics; they can assist with program development and curriculum planning, marketing, and provide local knowledge and resources.

Advantages of Working with a Third Party Program Provider

Developing a program is a business-oriented process and it is recommended that the faculty leader and the OIE work together to negotiate the terms of the contract. The contract must be reviewed and approved by the University General Counsel prior to receiving approval signatures of the Provost, financial offices, and SUNY Global.

Does Working with a Third Party Program Provider Cost More?

The cost of working with a third party program provider will vary depending on what services are negotiated and how important the faculty leader considers additional support to be in the
planning process and on-site. Support assistance does not come free, but working with a third party program provider may relieve the faculty member of devoting excessive time and office expenses to the program. (Faculty-related expenses can be covered by third party providers, but must be disclosed to student participants.)

**LEADING AND MENTORING STUDENTS**

**Being a Faculty Leader**

The welfare of the students is primarily the responsibility of the faculty leader and therefore he/she must assist students with any health needs or emergencies which may arise. The faculty leader should act as a liaison for SUNY Oneonta.

All participants of a faculty-led study abroad program are expected to exhibit appropriate behavior at all times. Any inappropriate behavior should be reported immediately by the faculty leader to the Director of OIE, who will confer with campus authorities regarding the proper course of action. Inappropriate behavior will not be tolerated, and may result in the immediate termination of the participant's international experience.

**Faculty as a Mentor**

Faculty program leaders must often provide more personal attention than in the on-campus classroom. It is possible that some student participants may never have traveled outside of the U.S., or even journeyed by plane before. As students encounter possible situations such as homesickness and culture shock, they might seek advice and reassurance. A faculty leader may be asked to be the cultural interpreter and analyst, helping students to understand the host culture and customs. He/she should be positive and supportive of their students at all times, not just an authority figure. Be aware of the students' attitudes and watch for any significant behavioral changes and encourage students to report any problem: physical, emotional, or financial.

**HALLMARKS OF A SUCCESSFUL FACULTY-LED PROGRAM**

1. **Academic Integrity:** Study Abroad programming is a serious and meaningful academic endeavor consisting of college-level academic study, including both coursework and experiential learning. The program is taught in a manner that enables participants to connect with the foreign culture and in pedagogy that encourages both intellectual learning and global understanding.
2. **Cultural Integration**: Strong programs facilitate participants’ integration into the host culture. Students engage with culture and society, and by means of this connection, arrive at a deeper understanding of its people, history, values, traditions and culture.

   The course syllabus should integrate some academic content relating to the host country with culture, economy, and history. From this engagement, the participant should learn not only about the host nation and region, but also about their own society and country. Perhaps most importantly, the process of integration and engagement will provide participants insights about themselves.

3. **The Safety and Security of Participants**: The safety and security of participants and faculty leaders is critical, and a consideration of the highest importance. For faculty-led programs proposed for regions where a U.S. Department of State Travel Warning, Alert, or Advisory is in effect, the OIE requires a formal written statement addressing the issues outlined in the travel warning and what specific precautions will be taken to ensure students’ safety for the duration of the program. This statement will be reviewed by the Provost for approval.

4. **Fiscal and Budgetary Responsibility**: The OIE recognizes many students face considerable financial pressures in completing their studies, and that a study abroad experience may create additional financial burdens. The faculty leader and OIE will work together to control the costs of all faculty-led study abroad programs. In developing a program, faculty leaders should strive to find a balance between fiscal responsibilities, logistics, and academic content to maximize both the opportunity for student learning and the opportunity for participation by students who rely on financial aid to fund their study.

   Proposals for faculty-led study abroad programs must present evidence that the global experience will provide the highest quality program in the most fiscally conservative and cost effective manner. Funds expended for faculty-led study abroad programs are carefully monitored and accounted for, and each faculty leader is expected to reconcile an expense report immediately upon returning to the United States.

5. **The Needs of the Student**: One institutional priority of SUNY Oneonta is to increase the number of students studying abroad each year. To do this, the College seeks to provide students with programs that both reflect the academic strengths of the institution and appeal to students in all departments.

   Additionally, the faculty leader must provide a high level of personal support—significantly higher than on the home campus. Many students will be traveling outside the U.S. for the first time and may need a higher level of attention.
6. **Appropriate Orientations:** To prepare the students adequately for living and studying abroad, the program proposal should include a provision for a substantive orientation program that includes pre-departure and on-site orientation components. An orientation for a faculty-led study abroad program is best viewed as an ongoing process, starting well in advance of departure and continuing throughout the program and even upon the students’ return to campus, if possible. The OIE is available to assist the faculty leader in pre-departure and post-program orientations for students.

7. **Language Programs:** For programs designed to improve students' foreign language skills, additional characteristics of success include:

- The instructors in the host country are native-speakers of the language they teach.
- In addition to language study, opportunities are made available for students to study the culture, society, history, or contemporary politics of the country.
- Language classes enroll no more than 10 students per section and are offered at various skill levels.

**RECRUITING STUDENTS**

When developing a faculty-led study abroad program, one critical stage in the process is the marketing and student recruitment effort. If enrollment is low, the program will become too expensive for students with financial needs and the program may require cancellation. On the other hand, having more students than the program can accommodate will make the selection process competitive.

Recruiting students must be a joint effort between the faculty leader, academic colleges and departments, and the OIE. A professor has a wide sphere of influence and can generate significant interest in classes. Students’ enthusiasm can spread among other students. Additionally, the OIE meets with hundreds of students through information tables, classroom presentations, and individual student advising.

To ensure sufficient numbers, the recruitment process should begin at least 9-12 months in advance of program departure. For example, for a summer program it is ideal for the academic department, faculty leader, and the OIE to distribute recruiting materials in the fall (if not earlier). The faculty leader should plan to publicize the program during the annual Study Abroad Fair in the fall semester. Additionally, other faculty and academic advisors in appropriate departments should be informed so that they can promote the faculty-led study abroad program in their classes and during advising sessions.
In summary, the faculty leader should be prepared to:

- Recruit at the semi-annual Study Abroad Fair
- Host information sessions about the program
- Organize and provide classroom presentations to recruit students
- Identify and encourage individual students to apply for the program
- Collaborate with other faculty and academic advisors in advertising the program

The importance of academic department and faculty support for study abroad program recruitment cannot be overemphasized.

**Common Student Questions**

During the recruitment process, numerous questions will arise from prospective participants. Here are some of the more common questions students need to know, but may not think to ask:

- What will the housing be like?
- Do we share rooms?
- Are the amenities provided in hotels, apartments, dorms, home stays the same as I'm used to here in the U.S.?
- Host families/dorms: Do they have a curfew? Do I have to follow their rules?
- I don't speak the language. Is that a problem?
- What does the program fee include? What isn't included in the program fee?
- What does the whole program cost?
- How much is airfare? Who books my flight?
- Will financial aid pay for this?
- How many credits will I earn? Can I use these credits toward my major, minor, and general education requirements?
- Will we have time to travel on our own?

**PARTICIPATION POLICY FOR FACULTY-LED PROGRAMS**

Students participating in faculty-led study abroad programs should have a minimum 2.0 cumulative GPA. The faculty leader can raise the minimum GPA requirement if desired. Students are not permitted to study abroad if they are on academic or disciplinary probation. Students should also be in good financial standing with the institution before participating in the program. All student participants must be enrolled in the course for academic credit.
EVALUATIONS

Faculty Leader Evaluations

- Faculty leaders will have an opportunity to provide written feedback to the OIE by completing an evaluation provided by the OIE.
- Faculty leaders are required to meet with the OIE after the completion of their faculty-led study abroad program to discuss their experiences. All required post-course paperwork will be submitted to the OIE within 21 days after conclusion of course.

Student Evaluations

- Students will complete an OIE-administered evaluation, which focuses on the educational and logistical aspects of the program. Faculty leaders will receive a summary of student evaluations after the end of the program.

THINKING THROUGH EVERYTHING: THE LOGISTICS CHECKLIST

Travel arrangements (i.e. flights, hotels, site visits, group meals, in-country travel, etc.) make implementing a faculty-led study abroad course completely different from teaching on campus. While stimulating academic content influenced by the international location is the basis of a faculty-led study abroad program, thorough logistical planning and coordination must form the backbone of any overseas program.

The following questions will assist in planning a faculty-led study abroad program:

Transportation

- Where does the program originate? It is recommended that a program begin at a major hub airport, especially after a major holiday or vacation when students are at home and not on campus.
- How is the group traveling from the point of departure to the destination? Typically the answer is by air. If so, will a group flight allow the students to make individual arrangements? Will all students be required to fly on the same day? Will participants meet a pre-assigned location before proceeding to the first night’s accommodations?
Crime-Reporting Responsibilities of Domestic and International Trip Coordinators:

The Clery Act requires all colleges and universities which participate in federal financial aid programs to record and disclose information about all instances of crime, whether on or near their respective campuses.

- How is the group traveling within the country? Plane, train, subway, ferry, taxi, bus, or other transportation must be listed. Will host families be providing transportation or living situations? Will faculty-driven vehicles be utilized? What are the sizes of the vehicles in the respective country or countries? Will more than one vehicle be needed?

Housing

- Where will the group be staying? Will hotels, hostels, home stays, university residence halls, conference facilities, self-catering flats, guest farms, bed and breakfasts, or other accommodations be provided?
- How will roommates or host families be selected? Will students be able to voice preferences such as requesting non-smoking accommodations or a vegetarian host family?
- Are housing deposits required? Will damage deposits be required? Will a wire transfer be necessary? (If so, please make sure to include those fees in the program budget.)

Meals

- Are meals provided as part of the cost of accommodations?
- Will group meals be included? How many? What about a welcome and/or departure party?
- Where will the students have their independent meals?
- Are there any vegetarians or vegans in the group? Students requiring other special diets or possessing any allergies?

Classroom and Office Space and Equipment

- When will classrooms be needed? Every day? For how long?
- Do the accommodations have meeting spaces for the students? If not, where will the group meet?
- If renting a classroom, what is the charge? Make sure the charge is included in the program budget.
- Will the faculty leader(s) need office space and equipment? Phone? Fax machine? Blackboard? Projector screen? Overhead projector? Laptop? Other media devices?
Excursions

- To what degree of relevance will this program provide for the course content? Academic, professional, cultural? Will country tours, guest lectures, or interviews be planned?
- Who will be responsible for the arrangements of possible excursions?
- Will these excursions be mandatory or voluntary? Be sure to include all fees for mandatory excursions in the program budget for both the faculty leader and the students. Are there any accessibility challenges in excursion locations? Will students with disabilities be able to participate in excursions?

Passports and Visas

- Do participants have passports? If not, it is important to encourage participants to apply for their passports immediately. Do not assume that students know the process for applying for a passport. The OIE can advise students in this process.
- Will a country-specific student or tourist visa(s) be needed? If yes, students must be given detailed information about what a visa is and how to apply for one. The OIE can also advise students on applying for a visa.

Health and Safety

- Are there political disturbances or areas of instability in the country (ies) intended to visit that should be considered? If yes, how will the risk for the group be minimized?
- Have the U.S. Department of State's Travel Warnings, Alerts, and Advisories been checked? Does the U.S. Department of State recommend that U.S. citizens defer travel to this country? If the country is currently under a U.S. Department of State Travel Warning, the leader must submit a formal written statement addressing the issues outlined in the travel warning and what specific precautions will be taken to ensure safety for the duration of the program. This statement will be reviewed by the Provost for approval.
- Has the U.S. Department of State's Consular Information Sheets for each country been reviewed? These sheets provide information so that travelers can make well-informed decisions regarding their locations of travel and stay. The sheets describe any entry requirements, currency regulations, health conditions, risks, crime and security situations, political disturbances or areas of instability, driving and road conditions, drug penalties, and also emergency addresses and telephone numbers for U.S. Embassies and Consulates. To view the Consular Information Sheets, visit: http://travel.state.gov/travel/cispatw/cis/cis4965.html
- Has the U.S. Center for Disease Control's Website been checked? Which reports were issued by the U.S. Center for Disease Control regarding health risks within the country(ies) of interest? Are particular immunizations or medications required or recommended? How will health risks for the group be minimized? For more information, visit: http://www.cdc.gov
• Do you understand the OIE and SUNY Oneonta's procedures for dealing with emergencies or crises?
• Will each member of this faculty-lead program have access to a cell phone while partaking on this program? (This is a requirement.)
**TIMELINE FOR THE DEVELOPMENT OF A SHORT TERM, FACULTY-LED STUDY ABROAD PROGRAM**

Below is an ideal timeline to follow throughout the process of planning and preparing a faculty-led study abroad program. Deviating greatly from this timeline will hinder student recruitment efforts and perhaps result in the cancellation of the intended program.

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Tasks</th>
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</table>
| 1 Year from departure | • Consult with department chair and college dean to gain support for the program concept  
  • Meet with Director of International Education to discuss your program proposal, syllabus, itinerary, and initial budget considerations  
  • Conduct monthly meeting with OIE |
| 11-10 Months from departure | • Develop program framework, itinerary, and objectives  
  • Consult with logistics providers regarding available services and costs  
  • Further develop academic component of the program, including course description |
| 9 Months from departure | • Finalize program itinerary  
  • Determine final program costs and set a program fee, include the deposit schedule and refund policies  
  • Establish application procedures and deadlines  
  • Faculty- Led Study Abroad Course Proposal provided to department chair, Dean, and OIE for approval |
| 8-6 Months from departure | • Marketing plan determined and activated  
  • Develop marketing materials for the program (flyers, posters, brochures, web text, etc.) Staff of the OIE can assist you with this  
  • Begin to promote your program and recruit students  
  • Faculty is to provide students with links to all required health & liability forms |
<table>
<thead>
<tr>
<th>Time Frame from Departure</th>
<th>Tasks and Activities</th>
</tr>
</thead>
</table>
| **8-6 Months from departure (continued)** | necessary for the OIE  
• Faculty is to provide Student Health Services with the “Study Abroad Health Information Form.” This form is available from the OIE |
| **5-4 Months from departure** |  
• All students interviewed and selected for participation  
• Provide a list of accepted students to the OIE  
• All students should now be completing the required health and liability forms including obtaining a physical by a health provider. These forms should be provided to the OIE by the deadline.  
• University can begin to accept deposits from the students (if you are using a logistics provider/travel agent, students will pay the deposit directly to them) |
| **4-2 Months from departure** |  
• All required health and safety liability forms are provided to the OIE for each student accepted to participate |
| **3-2 Months from departure** |  
• Final detailed itinerary including emergency contact information, flight/travel/hotel information, and completed list of students participating to the OIE |
| **1 Month from departure** |  
• Students will attend a mandatory pre-departure orientation with the OIE |
| **1 Week after return** |  
• Final grades for students submitted to the Registrar’s Office |
| **2 Weeks after return** |  
• All financial documents (receipts, etc.) submitted to the OIE  
• Submit student evaluations to the OIE |
| **1 Month after return** |  
• Submit program report to the OIE  
• Hold debriefing meeting. Activity for all program participants on campus |
BUDGET WORKSHEET

All faculty-led study abroad programs are self-supporting, which means that prudent budgeting is essential for success. Programs must be affordable for students. The OIE does not receive funding to compensate faculty for teaching and/or leading programs, and therefore, faculty expenses must be included in the budget as part of the program fee. Faculty and their departments should discuss questions related to compensation and teaching loads prior to submitting a program proposal.

The following are budget worksheets for a short-term study abroad program. Faculty must submit a budget that details all costs, and be based on quotes and not personal estimates. Generally, 10 students is the minimum needed for a program to be offered, so please use this number for budgeting purposes.
# Faculty- Led Off-Campus Program Budget Sheet

<table>
<thead>
<tr>
<th>Instructor of Record</th>
<th>Term</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimate</th>
<th>Funding Source</th>
<th>Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructor Expenses</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Travel Expenses</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Surface Transportation (mileage, parking, tolls, rental car)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Airfare</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Lodging</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Meals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Visa (if applicable)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Miscellaneous Expenses (provide detail)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Subtotal Travel Expenses**

**Other instructional costs (Itemize)**

**Subtotal**

**Administrative Fee: 7.1%**

**TOTAL**
# Faculty -Led Off-Campus Program Budget Sheet

<table>
<thead>
<tr>
<th>Instructor of Record:</th>
<th>Term:</th>
<th>Location:</th>
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<tr>
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</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimate</th>
<th>Payable to (name of office/agency)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Expenses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td></td>
<td>Student Accounts</td>
</tr>
</tbody>
</table>

## Travel Expenses
1. Surface Transportation (bus, driver, gas)
2. Airfare
3. Lodging
4. Meals
5. Visa (if applicable)

Miscellaneous Expenses (provide detail)

<table>
<thead>
<tr>
<th>Subtotal Travel Expenses</th>
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If using OAS Agency account, +5% admin fee

<table>
<thead>
<tr>
<th>Total</th>
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<tbody>
<tr>
<td></td>
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</table>

Total cost per student

<table>
<thead>
<tr>
<th>Add: faculty expenses per student (total faculty expenses/total # of attending students)</th>
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TOTAL PROGRAM FEE PER STUDENT

<p>| | | |</p>
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</table>
EMERGENCY PROTOCOLS

For off-campus faculty-led programs:

1. All students must complete the Student Health and Emergency Information forms. These completed forms need to be turned in to the OIE prior to departure. Copies will be given to the faculty leader and University Police. The original copy will be stored in OIE.

2. Emergency contact information is also needed for the faculty leader and any additional faculty or chaperones attending the trip.

3. The faculty leader must devise an emergency plan in the event that a participant is separated from the group or the faculty member becomes incapacitated. This should include emergency contact information for the faculty leader and SUNY Oneonta campus. The plan should also include an alternate group meeting spot in the event that the original meeting spot has been compromised. (i.e. If the meeting spot is the hotel, an alternate would be necessary if the hotel was on fire). This emergency plan should be distributed to all participants prior to departure and a copy should be filed with OIE.

4. The faculty coordinator must provide a contact number where he or she may be reached during the trip, and a complete itinerary including all hotel names and phone numbers, travel dates and times, and airline information.

5. A CLERY Reporting Form must be turned in upon arrival back to campus.

6. In the event of an emergency, please contact UPD at 607-436-3550. UPD will notify the appropriate college official to assist.

INTERNATIONAL TRIPS

In addition to the above, faculty traveling with students abroad need to:

1. Meet directly with OIE prior to departure regarding emergency protocol.

2. The group must be registered with the U.S. Department of State in the Smart Traveler Enrollment Program (STEP) and all faculty attending are required to sign-up for Travel Warning updates through STEP.

3. Provide students with contact and travel information regarding the closest U.S. Embassy.

4. Provide copies of all student passports and visas which will be given to OIE.

Is this an Emergency?

An emergency is any event which poses a genuine risk to, or has already endangered, the safety and well-being of program participants and/or the faculty leader. This includes, but is not limited to, the following types of incidents:

- Serious accident or injury
● Serious illness; whether physical, emotional, or mental
● Hospitalization for any reason
● Physical assault
● Sexual assault or rape
● Robbery or mugging
● Disappearance of a student
● Local or national political crisis that could threaten the students’ safety/well-being
● Terrorist threat or attack
● Arrest or questioning by police or local security force
● Any legal action (lawsuit, trial, etc) involving a student
● Potential epidemic (i.e.: SARS, Asian flu)
● Weather-related issues

Non-Emergencies

Non-emergencies are events or situations that do not require an immediate call to UPD, but must be reported to the OIE upon return. Please use the Incident Report Form found on the school website: https://publicdocs.maxient.com/incidentreport.php?SUNYOneonta

This includes, but is not limited to, the following type of incidents:
● Violation of Student Code of Conduct
● Unusual behavior that doesn't reach a crisis
● Alcohol or drug violation that doesn't reach a crisis
● Illness or accident that doesn't reach a crisis

If you are questioning whether or not you should call, always err on the side of caution and call. Any questions regarding these procedures should be referred to the OIE from individuals associated with the institution. These individuals are called Campus Security Authorities, or CSAs. Any individual who has significant responsibility for student and campus activities is a CSA. SUNY Legal Counsel indicates that the Department of Education considers any trip that includes more than one overnight qualifies as a reportable activity. When an institution arranges for the hotel room for more than one night at the same location for students, crimes that occur during that trip at that location are reportable. The location (e.g., a portion of a hotel or campground) is considered “frequently used” and "controlled" by the institution and· any crimes that occur in that location must be reported.

Your Responsibility as a CSA is as Follows:

Identify the dates, destinations and lodging arrangements for your trip prior to departure. If you learn about a crime or possible crime, encourage the victim to report it to local police authorities. A CSA must provide assistance to a victim or witness when reporting a crime to the police. Documenting the incident when working with the victim is required. Upon return, report the crime(s) to UPD. The victim’s identification may be withheld if they choose. Reports of this
nature are filed with the university police for information purposes. There is no formal investigation of the incident.

Annually, the College is required to:

- Follow-up with local authorities to the extent possible about crimes that occurred at the location and on the date(s) you visited.
- Include the crime in the Annual Safety Report.
CLERY REPORTING FORM

Overnight Travel with Students:

FACULTY/STAFF: ___________________________________________________
PURPOSE OF TRAVEL: _______________________________________________
DATES OF TRAVEL: _________________________________________________
COUNTRY(IES) OF TRAVEL: __________________________________________
PLACE OF LODGING: (Please fill out appropriate information for each place of lodging in which you stayed more than one night)

PLACE OF LODGING: _________________________________________________
CITY AND COUNTRY: ________________________________________________
DATES OF STAY: ____________________________________________________
   (Check one)
   ❑ To the best of my knowledge no crime was committed in this place of lodging during the dates of our stay.
   ❑ During the time period of our stay, the following crime was reported to have occurred at this hotel. (Please include as much detail as possible regarding this crime; including date and time of the crime, the type of crime, and whether or not the victim is a student or a non-student within the SUNY Oneonta group).

PLACE OF LODGING: _________________________________________________
CITY AND COUNTRY: ________________________________________________
DATES OF STAY: ____________________________________________________
   (Check One)
   ❑ To the best of my knowledge no crime was committed in this place of lodging during the dates of our stay.
   ❑ During the time period of our stay, the following crime was reported to have occurred at this hotel. (Please include as much detail as possible regarding this crime; including date and time of the crime, the type of crime, and whether or not the victim is a student or a non-student within the SUNY Oneonta group).
PLACE OF LODGING: __________________________________________
CITY AND COUNTRY: __________________________________________
DATES OF STAY: _____________________________________________

(Check One)
❑ To the best of my knowledge no crime was committed in this place of lodging during the dates of our stay.
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ACKNOWLEDGMENTS:

This handbook has been adapted from the NAFSA: Association of International Educators publication, *The Guide to Successful Short-Term Programs Abroad*

We gratefully acknowledge the following resources:

- A Guide to Creating Successful Faculty-Led Summer or Winter Session Study Abroad Programs, SUNY Brockport
- Developing Short-Term Faculty-Led Abroad Programs, SUNY Potsdam
- Faculty Handbook for Short Term Abroad Programs, Portland State University
- Guide to Education Abroad, NAFSA: Association of International Educators
- Guide to Education Abroad for Advisers and Administrators, NAFSA: Association of International Educators
- The Guide to Successful Short-Term Programs Abroad, NAFSA: Association of International Educators