Table of Contents

Introduction 3
General Principles for Faculty-Led Study Abroad Programs 4
Profile of a Faculty-Led Study Abroad Program 5
Expectations of a Faculty Leader 5
Responsibilities of GEO 7
Preliminary Proposal Development and Approval Processes 8
Program Proposal Development and Approval Processes 10
Program Promotion 14
Application and Enrollment Processes 16
Pre-departure Responsibilities 16
Responsibilities While Abroad 19
Post-program Responsibilities 23
Appendices 26 - 39
Introduction

Thank you for your interest in faculty-led study abroad programs at SUNY Plattsburgh. These programs are a unique opportunity for students and one of several ways faculty and staff are working toward the strategic goals of the College, which include increasing multicultural competencies and expanding global experiences.

SUNY Plattsburgh students who study abroad are a diverse group with varying levels of experience traveling abroad. For many, this is their first time traveling outside the United States and they are participating in a study abroad program with a large investment of time and financial resources, which should be considered when developing programs. Despite any differences amongst students, studying abroad will be memorable and has the potential to be one of the most significant experiences in their lives.

The subsequent information provides information about responsibilities throughout the faculty-led program development and implementation process. It is based on best practices in international education, including adaptations from the faculty-led program handbooks at SUNY Potsdam and SUNY Brockport. Please feel free to contact the Global Education Office with any questions.

Global Education Office
SUNY Plattsburgh
101 Broad Street, Kehoe 210
Plattsburgh, NY 12901
(518) 564-3287
geo@plattsburgh.edu
General Principles for Faculty-Led Study Abroad Programs

SUNY Plattsburgh highlights four foundational aspects of faculty-led programs below. Priority in developing new programs will be given to proposals that address these areas.

**Academic Integrity:** Studying abroad is a serious and meaningful academic enterprise consisting of college-level academic study (coursework, experiential learning or a combination of both) that is done at a location outside the U.S. in a manner that enables participating students to connect with the culture and society of the nation or region in which the program takes place.

**Health and Safety:** The safety and security of students and faculty while abroad is priority and should be considered at every stage of the development and administration of overseas programs. For this reason, SUNY Plattsburgh does not support programs in areas where the U.S. Department of State has issued a Travel Warning.

**Fiscal and Budgetary Responsibility:** SUNY Plattsburgh realizes that students face considerable financial pressures and that participation in a study abroad program may pose additional cost. The Global Education works with faculty leaders and program providers to control cost, while also ensuring each faculty-led program is self-sustaining. GEO also communicates with the Financial Aid Office to help facilitate the process for aid eligible students and shares available scholarship opportunities.

**Demonstrated Campus Interest:** An important goal for SUNY Plattsburgh is to increase the number of Plattsburgh students that study abroad. This means that programs should capture student interest in both course content and location. One way to do so is through proposals that include courses that are approved to fulfill general education, major, or minor requirements or a combination.

**Truthfulness and Transparency:** All programs should be developed and implemented with adherence to any applicable SUNY and SUNY Plattsburgh regulations. The Forum on Education Abroad ([www.forumea.org](http://www.forumea.org)) has developed a Code of Ethics for international programs that are supported in the use of program development at Plattsburgh.
Profile of a Faculty-Led Study Abroad Program

Faculty-led programs vary greatly depending on location, department, and student learning outcomes, but below you will find some common program elements.

- Travel abroad connected to a SUNY Plattsburgh course. Courses are considered normal SUNY Plattsburgh courses and are designated as a departmental trip section (DT) by the Registrar’s Office.
- The course normally spans a semester and the field trip takes place during spring break or following the end of the semester, although programs can be designed in the summer or winter term (usually with an online component).
- Travel typically lasts less than two weeks and is with a group of SUNY Plattsburgh students and a faculty leader.
- These programs are open to matriculated SUNY Plattsburgh students for credit (audit option not available).

Expectations of the Faculty Leader

The roles and responsibilities of the faculty leader extend well beyond the traditional classroom and academic advising setting, which provides clearly defined boundaries between faculty and students. These programs require around-the-clock involvement for students and the faculty leader. This means that faculty leaders deal with non-classroom issues and situations that may differ significantly from the demands and challenges of the classroom environment. The position as faculty leader, daily interactions, and close living quarters intersects with student life and culture outside the classroom. Faculty leaders will need to establish appropriate boundaries with students while leading a program. It is critical to understand and accept that faculty leaders are a role model. Behavior, actions, and words will be on display at all times, which requires professional and neutral relationships with all students in the program.

The faculty leader position requires a significant time commitment before and after the program. In addition to attending information sessions, leaders need to review applications and consult with GEO to establish and finalize the program details. Participation and prompt responses are critical to the success of the program. Additionally, faculty leaders should plan to be available and responsive to students with questions about the program before, during, and after the program.

General Roles and Responsibilities of Faculty-Leader/Knowledge and Skills

- Ensure the academic integrity of the program, including the course component, which should have the equivalent rigor as a course taught on campus
- Assist students in meeting the learning outcomes and facing any academic, social, and intercultural challenges of the study abroad experience
● Keep students out of harm’s way and respond to emergency situations
● Serve as liaison between GEO, student, and the host institution or travel provider
● Assist in the overall development and implementation of the study abroad program

**Specific Responsibilities of Faculty-Leader**
More detail will be provided in subsequent sections of this document, but below is a brief overview of responsibilities for each phase of the program.

**Before departure**
- Research the program destination and potential logistical arrangements
- Develop proposal in conjunction with GEO before the applicable deadline
- Participate in program promotion (host information sessions, attend GEO events, etc.) and recruitment, as well as assist in the creation of print and web materials
- Advise interested students and assist in program selection process
- Host pre-departure orientation (with GEO)
- Ensure that the program budget and logistics are adhered to, as well as complete any necessary travel arrangements (including travel authorization)

**While abroad**
- Oversee the academic component of the program. If the instruction is provided by a host institution, it is your responsibility to certify that the level of instruction, academic rigor, workload and validity of assessment are equivalent to those at Plattsburgh
- Coordinate program itinerary and logistics as appropriate (depends on role of travel provider or host institution)
- Keep students out of harm’s way and deal with any medical or non-medical emergencies
- Contact GEO upon arrival and in the event of any emergencies or program changes
- Manage travel expenses and any other applicable aspects of the program budget

**Post program**
- Contact GEO to confirm that the program has ended
- Submit a report within 30 days of return and meet with GEO to discuss program
- Complete travel voucher within 30 days of return, completed independently or via department secretary
- Offer an evaluation of the program to students to gather feedback on the experience and assist in future planning

**Skills**
Before developing a program proposal, you should ask yourself, “Is the role of Resident Director/Faculty Leader one in which I will be comfortable?” Below are some of the necessary skills.
Flexibility to manage students and logistics in another country
Relevant experience in the country or countries involved
Academic expertise in the content areas covered by courses for which credit will be awarded
Organizational and planning skills as well as the ability to keep track of a number of details simultaneously
Ability to create and manage budgets, as well as account for any cash advances received, being mindful that programs are operated within a public institution where fiscal matters must be handled transparently and according to New York State and College policies
Interest in student recruitment and enthusiasm for the program. Faculty leaders must be willing to spend time speaking with students to answer any questions about the program.
Good health to handle the physical and emotional demands of the program overseas. Some program sites are not necessarily more challenging than living in Plattsburgh, but a study abroad program with a variety of activities and excursions may be more rigorous.
Leadership qualities and willingness to take charge in any situation, including emergencies
Appreciation for the increased contact with students that is an inevitable part of a study abroad program

Former faculty leaders also compiled the list below of qualities helpful when leading study abroad programs.

- Sense of humor
- Patience
- Common sense
- Stamina
- Excellent verbal and non-verbal communication skills
- Strong record keeping and documentation skills
- Caring, helpful, and supportive attitude that is firm, but fair
- Genuine interest in host culture and country
- Basic first-aid knowledge

Responsibilities of GEO

GEO is responsible for managing the administrative aspects of faculty-led programs. The staff has extensive experience with SUNY international programs and can connect with other professionals in the field as needed. Faculty leaders typically have frequent phone and email exchanges, as well as in-person meetings. In addition, GEO is responsible for the items below.
● Offers suggestions for program development and travel providers
● Facilitates campus and SUNY program approval
● Approves program budget in conjunction with Academic Affairs and assists with disbursement of funds for payment
● Assists in the recruitment of students through GEO promotional activities
● Provides advising to students about program (application procedures, billing, etc.)
● Coordinates application process and ensures students submit all required forms before departure
● Registers students for program course
● Verifies any conduct violations
● Manages any available scholarships available
● Enrolls all participants in SUNY international health insurance policy
● Serves as initial point of contact at SUNY Plattsburgh in case of emergency.
  Liaises with other offices on and off campus as needed.
● Monitors program quality by arranging site visits, as needed

**Preliminary Proposal Development and Approval Process**

Developing and submitting a final program proposal for approval is a lengthy process. Complete, preliminary proposal submissions are due in GEO by **October 15** for the following calendar year. Please note that GEO can only facilitate programs during the winter, spring, or summer semesters. Not all proposals submitted will be approved. Staff members in the GEO Office will assess all complete, submitted proposals with the Study Abroad Advisory Board. This Board is comprised of GEO staff, former faculty program leaders, former student participants, and registrar and financial aid staff.

Upon initial approval from the Study Abroad Advisory Board, final program proposal development will begin immediately. It is necessary in order to have the final program proposal approved by campus administration, leaving sufficient time for program promotion and student enrollment. Submission prior to the deadline is encouraged to allow ample time for review and make any necessary changes.

**Resources**
To start, faculty should meet with GEO. New faculty leaders may find it helpful to consult with other faculty who have led short-term programs abroad at SUNY Plattsburgh. Below are suggestions for first points of contact.

Dr. Julia Davis, Associate Professor, Counselor Education: jdavi004@plattsburgh.edu
Dr. Susan Mody, Associate Professor, Gender and Women’s Studies: modysl@palttsburgh.edu
Dr. Liou Xie, Assistant Professor, Geography: lxie001@plattsburgh.edu
Assessing Program Need and Feasibility
Please refer to Appendix A to review the proposal considerations that the STABEX Advisory Board will use for assessing the program proposals.

Chaperones
Early in development, it is important to consider the minimum and maximum number of students that will be ideal to participate. This will determine the budget and if additional chaperones may be needed. Generally, faculty-led study abroad programs should have a student to faculty/staff ratio of 6-10:1. First-time faculty leaders are strongly encouraged to consider arranging for another chaperone if more than six students enroll. Increasing the student to faculty/staff ratio beyond 10:1 is discouraged. In addition, the faculty leader’s previous related experiences, factors taken into consideration include program length, destination, and target enrollment group. This information must be included in the program proposal because it significantly impacts the program budget and logistics.

Faculty leaders also need to establish the roles and expectations for chaperones. Typical roles are listed below and are carried out in conjunction with the lead faculty member.

- Meet students with faculty at airport
- Oversee baggage retrieval and assist with room arrangements
- Supervise and assist students with their experience of growth and challenges
- Address any student concerns with lead faculty member
- Observe and ensure students observe the SUNY Plattsburgh Code of Conduct.
- Monitor attendance to ensure students fully participate
- Lead small groups or participate in activities and discussion
- Facilitate response in case of emergency

It is encouraged to include current faculty or staff at SUNY Plattsburgh as a chaperone, particularly if your department plans to rotate the leadership of this program in future years. Travel expenses for a second faculty member can be included in the program budget.

Chaperones who are not currently employed by the College will be considered on a case-by-case basis during the proposal process. If approved, chaperones that are not College faculty or staff need to register as volunteers through Human Resource Services prior to departure for the program and complete a background check. Please note that approved chaperones that are not employed by SUNY Plattsburgh are responsible for all program and participation expenses and are not paid for their role.
**Students**
Only matriculated SUNY Plattsburgh students are able to participate in faculty-led programs. Those under the age of 18 are not allowed to participate in faculty-led study abroad programs unless they are a matriculated Plattsburgh student and have been accepted into the program. Community members or friends and family of students or faculty are not allowed to participate unless they are approved as a volunteer chaperone.

**Program eligibility and requirements**
While developing a proposal, you should consider who is eligible to participate. Typically, the minimum GPA for participation in a study abroad program is a 2.5. As a proposal is developed, it may be helpful to think about the program course and destination, as well as how requirements such as GPA, prerequisite courses, class standing, academic references and health considerations may be applicable. Travel arrangements, such as whether a visa is needed, the gateway airport location, how students will be expected to meet the group for departure should also be considered.

Please note that all students must submit a copy of a valid passport as part of their application. A passport is valid if it does not expire for at least six months past the end of travel. GEO can provide advice on how to start a passport application or renewal. In select cases, students may be allowed to submit proof that they have applied for a passport, but this is on a case-by-case basis and depends on the timing of the program.

**Preliminary Proposal Requirements**
You will find the “SUNY Plattsburgh Faculty-Led Study Abroad Proposal Form” included as Appendix B. GEO can send an electronic copy for convenience.

This form is intended to provide an overview of the program, as well as answer questions about the format. You are also welcome to add any pertinent information that is not specifically requested.

**Program Proposal Development and Approval Processes**
The Study Abroad Advisory Board will review and select programs to move forward based on the selection criteria provided in Appendix A. After program selection, staff members in the GEO and the faculty leader will develop the final proposal package together to ensure that all proposal components are ready for review and approval by the department chair, academic division, Provost’s Office, and other associated on-campus offices and departments.

**Program Providers & Logistics**
Program and travel coordination can be one of the most time consuming aspects of program development and implementation. There are various ways to manage logistics and the best approach depends on the host country, experience of the faculty member, as well as the amount of time and level of connections the faculty member has in the proposed destination.

1. **In-country contacts** - Organizing a program solely based on in-country contacts is discouraged unless the faculty leader has both extensive experience in the host country and can manage the complexities of detailed arrangements. In most cases, in-country contacts should be used to enhance a program that is connected with a partner university or program provider.

2. **Host university** - Plattsburgh and other SUNY campuses often have formal and informal connections with universities abroad. In the case of Plattsburgh, partner universities can often provide services (access to residence halls or classroom space, logistical arrangements in the area, etc.) that could be incorporated into the program.

3. **Program providers (third-party providers)** - This option is best for faculty with limited experience, time, or connections related to logistics in their host destination. There are many providers that specialize in arranging educationally focused group travel and can customize itineraries based on course content. Services typically include coordination of flights, housing arrangements, local guides, securing classroom space, ground transportation, and other group activities. In addition, providers offer pre-departure and in-country support and advice that enhance the program and can be valuable in case of emergency.

4. Combination of resources 1-3

Approved program providers include those listed below, but the Global Education Office can make additional recommendations.

- Academic Programs International (API): [www.apistudyabroad.com](http://www.apistudyabroad.com)
- CISabroad: [www.cisabroad.com](http://www.cisabroad.com)
- EF College Tours: [www.efcollegestudytours.com](http://www.efcollegestudytours.com)

New providers will be considered, but must be vetted first. This process can be conducted jointly by GEO and the faculty leader, but information should be submitted early to allow for ample time for review and approval, particularly since materials may need to be reviewed by SUNY. Below is information the provider should be prepared to provide (based on “Best Practices on Vetting Partners and Developing Programs for Work, Internships and Volunteering Abroad” by NAFSA). Other information may be requested by SUNY.

1. Review the website for the provider to answer the questions below.
a. How many staff do they employ and how are they vetted?
b. How long have they been established?
c. What locations do they serve or specialize in?
d. What types of programs are offered?
e. What services do they provide?

2. Email NAFSA (and WIVA), SUNY, or other professional listservs for comments regarding the provider.

3. Request testimonials from former students and faculty leaders.

4. Email the provider to request the information below.
   a. Annual report
   b. Sample of the standard contract and required forms
   c. How many universities do they work with? Have they worked with any SUNY campuses in the past?
   d. How many groups and individual students do they work with per year?
   e. How are in-country vendors (bus companies, etc.) vetted?
   f. What are their recruitment recommendations and practices?
   g. Which fields of study do they specialize in?
   h. What is the average program length?
   i. What services do they provide?
   j. Are programs customizable?
   k. What are their prices? What services do students pay the provider for and pay for directly?
   l. Are scholarships available?
   m. Do they offer visa advice or assistance?
   n. How will SUNY Plattsburgh be billed (timing, currency, payment options, etc.)?
   o. What is the application and acceptance process like?
   p. Is there a guide or other staff person with the group? Is there 24/7 support? Is there English and host language services?
   q. What are the available emergency response services? What is the emergency protocol?
   r. Are pre-departure resources provided? Is there an in-country orientation upon arrival?

Please note that although faculty are encouraged to use a reputable, educational travel provider, faculty cannot accept any type of gifts or services from the provider. One example is if a provider offered to fund a site visit for a faculty member who is developing a program proposal. This practice is prohibited by SUNY. Any faculty member wishing to conduct a site visit may request funding from GEO. This is available based on the availability of funding and feasibility of the program proposal.
Program Deadlines for Students
As part of the proposal process, program deadlines must be established (see below). Deadlines are set based on key dates at SUNY Plattsburgh and requirements from the program provider. All deadlines must be communicated to students in advance so they can plan accordingly. GEO will consult the faculty leader in the establishment of deadlines, but makes the final choice based on administrative feasibility and when the College becomes liable for program payments.

- **Application deadline** - This is the date students must have a complete application. This include submission of all required materials.

- **Commitment deadline** - This is the date students must confirm their participation in the program and accept payment liability.

- **Material submission deadline** - This is the date students must submit additional documentation to GEO and/or program provider.

- **Payment deadlines** - This is the date or dates students must pay deposit or program fee to SUNY Plattsburgh and/or program provider.

Information for building a program budget

- Programs are self-sustaining and supported by student funds. Please keep this in mind when reviewing costs and developing the program budget.

- Upon initial approval, faculty are required to submit a budget of all travel expenses, including salary for teaching a summer or winter course that is not part of their normal course load. GEO will incorporate these expenses in the final program budget to present the information in a format for students and campus administration. These versions of the budget are part of the final proposal, so faculty should plan to consider travel expenses as soon as possible upon initial approval.

- Please note that travel expenses cannot be increased after the program is approved by campus administration. Any faculty expenses that are over the maximum budget are the responsibility of the faculty member.

- GEO typically requests a 60% per diem rate, but the College will reimburse for up to 80% of international per diem rates. Please use this as a guideline when developing the budget. Per diem rates are available at the websites below
  - Domestic per diem rates: https://www.gsa.gov/portal/content/104877
  - International per diem rates: https://aoprals.state.gov/content.asp?content_id=184&menu_id=78

- Please consider minimum and maximum student enrollment. If your department requires a particular number of students for the course or caps enrollment, then
this is important to note because it will impact the budget. This is typically more relevant during the spring term when the course will be part of a faculty member’s course load.

**Draft Syllabus**

- A draft syllabus must be submitted and should include student learning outcomes, contact hours, and method of instruction and evaluation.
- Please note that students do not have the option to audit the course component of a faculty-led study abroad program.
- Credit for study abroad programs should take into account time spent in country. In-country activities are calculated in a similar way as lab hours on campus. This means 45 hours abroad equate to one credit hour. Please note that time spent in transit or on activities that are not class related (personal time, meals, etc.) do not apply. Lectures, guided tours, guest speakers, excursions to relevant sites, group activities, and assignments are applicable.

**Draft Itinerary**

The draft itinerary must include a list of intended venues, sites, and/or activities in the host country. Please indicate time spent in class, group activities, assignments, or in transit.

**Program Promotion**

After the final program proposal has been approved, the faculty leader should begin working immediately with GEO to develop official program information and promotional materials. These must contain basic program details such as dates, cost, credits, and the application deadline. The information must be accurate before it is published because changing certain details, such as costs, is not possible after the information has been released. All information should be reviewed jointly by the faculty leader and GEO.

When recruiting for the program, please remind students that studying abroad is an academic experience, which is why the term program is used instead of trip. Faculty leaders sometimes emphasize the fun aspects of the experience, but these programs are designed to be academically challenging and enriching, so emphasizing this aspect during program promotion will assist in attracting academically motivated students.

It is important to keep in mind that the faculty leader is the best person to encourage participation in the program. The faculty leader must be prepared to communicate the
value of the program, encourage students to speak with their families about participation, and answer questions from both students and parents. GEO is able to assist with advisement, particularly concerning the administrative aspects of the program (application process, billing, registration, etc.), but it is done in conjunction with advisement from the lead faculty member.

GEO will also jointly promote the program with the lead faculty member. Below you will find ideas that previous faculty leaders have found successful, as well as how GEO will promote all faculty programs.

**Promotional Ideas for Faculty Leaders**

- Share the program with students during class
- Offer the program as an option to advisees that meet the eligibility requirements
- Send an email to all students in relevant departments
- Include a slide or devote a few minutes to sharing the program at convocation or other departmental events
- Update colleagues and encourage them to share the program with their advisees or students in their classes
- Share with any student organizations advised by members of your department
- If the department or office has a social media presence, include the information on Facebook, etc.
- Offer an information session. GEO can co-sponsor and attend with the faculty leader.
- Keep a list of interested students so that they can be contacted with any follow-up details

**GEO Promotional Activities**

- Website - GEO will update study abroad website ([http://studyabroad.plattsburgh.edu](http://studyabroad.plattsburgh.edu)) with program details.
- Poster
  - GEO will assist with creation of a basic flyer if the program provider is unable to offer a poster
  - GEO will distribute posters throughout campus and send faculty leader electronic copy for department distribution.
- Email - GEO will include program information in messages for faculty and students prior to program deadline.
- Advising - GEO will update eligible students about the program during general advising sessions each day.
- Presentations - GEO will include program information in all classroom presentations prior to program deadline
• Events - GEO will offer placement for the program at all events. For example, GEO will provide short-term table for the faculty leader to promote the program at the annual study abroad fair.
• Tabling - GEO will promote program information at all tabling sessions on campus.
• Social media - GEO will provide program details to social media (Facebook and Instagram)

**Application and Enrollment Processes**

All students who want to participate in a study abroad program must apply through the GEO. The process is completed online through [studyabroad.plattsburgh.edu](http://studyabroad.plattsburgh.edu) and all students are required to submit the items listed below. If you feel additional information would be necessary or useful in the review of student application for your program (essay, etc.), please speak to GEO and the additional requirements can be incorporated into the online system. Also, there is typically one or more scholarships available for each faculty-led program. Students may apply online when they submit their required application materials

**Application materials**

- Contact information
- Agreement and release
- Health form
- Passport copy
- Non-refundable application fee
- Scholarship application (optional)

After the application deadline GEO will update the faculty leader as to the number of applicants and program viability. If there is insufficient enrollment, the program will be cancelled and can be resubmitted for the following year. Programs with sufficient applications will be shared with the faculty leader for review. Admission decisions will be made jointly based on the criteria determined when the program was developed.

**Pre-departure Responsibilities**

Once the program has a sufficient number of students to move forward, the program enters the pre-departure phase. Below are several areas to be addressed by both the faculty leader and GEO.

**Registration and Course**
The program course will need to be added to the Master Schedule once the program has sufficient enrollment to move forward, if it is not already available. This follows the normal process and originates in the department. The course should be closed and listed as “Permission from Global Education Office needed to register.” GEO will register all students for the course once they have been accepted and confirmed their place in the program.

**Withdrawal and Refund Policy**

If a student wishes to withdraw from the program, they may ask about a refund. Once they have committed to the programs, students will be liable for some or all program costs. GEO will attempt to refund monies prior to the program start date based on the refund policies of SUNY Plattsburgh and the program provider. Oftentimes SUNY Plattsburgh or the program provider has already paid for services on the student’s behalf and will be unable to refund any portion of the program cost. After the program begins, refunds are not available. In either case, any unpaid expenses will remain on the account of the student.

**Orientation**

Prior to departure, GEO and the faculty leader will coordinate an orientation for students, which will be mandatory. This is an opportunity to learn more about the expectations and concerns of students, as well as to share group expectations. Some faculty leaders find it helpful to create a group expectations contract at the orientation or otherwise communicate guidelines for behavior and group dynamics. Orientations vary by program, but aim to meet the goals listed below.

1. Provide an overview on administrative requirements (registration, billing, etc.)
2. Review academic and conduct expectations for the program
3. Address any travel, health, safety or in-country concerns
4. Enable participants to become familiar with each other and the faculty leader

**Travel**

All employees traveling for College business must submit a Travel Advance and Authorization Form (accessible on the Accounts Payable website or at the end of this booklet). It should be signed by the traveler’s supervisor, GEO representative (for account use), and the Vice President for Academic Affairs. Approval should be confirmed prior to making travel arrangements. Also, please consider whether a payment advance will be needed or whether a travel card and reimbursement is an option when completing the form. In most cases a travel advance is only issued for per diem or program expenses that cannot be paid by credit card.

Faculty leaders typically travel with students to and from the program site. You should consider how you want students to arrive in country and whether you need to arrive in advance as part of the program proposal. It is the responsibility of the traveler to make
any arrangements that are not part of the program, such as travel to a gateway airport. As indicated in the previous section, travel expenses cannot exceed the amount determined in the program budget. Please note that SUNY Plattsburgh and New York State travel policies apply, including use of a SUNY approved travel agent. Currently, this agency is Direct Travel. If you have questions please consult Accounts Payable or GEO.

**Passport and Visa**
Faculty leaders are responsible for having a valid passport well before the program begins. Since backlogs can occur a passport application or renewal should be submitted as soon as possible. For more information, please visit [https://travel.state.gov](https://travel.state.gov). A valid passport should have 1-2 blank pages and not expire for at least 6 months beyond your return date.

Please note that some countries require a visa in addition to a passport. Travelers will need to contact the appropriate consulate in the United States to find out whether a visa is necessary and if so, how to apply. Passports often need to be sent away as part of a visa application, so a valid passport should be in hand prior to starting a visa application. In some cases a visa processor may be helpful. One option is CIBTvisas ([www.cibtvisas.com](http://www.cibtvisas.com)).

**Salary**
For those faculty leaders who are teaching the program course as part of their typical workload, no additional forms are needed. Those faculty planning to receive a salary for a summer or winter session should have the appropriate form initiated within their department and sent to GEO for a signature authorizing use of an account.

**Health Insurance**
Faculty leaders will automatically be enrolled in the SUNY international health insurance policy through United Health Care (UHC). This expense is included in the program budget. Coverage is for the duration of the program. If faculty would like to request additional coverage, they may do so at their own expense by notifying GEO. The cost is approximately $50 per month of coverage.

Prior to going abroad, faculty leaders should meet with their health care providers to discuss any suggested precautions or concerns, including immunizations. Please plan to inquire about any medication needed while away. Faculty and students can find resources or open a case with UHC in advance of their departure. For more information on policy coverage visit [www.uhcglobal.com](http://www.uhcglobal.com) or ask GEO.
Responsibilities While Abroad

Responsibilities abroad vary by program, but below is an overview of those common to every study abroad program.

Communication with GEO
As a faculty leader, please be prepared to communicate the following items below while abroad. GEO is also available if other questions or concerns arise.

- Confirmation of arrival (for all participants)
- Any health, medical, safety, or emergency concerns that affect the student or program
- Emergency notification or necessary changes to the itinerary
- Confirmation of departure or program completion

Supervision of Program Activities and Coursework
Faculty leaders ensure the academic integrity of the study abroad program. The insights into course content, classroom instruction, and program structure, contribute to the success of the program. Students should be required to attend all classes and activities and faculty leaders are expected to fully participate in all aspects of the program. Examples include those listed below.

- Attend all lectures
- Join all activities and excursions
- Schedule class time or meetings to brief students as needed
- Be available to provide support to students at all times

Off-site Travel
The faculty leader is required to be accessible to students at all times. If an unexpected emergency arises the arrangements below should be made

- Appoint a 24-hour emergency contact person (ideally the second faculty member, chaperone or host institution coordinator) who will respond to any student issues. This person needs to have a cell phone.
- Discuss your off-site plans in advance with GEO. GEO needs to have the contact information for the person who will respond in your absence.
- Meet with students as a group to inform them of your absence and provide the contact information for the person who will respond while you are away from the group.

Students may want to participate in an independent activity away from the group during any free time. Free time is typically limited in short-term, faculty-led programs, but if they are allowed independent time, all students are required to inform the faculty leader of their plans in advance. Students are always encouraged to travel in groups of two or more and avoid any areas that have been outlined in pre-departure or on-site orientation information. To log their travel, the “Independent Off-Site Travel Form” for
Students may be used. It is located at the end of this booklet. Students should always have the faculty leader cell phone on file, as well as that of the travel provider or host institution coordinator.

**Student Conduct**
Faculty leaders typically have a more involved connection to students on a study abroad program than on campus. Students often pass through phases in their attitudes toward the faculty leader, the program, and host culture. At times, they may become negative about the experience, so it is important for faculty leaders to help communicate the value of the experience, which is often through the example of how challenges are handled.

Responding to adjustment issues that some students face is a challenge. More detailed advice is below, but some general tips include:

- Communicate frequently with all members of the group
- Follow up with any student who isolates themselves or shows signs of loneliness
- Build group cohesion through activities, including formal and informal discussions
- Establish a realistic pacing of activities to reduce fatigue
- Encourage student to be mindful of their physical needs (regular intake of food and water, and sufficient sleep)

**Group Dynamics:** Study abroad programs are intensive in nature. This often leads to both positive bonds and personal conflicts within the group. The faculty-leader may need to mediate disputes, so reminding student prior to departure and upon arrival to be respectful of their classmates and to focus on their program experience can be helpful. Setting expectations, particularly as part of the syllabus of behavioral contract makes it easier to correct negative situations as they arise. For example, if participation is a component of the course grade, group citizenship may be considered an element of participation.

**Behavioral Issues:** Students may exhibit inappropriate behavior that will need to be addressed. Some of the issues may be different than those that arise in a classroom setting. They could include tardiness or absenteeism to class/mandatory activities, disrespect to the faculty leader or others (students, guest speakers, etc.), excessive drinking, or poor judgement and negativity. It is advisable to address the behavior right away and document the conversation. If the incident is more serious in nature, the “Study Abroad Incident Report Form” can be used for documentation.

Please note that all programs are considered SUNY Plattsburgh events, so students are subject to the College Code of Conduct Manual  
[https://www.plattsburgh.edu/about/offices-divisions/student-affairs/student-](https://www.plattsburgh.edu/about/offices-divisions/student-affairs/student-)

Faculty leaders should familiarize themselves with this document prior to departure to ensure students understand that inappropriate actions have consequences while abroad. In some cases, student conduct abroad can result in judicial sanctions at SUNY Plattsburgh.

**Alcohol and Drugs**: Inappropriate or excessive alcohol consumption poses additional security and health risks to study abroad students who are unfamiliar with the local language, cultural norms and laws of the host country. If alcohol consumption occurs outside the restrictions of host country laws, is affecting the well-being of a student, or interfering with participation in the program, this situation should be addressed. Students should also be reminded that their choices may violate SUNY Plattsburgh rules that subject them to disciplinary action during the program or upon return to campus. All conversations should be documented in writing.

Faculty leaders should model and encourage healthy behavior and choices for students. Program funds cannot be used to purchase alcohol no one in a program leadership role should purchase alcohol for students with program or personal funds.

**Student Dismissal or Withdrawal**: If a student’s behavior poses a threat to their self or others and/or disrupts the program, please immediately inform GEO to discuss the appropriate course of action. Written documentation will be requested and all violations of SUNY Plattsburgh’s Student Code of Conduct must be reported. Please note that faculty leaders or GEO cannot dismiss students from a study abroad program without due process. This involves consultation with the offices of Student Affairs and Academic Affairs.

If a student is dismissed or requests to withdraw from the program early, there may be academic and financial implications. The faculty leader must inform students of academic implications in writing. Please note that once the program begins, students are liable for 100% of the program costs. If a student withdraws prior to the start of the program, GEO will attempt to refund monies, but the College is subject to the refund policies of the provider that is contracted for the program. In most cases, payments for services have been made far in advance and cannot be refunded.

**Sexual Harassment or Assault**
Students should not feel they are subject to unwelcome sexual comments or advances, including those from program faculty or staff, another student, or a host country national. SUNY Plattsburgh is committed to taking prompt and appropriate action in support of a student who has been sexually harassed or assaulted. Faculty leaders must respond immediately if a student reports unwanted sexual behavior. Immediate actions include those below.
● Establish whether the student needs immediate medical attention or support from a counselor. If so, proceed to the local hospital or appropriate facility.
● Ensure the student is safe by providing physical distance from any other person involved.
● Inform GEO immediately after securing the student’s immediate well-being. GEO will inform the Title IX Coordinator who will be in contact regarding how to proceed.

Safety and Security
The safety and well-being of students is SUNY Plattsburgh’s first priority. GEO routinely consults information and advice from the U.S. Department of State, U.S. Center for Disease Control, and United Healthcare when monitoring safety and security matters. Faculty leaders should familiarize themselves with these resources prior to taking a group abroad and consult them in as needed while away

- U.S. Department of State: http://travel.state.gov
- U.S. Centers for Disease Control: www.cdc.gov/travel
- United Health Care: www.uhcglobal.com

Although world events are a concern, students also encounter health and safety issues in the form of personal injury, petty crime, or physical issues resulting from poor diet or lack of sleep. Pre-departure planning and in-country reminders and resources can help students avoid these problems.

Emergency Procedures
In the event of an emergency, accurate and consistent communication with all parties is of paramount importance. This includes GEO, host institution or travel provider, students, medical or other service providers, etc. If a medical or non-medical emergency occurs, remain calm and be prepared to document as events unfold. Required action will vary based on the circumstances, but below is a list of suggested steps to follow as appropriate. If it is a non-medical emergency, start with step 3.

1. Transport student(s) to emergency medical facility. Accompany student(s) and assist in obtaining immediate medical care. If you are unsure of where to take the student and are unable to contact a host institution or travel provider, you can contact United Healthcare.
2. Report the medical incident to United Healthcare. They may ask you for the information below. Please keep detailed notes on this and any other conversations.
   a. Name of the student
   b. Insurance information
   c. Exact location
   d. Name of physician providing care and whether English is spoken
   e. Condition and prognosis of the student
f. Whether the student may wish or need to return to the U.S.
g. Phone number where faculty leader can be reached

3. Call GEO directly during business hours. If the call is outside of business hours, contact University Police with your contact information and a GEO staff member will call you back as soon as possible. Please include any pertinent details. For example, in the case of a student arrest, which agency made the arrest, the charges, etc. During this call, establish a regular communication schedule with GEO.

4. Start documenting the incident in writing, including the student(s) involved, nature of the incident, location, and time. Email this information to GEO, if possible.

5. Inform the host institution or travel provider (if applicable)

6. Maintain regular contact with student(s) receiving medical care and medical providers, or other applicable parties and share updates with GEO as previously established.

7. After consultation with GEO, call a meeting with the group to inform them of the situation as appropriate. Be available to students to answer questions, address concerns, or refer them to appropriate resources. Inform students of your location and how to reach you. Maintain access to email and cell phone so you can share and receive information anytime.

Important Contact Information

- SUNY Plattsburgh
  - Global Education Office (GEO): (518) 564-3287
  - University Police: (518) 564-2022
- United Health Care: +1 410-453-6300 - www.uhcglobal.com

Post-program Responsibilities

Grades
If the program takes place after the end of the semester that the course is offered, then an “I” should be issued at the final grade deadline of that semester. Within two weeks
after the end of the program, final grades should be submitted to the Registrar’s Office using the “Grade Irregularity Form” available from the Registrar’s Office.

**Program Report**  
Submission of a completed program report (Appendix E) 30 days of your return to campus. It should include a summary and evaluation of recruitment efforts, an explanation of any itinerary or budgetary changes, appraisal of program activities and the travel provider, description of any problems that arose and their resolution, and recommendations for future program development or faculty leaders. This will address the key program components and provide feedback for future planning.

**Travel Voucher**  
A travel voucher will need to be submitted upon 30 days of the end of the program. Departmental secretaries often assist with this process. Please note that after the supervisor of the faculty leader signs, GEO will need to provide a signature for account authorization.

**Student Engagement**  
Some faculty leaders choose to keep in touch with program participants by hosting a reunion upon return. Many groups schedule presentations about their program for the campus community. GEO can assist in sharing these events on campus. Students may also want to consider contacting GEO for opportunities to share their experience, work or volunteer in the office, or participate in another study abroad experience.

**New Program Proposal**  
Since programs are created with sustainability in mind, upon return faculty leaders should determine when the next program from their department may be offered. It could be yearly or every other year, but determining the timing in advance will be helpful for the program leader and GEO. In many cases, past program proposal materials can be updated and revised for resubmission.

---

**Thank you**

The Global Education Office would like to thank all faculty and staff for learning more about the process to create a faculty-led study abroad program. The dedication and expertise that faculty and staff bring to these programs is a key component of providing international opportunities for SUNY Plattsburgh students and assisting the College in meeting strategic goals.
If you have questions, please do not hesitate to contact GEO.

Global Education Office
Kehoe 210
(518) 564-3287
geo@plattsburgh.edu
Appendix A

Faculty-Led Study Abroad Program
Proposal Review Considerations

General

- How many programs, disciplines, and locations are needed for each term?
- How many programs can be managed based on GEO’s staff resources for each term?

Appeal/Demand

- What is the anticipated student interest/demand in the course/program?
- What is the anticipated student interest/demand in the location/region?
- How many students are enrolled in the majors and/or minors relevant to this program?
- Is the program open to students from a wide variety of disciplines or does it satisfy a specific need?
- Which students will this program appeal to?

Academics

- Does the course fulfill specific requirements (major, minor, general education, cognate)?
- Does the course have prerequisites? If so, will this limit the applicant pool?
- Is the program designed to develop and facilitate inter-cultural learning?
- What types of learning activities are featured in the course?
- How does the location enhance the academic and cultural content of the course?
- Does the program include opportunities for cultural immersion/exposure to the local culture?
- Does the program meet the recommended guidelines for the number of credits being awarded?

Location

- Is the proposed location ‘safe’ as determined by U.S. State Department/CDC guidelines?
- Is this a non-traditional destination and/or priority country for SUNY Plattsburgh?
- Are adequate medical services available in the host location?
- What housing options are available?
- What support services are available?
- Will the group have access to public transportation?
- Does the faculty member have previous experience or expertise in the region/country?
• How many other study abroad options are available in this country/region?

**Feasibility**

• Is the program itinerary feasible/realistic?
• Do program providers operate in this location?
• Will the program be affordable?
• Will the program budget support more than one faculty director or a faculty assistant?
• Are there other sources of funding to support the program (grant, subsidy, scholarships)?
• Is the program sustainable (one-time program or plans to repeat)?
• What were the previous enrollment numbers for the program, if applicable?
• Does the faculty member have ideas for promoting the program and recruiting students?
### Faculty Leader Information

<table>
<thead>
<tr>
<th>1. Date</th>
<th>August 27, 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Faculty Leader's Full Name</td>
<td>Click or tap here to enter text.</td>
</tr>
<tr>
<td>3. Faculty Leader's Department</td>
<td>Click or tap here to enter text.</td>
</tr>
<tr>
<td>4. Email</td>
<td>Click or tap here to enter text.</td>
</tr>
<tr>
<td>5. Telephone</td>
<td>Click or tap here to enter text.</td>
</tr>
<tr>
<td>6. Please describe your qualifications to lead this program including expertise in your field and/or the host location/region. If the primary language spoken there is not English, please provide information regarding your level of fluency in the primary language of that country, and/or anticipated needs for an interpreter/translator.</td>
<td>Click or tap here to enter text.</td>
</tr>
<tr>
<td>7. Please describe your demonstrated experience in leading overnight student group trips or, if lacking such experience, how you propose to develop this expertise.</td>
<td>Click or tap here to enter text.</td>
</tr>
</tbody>
</table>

### Program Information

| 8. During which term/semester will you offer this program? | Choose an item. |
| 9. Why have you selected this term/semester? | Click or tap here to enter text. |
| 10. Are you flexible regarding the program term/semester? | ☐ Yes ☐ No |
| If no, please explain why: | Click or tap here to enter text. |
| 11. Country or countries to be included | Click or tap here to enter text. |
| 12. City or cities to be included | Click or tap here to enter text. |
| 13. Program length (# of days in other country) | Click or tap here to enter text. |
| 14. Does the program require students to meet specific physical demands to participate? If so, please explain. | Click or tap here to enter text. |

### Academic Information

| 15. What is the proposed program/course number and title? | Click or tap here to enter text. |
| 16. Is this a new course? | ☐ Yes ☐ No |
| 17. How many credits is the program? | Click or tap here to enter text. |
| 18. How will you meet the necessary contact hours for the number of course credits (e.g., classroom time, field experiences, hybrid instruction, etc.)? | Click or tap here to enter text. |
| 19. What are the academic eligibility and requirements for the program (e.g., grade point average, prerequisites, etc.)? | Click or tap here to enter text. |
| 20. What are the student learning outcomes for the course? | Click or tap here to enter text. |
| 21. What are the student learning outcomes for the study abroad component? | Click or tap here to enter text. |
22. How does your proposed course/program meet students’ major or cognate requirements?
   Click or tap here to enter text.

23. How does your proposed course/program meet students' general education requirements?
   Click or tap here to enter text.

### Information for Building a Program Budget

You are required to identify an alternate faculty member to lead the group in the event that you cannot perform the duties of the Faculty Leader unless there is a second faculty leader or assistant already designated.

24. What additional SUNY Plattsburgh employees will be traveling on the FLSA program and in what capacity?
   Click or tap here to enter text.

25. Please provide name, passport country and expiration date for each person listed in response to the previous question.
   Click or tap here to enter text.

26. How many SUNY Plattsburgh employees will receive a salary for this FLSA program?
   Click or tap here to enter text.

27. What is the optimal range in the number of students for this program (e.g., 6-10)?
   Click or tap here to enter text.

28. How many days do you anticipate being in the program location?
   Click or tap here to enter text.

29. Is a visa required for travel to your intended location?
   □ Yes □ No

30. Are there any recommended vaccines or medications for this location?
   □ Yes □ No

31. With whom do you intend to work for program logistics (e.g., program provider like EF, partner institution like Bond University in Australia, etc.)? Please refer to the FLSA Handbook for possible options.
   Click or tap here to enter text.

32. Please list intended venues, sites, and/or activities for the trip.
   Click or tap here to enter text.

### Program Marketing and Recruitment

Please note: It is the responsibility of the faculty leader(s) to promote the program with guidance and support from the Global Education Office. You are encouraged to submit supporting documentation with the proposal application to demonstrate anticipated student interest and/or demand (e.g., number of relevant majors/minors, informal assessment of student interest in topic or location, etc.)

33. How do you plan to recruit participants for the program? Please list at least three (3) ideas for marketing which you plan to employ.
   Click or tap here to enter text.

34. Which majors, minors, and/or other student groups do you intend to target in terms of marketing your program?
   Click or tap here to enter text.

35. What challenges do you anticipate in recruiting for this program?
   Click or tap here to enter text.
Appendix C

Off-Site Travel Form for Students

*All students must submit a copy of this form to their faculty leader before traveling off-site independently during the duration of a SUNY Plattsburgh study abroad program.*

<table>
<thead>
<tr>
<th>Date</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Name</td>
<td></td>
</tr>
<tr>
<td>Destination</td>
<td></td>
</tr>
<tr>
<td>How will you travel to/from there?</td>
<td></td>
</tr>
<tr>
<td>Departure time</td>
<td></td>
</tr>
<tr>
<td>Return time</td>
<td></td>
</tr>
<tr>
<td>Cell phone number</td>
<td></td>
</tr>
<tr>
<td>Email address</td>
<td></td>
</tr>
</tbody>
</table>
Appendix D
Study Abroad Incident Report Form

<table>
<thead>
<tr>
<th>Date of incident</th>
<th>Click or tap here to enter text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place of incident</td>
<td>Click or tap here to enter text.</td>
</tr>
<tr>
<td>Time of incident</td>
<td>Click or tap here to enter text.</td>
</tr>
<tr>
<td>Name(s) of student(s) involved</td>
<td>Click or tap here to enter text.</td>
</tr>
</tbody>
</table>

Please check the appropriate box below to indicate the nature of the incident

☐ Alcohol / Drugs
☐ Theft
☐ Arrest of student
☐ Assault of student
☐ Injury / Illness
☐ Missing student
☐ Other (please specify): Click or tap here to enter text.

Please describe the incident. Be as specific as possible including all details. Use additional sheets, if necessary

Click or tap here to enter text.

Name(s) of Witness(es) | Click or tap here to enter text.

<table>
<thead>
<tr>
<th>INCIDENT CHARACTERISTICS</th>
</tr>
</thead>
</table>
| What type of incident (check all that apply)? | ☐ Assault  ☐ Yes  ☐ No  
| ☐ Arrest  ☐ Yes  ☐ No  
<p>| ☐ Injury  ☐ Yes  ☐ No |
| Please describe | Click or tap here to enter text. |
| Were local authorities involved or contacted? | ☐ Yes  ☐ No |
| If sexual assault, is counseling available? | ☐ Yes  ☐ No |
| If rape, have tests been conducted (STDs, AIDS, pregnancy, DNA, etc.)? | ☐ Yes  ☐ No |
| Has the U.S. Embassy or Consulate been contacted? | ☐ Yes  ☐ No |
| Do you have a copy of a police or other official report? If yes, please submit. | ☐ Yes  ☐ No |
| Is bail or legal counsel available? | ☐ Yes  ☐ No |</p>
<table>
<thead>
<tr>
<th><strong>Name and contact information of local authorities</strong></th>
<th>Click or tap here to enter text.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>If none of the above applies, please describe nature and characteristics of incident</strong></td>
<td>Click or tap here to enter text.</td>
</tr>
</tbody>
</table>

**MEDICAL EMERGENCY ONLY**

<table>
<thead>
<tr>
<th><strong>Was medical attention sought?</strong></th>
<th>☐ Yes</th>
<th>☐ No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Where?</strong></td>
<td>Click or tap here to enter text.</td>
<td></td>
</tr>
<tr>
<td><strong>Describe nature of medical emergency</strong></td>
<td>Click or tap here to enter text.</td>
<td></td>
</tr>
<tr>
<td><strong>Name of attending physician, if known</strong></td>
<td>Click or tap here to enter text.</td>
<td></td>
</tr>
<tr>
<td><strong>Contact information of attending physician, if known</strong></td>
<td>Click or tap here to enter text.</td>
<td></td>
</tr>
<tr>
<td><strong>Does physician speak English</strong></td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td><strong>Diagnosis</strong></td>
<td>Click or tap here to enter text.</td>
<td></td>
</tr>
<tr>
<td><strong>Prognosis</strong></td>
<td>Click or tap here to enter text.</td>
<td></td>
</tr>
<tr>
<td><strong>Are other students at risk?</strong></td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td><strong>Does the student need or want to return to the U.S.?</strong></td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td><strong>What are the consequences of returning to the U.S.?</strong></td>
<td>Click or tap here to enter text.</td>
<td></td>
</tr>
<tr>
<td><strong>Has the health insurance provider been contacted for medical assistance and/or evacuation?</strong></td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
<tr>
<td><strong>Has the student’s emergency contact person been contacted?</strong></td>
<td>☐ Yes</td>
<td>☐ No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>City and Country where you are completing this form</strong></th>
<th>Click or tap here to enter text.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Signature of reporting person</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Today’s date</strong></td>
<td>Click or tap here to enter text.</td>
</tr>
</tbody>
</table>
Appendix E

Faculty-Led Study Abroad Program
Faculty Leader Program Report

Faculty Director Program Report
The information you provide is important not only in terms of maintaining and improving program quality, but also for helping inform and prepare colleagues who are now, or will be in the future, involved in your program. These reports are due 30 days after the end of your program. Please note that the Global Education Office will not process your travel voucher until this report is submitted.

Recruitment and Publicity Programs

1. How did you market your program offering to students prior to the application deadline?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2. What worked or didn’t work during these efforts?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

3. How can GEO better assist you with these efforts in the future?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Program Preparations
Pre-departure orientation, student arrival and orientation, on-site preparations, etc.
4. Please describe your familiarity with your study abroad destination. If this was your first time traveling to this destination, what activities did you engage in to better prepare you for your travels?


5. What worked or didn’t work during these efforts?


6. How can GEO help to better prepare students for their study away experience?


**Academic Program**

Courses offered, number of credits, collaboration with host institutions and faculty/presenters, field trips, mid-term interventions, integration of the study abroad program into the departmental/college curriculum, etc.

7. What was the course offered and how many credits did students earn through participation?


8. How did you tailor your course offering to line up with your study abroad destination and sites visited?


9. Did you come across any challenges during these efforts?


10. What suggestions would you offer to a faculty member wanting to replicate this program offering in the future?


On-site Logistics and Support
Student housing, classroom space and equipment, housing staff, meals, transportation, excursions, special events, etc.


11. Did your program offer any on-site logistical support?
   
   
   
   
   Mark only one oval.

   ○ Yes

   ○ No

12. If yes, how useful/helpful did you find these resources to be?


13. What feedback would you like GEO to share with the partner university/program provider?


Health and Safety Issues
14. Did GEO provide you with adequate information/resources regarding the steps to take in the event of an emergency?
   Mark only one oval.
   ○ Yes
   ○ No
   ○ Somewhat

15. Were there any health-related incidents such as accidents, serious illness, and mental health issues?
   Mark only one oval.
   ○ Yes
   ○ No
   ○ Maybe
   ○ Other: __________________________

16. Were there any crimes committed against faculty or students?
   Mark only one oval.
   ○ Yes
   ○ No
   ○ Maybe
   ○ Other: __________________________

17. Were you and students aware of the location of the nearest health care facility, in the event of an emergency?
   Mark only one oval.
   ○ Yes
   ○ No

18. What political, social, cultural, environmental developments on-site warrant special attention if the program were to be offered again in the future?

   __________________________
   __________________________
   __________________________

19. What, if any, steps need to be taken to make program sites safer?

   __________________________
   __________________________
   __________________________
20. What, if any, preventive safety measures do you recommend that GEO take for future program offerings?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Student Issues

21. Could satisfactory solutions be found to most student problems?
   Mark only one oval.
   ○ Always
   ○ Almost always
   ○ Most of the time
   ○ Some of the time
   ○ Rarely
   ○ Never

22. How could such problems be avoided/minimized in the future?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

23. What could be done in the future to enhance the cross-cultural learning component of the program?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

24. Which aspects of the culture did students react to negatively/positively?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
25. Were issues of cultural adjustment and readjustment discussed with students?


26. Was there a special event marking the end of the program?
   Mark only one oval.
   ☐ Yes
   ☐ No
   ☐ Maybe

27. Could a student with a disability have easily participated on the program? If not, what changes would you make for the future?


Program Benefits

28. How does the program enhance participating students' academic/intellectual, personal, professional, and cross-cultural learning?


29. How has being involved in this program enhanced your professional development; for instance, through research and teaching collaboration with host institution faculty?


Finances/Budget
30. What, if any, adjustments need to be made to the budget to improve the program and/or to reflect cost realities in the host country/countries?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Other Areas to Report

31. Are there any other topics you would like to include in your program report? If so, please elaborate.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

32. Do you feel this program report could be improved in the future? If so, please elaborate.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________