

Information for Teaching Faculty-Led Group Study Abroad Programs

Faculty-Led Group Study Abroad Kansas State University

Taking Students Abroad: A Necessity

“What nations don’t know can hurt them. The stakes involved in study abroad are that simple, that straightforward, and that important. For their own future and that of the nation, college graduates today must be internationally competent.”

Commission on the Abraham Lincoln Study Abroad Fellowship Program
Global Competence and National Needs, November 2005

A good understanding of the world is a critical component of a quality education. As a Land-Grant Institution, Kansas State University’s mission includes preparing its students for personal and professional life in a global context. Many students greatly benefit from studying abroad during college, and a feasible way to do this is to go abroad with faculty who they know and trust.

The Study Abroad Program is responsible for coordinating all faculty-led group study abroad programs at K-State. Faculty members wishing to design a faculty-led program should contact Rose Redington, Coordinator of Faculty Services, as early in the design process as possible. **The Study Abroad Program will provide academic departments and faculty with following types of assistance:**

- Assist with program development, including a program proposal and budget.
- Supply all necessary forms for establishment of the program including student application materials, incident report forms, and program evaluation forms.
- Assist with publicity and promotion of the faculty-led program.
- Advise students regarding faculty-led study abroad programs including the areas of academics, financial aid, and health and safety.
- Review and screen student applications, admit students into the faculty-led program, and send notice of acceptance to students.
- Assist students in enrolling in the faculty-led course through ISIS.
- Handle monetary transactions, including collection of program fees and disbursement of funds, and submission of cost sheets for student financial aid.
- Direct emergency or crisis management plans, including the 24-hour Study Abroad Program emergency line.
- Liaison with the Division of Continuing Education to set-up the course
- Assist with student behavior or health and wellness incidence.
- Conduct pre-trip and post-trip program evaluations.

The Study Abroad Program has a Coordinator of Faculty Services who reports to the Director of Study Abroad. The Coordinator of Faculty Services facilitates faculty-led group study abroad courses from their inception to their evaluation upon return. Professors who are interested in setting up a study abroad course should contact the Coordinator for Faculty Services immediately. The Study Abroad Program also has an Accountant for Faculty-Led Programs who facilitates the financial aspects of faculty-led group study abroad programs.

Getting Started

Faculty should start planning 12-18 months prior to the anticipated start date of a faculty-led group study abroad course. Deciding to take a group of students abroad may be an easy decision for you. You might have experience in another part of the world that would help make you a natural group leader. On the other hand, if you haven't traveled abroad much, this might be a harder decision. Either way, keep in mind that the purpose of a faculty-led group study abroad course is to enhance K-State students' educational experiences.

Three Types of Faculty-Led Group Study Abroad Courses

1. Topical
2. Language Training and Culture Learning
3. Interdisciplinary

Average Length of Program

Most faculty-led group study abroad programs are held during winter break, spring break, and summer. Programs are usually 15 days to 6 weeks in length. The average program length is 2-3 weeks.

Average Cost of Program

Program cost depends largely on program length, location, airfare, and faculty salary requirements. Generally program costs range from \$1,500-\$5,000 (without K-State tuition/fees or student out-of-pocket expenses). Some academic departments and/or faculty subsidize the program in order to make it more attractive and affordable to students. Some colleges and departments offer study abroad scholarships which also help reduce student expenses. As to be expected, programs with lower costs will attract more students.

Program Size

Careful consideration must be given to the number of participants admitted to the faculty-led group 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 advising, counseling students struggling with the demands of cultural adaptation, resolving housing and budget issues, and responding to problems.

First, confirm the on-campus minimum class size. Try to keep to that policy, unless there are field or research reasons to take fewer students. Another determining factor of the program size is the program budget. A minimum number of students is required to make the program fiscally feasible. The maximum number of students may be determined by the facilities available at the program site (e.g. 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, coursework required, and evaluation methods.

Typically a course with one Faculty Leader should have between 8-20 participants. Faculty members have reported that two Faculty Leaders should not take more than 25 students. Ultimately, the specific discipline and course requirements will determine the program size.

Interdisciplinary Collaboration

Faculty Leaders are encouraged to collaborate with other K-State academic departments and colleges when possible because such partnerships can produce many benefits such as increasing academic course offerings which appeal to a broad range of students; increasing program resources; and increasing support staff.

Program Staffing

The participation of a second faculty member, staff member, or graduate-level teaching assistant can be of tremendous help to the Faculty Leader – most importantly in providing a second set of eyes and ears, and additional leadership support. This additional staff can be available to make logistical arrangements, lead excursions, conduct lectures, or provide back-up in the event that the Faculty Leader is called away to respond to a problem.

The Faculty Leader will need to clearly define the role of additional staff. It is best to have a job description or set of responsibilities and expectations available to possible candidates. The leadership team should also spend time before departure discussing their interaction with students – the level of formality, use of titles or first names, and staff interaction with students. Because these programs have such academic, intercultural, and social intensity, it is important that the leadership team understand each other's expectations.

Program Models

1. **Customized Program through Third Party Program Provider:** Faculty Leader works with Third Party Program Provider, which organizes the program based on the Faculty Leader's specifications.

2. **Faculty Directed/Organized Program:** Faculty Leader organizes the program in its entirety.
3. **Direct Enrollment in Pre-designed Programs:** Students enroll in a course taught by a Faculty Leader, who is contracted on a short-term basis at a foreign institution.
4. **Hybrid Model: Pre-designed and Customized Programs:** A hybrid model combines a pre-designed program with the opportunity for the home institution to influence the program content, course offerings, and curriculum.
5. **Exchange Agreement:** Faculty Leader creates a program based on an existing exchange agreement held by the home institution.

Unstructured Time

Unstructured or “free” time is a complex issue for faculty-led group study abroad program design. Too much unscheduled time questions the academic integrity regarding the amount of credit granted, and too little free time compromises the students’ ability to learn due to exhaustion and information overload.

Students and the Faculty Leader need breaks to complete readings and journals, to rest, and to process. How much free time should be build into the program depends on the program model: is it a travel course or is the group based in one place; what are the academic objectives of the course?

Faculty may build-in designed or guided free time. Students are required to choose and attend two to three cultural activities during the week, on their own time, and report back to the group. This allows students to build confidence by traveling to the site on their own, doing their own research, and being held accountable for that time.

Independent Student Travel

Some Faculty Leaders design a course where at least one weekend is free, encouraging students to undertake independent travel. This approach builds confidence, can provide a spontaneous educational occasion, and gives members of the group a break from each other. If the Faculty Leader schedules more than one day off, proactive steps need to be taken to ensure the students’ safety. Students should travel in pairs or larger groups and should submit information such as their destinations and contact numbers (if available) to the Faculty Leader before departure. Also, the Faculty Leader should identify expectations, such as being prepared for Monday morning class, as well as review safety guidelines, especially for travel on overnight trains.

Logistics and Travel Planning Considerations

- Carefully consider the number of sites visited, their geographical proximity to each other, and the time spent traveling among them.
- Consider the mode of travel, and utilize the opportunities it presents for pedagogy.

- A good case should be made for the amount of travel proposed. Visiting a large number of sites and/or countries does not necessarily make the best course.
- Attempt to balance course lectures, site visits, and unstructured time. Faculty-led group study abroad programs can be exhausting, both to faculty and students. Think about jet lag and long bus trips, both of which can add to fatigue.
- Balance the different models of site visits: for example, scheduling visits to three museums in one day will produce tuned-out students by the afternoon.
- Transit makes for good opportunities for the Faculty Leader to check in with students, find out how they are doing, learn their progress on journals and readings, discover more about their interests, and in general, stay connected with the group.
- Successful courses usually provide frequent opportunities for students to process their observations and reactions to these cultures they are experiencing in a group context.

Facilitating the Cross-Cultural Encounter

An important feature of any study abroad program is the cultural encounter between U.S. students and native speakers, guest faculty, and/or host nationals. Because short-term programs allow less time for cultural immersion, such encounters should be actively incorporated into the course.

Reflection

The best faculty-led group study abroad courses balance experience with processing the experience. Too many experiences without a context in which to study and reflect on them can leave students overwhelmed and unsure of just what they are supposed to be learning.

General Criteria for Faculty-Led Group Study Abroad Courses

1. Academic

- Is the academic rigor comparable to courses offered on campus? Are the prerequisites clearly stated and appropriate? Does the course enhance or supplement, rather than duplicate on-campus curriculum? If this is a new course, has it been approved by the academic unit's 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 to students?
- Who is the intended audience for the course? Does the course have a broad enough appeal (i.e., is it a general education course or a required course for majors or minors) to attract a sufficient number of applicants?
- What are the academic advantages to conducting this course abroad? What are the advantages to the specific location proposed?

- What are the qualifications of the Faculty Leader? Does the Faculty Leader have prior experience in this country or region? Does the Faculty Leader have prior experience in taking a group of students abroad? How were the host country faculty selected? What are their qualifications? Will a graduate teaching assistant be necessary? If so, how will that graduate assistant be selected?
- What are the admissions requirements for the program? At a minimum, do they match admissions requirements for other institutional study abroad programs?
- Is the projected program size conducive to an effective learning environment, given the location, facilities, and proposed activities?

2. Cultural/Logistical

- How will this program integrate students into the local academic and community life?
- What is the nature and degree of exposure to the host culture and language?
- How do the pre-departure materials and session(s) prepare students for the academic and intercultural experience?
- Will international air travel be done as a group, or will students be expected to make their own arrangements?
- What is the nature of 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, and research facilities are available at the program site? Are these sufficient for students to complete assigned work?
- How will students be counseled to spend their free time? Will the Faculty Leader be available after hours and on weekends?

3. General

- What evidence is there of student interest for this program (including its location and content)?
- How will this program be marketed? What student populations will be targeted for promotional activities?
- Is this program sustainable (i.e., are faculty members interested in directing it in future years, are there other faculty who can take leadership on a rotating basis, are the facilities abroad able to host future groups)?
- How does the projected cost of this program compare with other study abroad programs of similar duration and in the same location offered by peer institutions? How does it compare with the cost of other study abroad programs at your institution?
- By what method will the participants evaluate the course and the program, and when?

- How does this program fit into the range of programs already offered by your institution? Are there other programs in this geographic area or with this academic content? Does this program compete with or complement those existing programs?

Some Things to Consider When Beginning to Plan a Faculty-Led Group 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 you, as a faculty member, contribute to the international component of the course?

2. Where would you like to lead a group?*

- Do you speak any foreign languages?
- Have you traveled or done research abroad in a specific country or region?
- Does your course content lend itself to a particular place in the world?

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

3. What are the needs of your students?

- Who will most likely participate in this course?
- How will this course be enhanced by taking it abroad?
- Will students need any special arrangements and can those needs be met at your destination?
- What time of year will students be most likely to participate?

4. What factors should you consider to make your program feasible and attractive?

- What countries or cities will the program visit?
- How long will the program last?
- How can you keep costs low for students?
- What cultural events or excursions are appropriate?

5. What strategies can you use to get information about the feasibility of the course?

- Find out where other faculty members are already leading courses abroad.
- Get information about study abroad trends, both nationally and locally.
- See where peer institutions or colleagues at other universities have had successful study abroad courses.
- Identify specific department/college/university interests and needs in a specific country or region.
- Look at the U.S. Department of State country reports about travel and life in your targeted country or region. These reports are available at: http://travel.state.gov/travel/cis_pa_tw/cis/cis_1765.html
- Ask where the K-State Office of International Programs already has established contacts in the country or region.

6. What basic decisions have to be made to begin the process?

- Specific course to be taught and its academic value
- Target audience
- Location(s)
- Approximate dates

Timeline for Course Development

The ideal timeline for planning a faculty-led group study abroad program is 18 months from start to finish. At the very least, faculty should plan the program 12 months in advance.

Approval Process: 18 months in advance of program departure

- Faculty Leader (FL) assesses the need for a program and the potential for sufficient enrollments.
- FL informs Coordinator of Faculty Services (CFS) in the Study Abroad Program of interest in faculty-led programming and receives introductory materials
- FL drafts Program Proposal and preliminary budget with assistance from CFS.

Development Process: 12-16 months in advance of program departure

- Faculty Leaders (FL) submits finalized Program Proposal form and budget to the Coordinator of Faculty Services (CFS).
- CFS and FL finalize a student payment plan.
- CFS will notify FL when the program proposal has been approved.
- CFS completes Division of Continuing Education (DCE) course information sheet, which is then submitted to DCE for approval. Once DCE approves the course, it will be posted on the K-State website.
- CFS and FL develop a marketing plan.

Recruitment Process: 6-12 months in advance of program departure

- The Coordinator of Faculty Services (CFS) prepares program brochure.
- CFS assists Faculty Leaders (FL) with program promotion through a program brochure, website announcement, and the annual Study Abroad Fair.
- FL coordinates classroom visits, information sessions, department listserv announcements, brochure distribution, etc.
- Students submit application along with their first program payment to the Study Abroad Program (304 Fairchild Hall).
- Non-K-State students who wish to participate in the program may apply to K-State as non-degree students.
- CFS will notify FL via e-mail when the DCE course has been officially set-up
- All students should obtain passports.

Student Logistics: 3-6 months in advance of program departure

- Faculty-Led Accountant (FLA) monitors student payments and notifies Faculty Leaders (FL) of outstanding balances.
- Students submit second program payment to Study Abroad Program.
- If applicable, Third Party Program Provider (TPPP) invoices the Study Abroad Program for program costs. The Faculty-Led Accountant utilizes program fees to make payments on behalf of the group.
- CFS submits Student Cost Sheets to the Office of Student Financial Assistance.
- FL instructs students to make travel arrangements independently or, if group travel is arranged, to purchase tickets on schedule with group travel agent.
- Students contact the K-State Foreign Travel Clinic and share health concerns and request information on immunizations.
- Students enroll via ISIS in study abroad course
- FL holds program pre-departure orientation(s)
- Students apply for financial aid

Faculty Logistics: 2 months in advance of program departure

- Faculty Leader (FL) confirms all arrangements and reservations
- Balance of student program fees due to the Study Abroad Program - these must be collected no less than 2 months before departure.
- FL requests travel advance from Faculty-Led Accountant (FLA)

Pre-Program *Open Doors* Evaluation: 1 month in advance of program departure

- Students complete pre-program *Open Doors* electronic evaluation (administered by the Study Abroad Program)

Last Minute Procedures: 1 week in advance of program departure

- Faculty Leader (FL) and students register with the U.S. Department of State.
- FL obtains cash advance from Faculty-Led Accountant (FLA).
- Students pay tuition/fees to K-State

Program Takes Place

- Coordinator of Faculty Services (CFS) remains in contact with Faculty Leader (FL) and is available to assist with problems or crisis management.

Grade Submission

- Grades due approximately one week after the last day of the course on ISIS.

Program Concludes: 1-30 days after conclusion of program

- Faculty Leader (FL) submits receipts and travel expense log to Faculty-Led Accountant no more than 30 days after the end of travel.
- FL hosts debriefing session for students.

Program Evaluation Process: 1-3 months after conclusion of program

- Students complete post-program *Open Doors* electronic evaluation (administered by the Study Abroad Program)
- Students complete the K-State Study Abroad Program's electronic evaluation for faculty-led group study abroad programs (administered by the Study Abroad Program)
- Faculty Leader (FL) completes a short program evaluation (administered by the Study Abroad Program)
- Students are encouraged to join Study Abroad Mentors, International Buddies, and other programs coordinated by the Study Abroad Program
- FL may provide student(s) opportunities to work with FL in recruitment process for next program.

ACADEMICS

Credits and Program Length

Faculty-led programs should include approximately the same number of contact hours per credit as courses taught on campus. The challenge is how to count hours in a program in which students are moving from site to site or in which out-of-the-classroom activities are a significant part of the learning process.

It may be advantageous to base your program in one location for at least part of the program in order to complete lectures, readings, and assignments before engaging in the

travel portion of the program. Another option is to accomplish these tasks in meetings on campus prior to departure. This arrangement allows students to gain the appropriate background for what they will experience later.

If a schedule with more travel is important to the learning outcomes, determine how, when, and where you will lecture “on the road.” This may mean arranging suitable space for lectures without distractions. All programs should allow time for students to listen to lectures, read, and study without distractions.

The duration of faculty-led programs varies. Typically summer programs run from two to six weeks and carry three to six credits. Longer programs, such as foreign language training programs, may offer nine to twelve credits.

For financial aid purposes, the definition of “half-time enrollment” during the summer is three credits. If you anticipate your students being dependent upon summer aid, you need to offer at least three credits during your program or schedule the program so that students can take additional summer courses at K-State before or after your international program.

For programs operating during spring break, student enrollment should be considered part of spring semester enrollment.

As a Faculty Leader, you may decide to offer both undergraduate and graduate-level credit for your study abroad program so that more students can participate. You also may decide to offer the course for variable credit in order to encourage recent graduates, other alumni, or community members to participate in the program while enrolling in a minimum number of credits.

To better accommodate participation of different groups, the Faculty Leader may offer more than one course enrollment option for a single faculty-led program *with approval from the appropriate college dean*.

Selecting the Time and Dates

In deciding the dates of a program, the Faculty Leader should consider the regular K-State semester and summer calendars, graduation dates, deadlines for submitting grades, flight availability, holidays, the overseas destination, and the destination’s climate and tourist season. Faculty-led group study abroad programs should not overlap regular K-State semesters as this would prevent students from attending on-campus classes.

Itinerary

The itinerary of your program should complement your academic plan and vice versa. In developing the itinerary, 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, and so on.

Also consider your energy level and the anticipated energy level of you students. You will be on-call 24/7 and, in addition to teaching, will be handling logistics from morning to night. Don't over-schedule the program! Recognize that "free" weekends or day will be attractive to students and an opportunity for you to rest and revitalize!

Students are more attracted to programs that allow time at the end of the program for them to relax and/or travel independently. Study may be more willing to get up at 7:00a.m. to attend class and to complete assignments during the program if they know that they have an opportunity to travel and sightsee at the end of the program.

Including a Component on Culture

Successful programs incorporate opportunities for intercultural learning in order to capitalize on the international location. Ideally students will begin developing skills for functioning effectively in another culture and an appreciation for cultural differences during pre-departure meetings and orientations. These skills will give the students more confidence and better prepare them to work and study in an international setting. Ideally, 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 and more energy on the part of the students.

On any overseas program, the students and Faculty Leader will bump into the foreign culture on a daily basis. Creating genuine intercultural learning opportunities, on the other hand, can be a significant challenge and only occurs with advance planning. Possible approaches include:

- Home stays 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, sports 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 cultural traits and mannerisms such as work habits, greetings, introductions, and so on. More complex briefings might be given on national approaches to religion, politics, environmental issues, family and privacy, and city planning.
- Discussions or journaling during the program to stimulate continued observation and analysis of the foreign 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 on cross-cultural learning.

The Evaluation of Academic Content

In designing your course, be sure to require students to complete assignments that can be graded. Methods for evaluation of performance might include: research or reflection papers, essays, reports, projects, field exercises, or journals. Will you allow time each day to complete such assignments? Will you review assignments periodically, or collect all work at the end of the program? If so, you may need to leave room in a suitcase to bring the students' work back to campus.

SCHEDULING FACULTY-LED PROGRAMS STRATEGICALLY

The Study Abroad Program encourages colleges and academic departments to develop a strategic plan that will enable them to offer a diverse and sustainable menu of faculty-led group study abroad programs. A Humanities program, for example, could offer a program based in Europe in even years and a program in a more non-traditional location (Asia, Latin America, Africa) every odd year. Alternatively, the schedule might be organized around academic emphases: an Art program one year, a Philosophy program the following year, and so on.

With marketing in place several years before a program is set to run, competitive programs will develop strong reputations and begin to capture market share. Students will wait to participate in the program in which they are most interested and organize their academic work and schedules around that goal. Faculty, too, can plan their participation as Faculty Leaders around family plans, tenure schedules, sabbaticals, and so on.

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 open to students from many various post-secondary institutions. These entities may be for-profit or not-for-profit companies, consortium comprised of several universities, or universities that market their study abroad programs nationally. More and more study abroad companies are collaborating with universities on the design of customized faculty-led programs. These Third Party Program 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.

What Types Services Do Third Party Program Providers Offer?

Examples of services Third Party Program Providers may offer include:

- Assist with program design and development
- Assist with marketing and recruitment
- Arrange program logistics such as renting classroom space, securing housing, arranging in-country travel, organizing field trips, excursions, etc.
- Conduct pre-departure and/or on-site orientation for students.
- Provide an on-site support staff
- Implement health and safety measures on-site and operate 24-hour emergency call service
- Provide risk management services related to currency fluctuation, safety risks, emergency protocols and resources, etc.
- Assist with transfer credit and transcripts
- Visa advising service
- Assist students in finding alternative funding sources.
- Provide re-entry services for students

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 and provide local knowledge and resources.

Third Party Program Providers most often offer assistance in the cities and countries where they already have study abroad programs in place. This allows them to use their existing infrastructure to support a university's faculty-led program. Third Party Program Providers also can provide many U.S. based services including program and budget development, publicity materials, web marketing, group airfare, and pre-departure orientations.

Advantages of Working with a Third Party Program Provider

Developing a program is a business-oriented process. K-State requires Faculty Leaders to negotiate and execute a written agreement or contract with each service provider (such as host institution, tour company, guest speakers, etc.).

There are several very important advantages of working with a Third Party Program Provider:

- One comprehensive contract with a single Third Party Program Provider can cover all aspects of the program, as opposed to needing multiple contracts, each with a different entity, to deal with various aspects of a program.
- Comprehensive logistical support for the program.
- Third Party Program Providers, particularly if they are based in the U.S., understand K-State's concerns related to health and safety and usually offer additional health insurance, risk management services, and health/safety training.

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. Assistance does not come for free, but working with a Third Party Program Provider may relieve the faculty member from devoting excessive time and office expenses to the program.

Where do I begin looking for a Third Party Program Provider?

Occasionally Third Party Program Providers who specialize in a certain academic field will advertise or present at professional conferences. Networking with colleagues at other universities also is a good way to learn about the reputation and success of Third Party Program Providers.

Examples of Third Party Program Providers:

- International Studies Abroad (ISA)
<http://www.studiesabroad.com>
- American Institute for Foreign Studies (AIFS)
<http://www.aifsabroad.com/>
- Cultural Experiences Abroad (CEA)
<http://www.gowithcea.com>
- Academic Programs International (API)
<http://www.academicintl.com>
- Education Abroad Network (EAN)
<http://www.educationabroadnetwork.org>

I Know Which Third Party Program Provider I Would Like To Work With, What Should I Do Next?

- **Contracts:** The Faculty Leader is responsible for soliciting the proposed contract from the Third Party Program Provider. The Coordinator for Faculty Services, Accountant for Faculty-Led Programs, and the Director of Study Abroad are available to review contracts and offer suggestions as needed. The finalized contract is made between the Third Party Program Provider and the Faculty Leader, who acts as a representative of K-State.
- **Insurance:** All agencies that contract with K-State to provide student services must have liability insurance in case K-State and the Third Party Program Provider are involved in a lawsuit initiated by a student. In order to work with K-State, companies that provide overseas programming should carry at least \$1,000,000 of liability insurance. If you already have established a Third Party Program Provider who can help you with the logistics of your program, make sure that they carry liability insurance

RESPONSIBILITIES OF STUDY ABROAD PROGRAM AND FACULTY LEADER

Planning and implementing a faculty-led group study abroad program is labor intensive and truly a group effort. The Faculty Leader enters into a partnership with the Study Abroad Program, along with their department chair and college dean. In many cases, a Third Party Program Provider will work with the Faculty Leader to design and deliver the program.

It is helpful to articulate the role of the Faculty Leader, the Study Abroad Staff, and the Third Party Program Provider. While every program is unique, this outline provides an understanding of what is involved in implementing a faculty-led group study abroad program at K-State.

Study Abroad Program Responsibilities

The Coordinator for Faculty Services Agrees To:

- Serve as information resource to faculty who are interested in developing faculty-led group study abroad programs
- Review program proposals, budgets, and compensation contracts
- Advise on selection of Third Party Program Provider
- Assist faculty in developing a course proposal and budgets
- Arrange student payment schedule
- Coordinate Study Abroad Program web content for faculty-led group study abroad programs
- Provide students with applications for the study abroad course, including release waivers, health disclosure information, international health insurance enrollment, payment schedule, program evaluations, and other materials as needed
- Oversee student enrollment in the course
- Meet with students who are interested in the program to discuss registration, cost, payments, and financial aid
- Review and accept program applications. Notify students of acceptance via e-mail
- Develop marketing materials
- Assist Faculty Leader in recruitment
- Serve as a liaison between the Faculty Leader and the Division of Continuing Education
- Advise students in applying for passports and country-specific student visas (*if applicable*)
- Liaison with the Office of Student Financial Assistance and Lafene Foreign Travel Clinic
- Enroll the Faculty Leader and students in an international health insurance policy

- Oversee adherence to timelines
- Share students' health information forms, emergency contact information, copies of passports, and other relevant information to Faculty Leader
- Ensure that all participants submit necessary paperwork and payment prior to program departure
- Provide ongoing support to Faculty Leaders through the duration of program
- Conduct student program evaluations, compile data, and send results to Faculty Leader
- Assist Faculty Leader in hosting pre-departure orientation session for students
- Create cost sheets for students to facilitate their pursuit of financial aid
- Inform Faculty Leader of application pool during recruitment period
- Prepare Division of Continuing Education (DCE) course information sheet
- Manage student data for reporting

The Accountant for Faculty-Led Study Abroad Agrees To:

- Collect student program fees and give receipts to students
- Review program proposals, budgets, and compensation contracts
- Make advance payments on behalf of the group from the course account
- Ensure that all participants submit necessary payments prior to program departure
- Oversee student adherence to payment schedule
- Lift flags for student enrollment in ISIS. Send notice to students when they can begin enrolling in the course
- Provide student enrollment updates
- Refund unused monies to students according to the refund guidelines outlined in the official Study Abroad Program refund policy
- Receive and process Third Party Program Provider invoices and faculty travel advances
- Answer student inquiries regarding payments and billing
- Reimburse Faculty Leader for program expenses from course account
- Reconcile course account at end of program

The Study Abroad Director and the Associate Provost of International Programs Agree To:

- Review program proposals, budgets, and compensation contracts

Faculty Leader Responsibilities

The Faculty Leader Agrees To:

- Prepare a program proposal, budgets, and compensation contract

- Present program proposal, budget, and compensation contract to college dean and department chair and obtain written approval from each of them
- Submit the course proposal, budgets, and compensation contract to the Coordinator of Faculty Services by the established deadlines
- Choose a Third Party Program Provider to work with (*if applicable*)
- Determine the location, itinerary, and details of the course
- Teach the course and evaluate student learning outcomes
- Make logistical arrangements (airfare, hotel, in-country transportation, excursions, class meetings, group meals, etc.) either personally or through a Third Party Program Provider
- Distribute students' international insurance cards (provided by the Coordinator of Faculty Services)
- Work with the Coordinator of Faculty Services to actively recruit for the course
- Host information, orientation, and debriefing meetings for students
- Reserve rooms on campus for information meetings
- Work with Accountant for Faculty-Led Programs to ensure vendors are paid on time
- Monitor student attendance and conduct
- Make himself/herself available to students, especially in case of emergency. The Faculty Leader should have the emergency contact information for all students participating in the course and he/she will also make his/her emergency contact information known to the students and to the Study Abroad Program at all times.
- Complete the Faculty Leader evaluation at end of program (distributed via e-mail)
- Design academic aspects of the program, including academic, professional, and cultural site visits, tours, and lectures
- Prepare summary of program for publicity materials and website
- Organize and make short classroom presentations to recruit students
- Teach courses while abroad and maintain academic focus of program
- Serve as a guide, academic advisor, and responsible counselor to students while abroad
- Keep in regular contact with the Coordinator of Faculty Services throughout the duration of the program
- Take appropriate action when a participant becomes ill or is injured
- When risks arise, initiate a risk management plan as appropriate while providing leadership and making decisions, clarifying risks to students, and providing options and choices as appropriate
- Document the following to ensure an appropriate paper trail: academic issues, student illnesses, K-State Student Code of Conduct violations, and steps taken in response to any and all emergencies or risks
- Provide students with a copy of airline and itinerary information as well as information on how they can reach the Faculty Leader
- Make on-site payments as needed

- Promptly alert the Study Abroad Program of any concerns while abroad
- Assign and submit academic grades
- Submit all financial documents (receipts, ATM withdrawals, etc.) to Accountant for Faculty-Led Programs no more than 30 days after return.

Third Party Program Provider Responsibilities (*If Applicable*)

A Third Party Program Provider typically does the following:

- Enters into written contract with the Faculty Leader
- Assists with determining location(s) that will reinforce the academic focus
- Assists with developing a schedule that maximizes time overseas
- Finds and reserves appropriate classrooms and living spaces
- May design and print brochure and other marketing materials
- Bills K-State Study Abroad Program for student and Faculty Leader program fees
- Conducts in-country student orientation and provides on-site information
- May arrange flights and airport transfers upon arrival and departure
- Arranges in-country travel and obtains transportation passes
- Organizes and oversees home-stays or other housing arrangements for both students and faculty
- Provides visa advising and services to students as needed
- Rents classrooms and office space and overseas educational equipment needs
- Arranges logistics for field trips
- Implements health and safety measures on-site
- Provides an on-site Resident Coordinator

Organizing and implementing a faculty-led group study abroad program overseas requires a great deal of work, but it is manageable if each entity does their part. The Coordinator of Faculty Services is always happy to discuss the design and implementation of a faculty-led group study abroad program with you, so please give the Coordinator of Faculty Services a call at 785-532-1698.

LEADING AND MENTORING STUDENTS

Being a Group Leader

The responsibilities of a Faculty Leader on a study abroad program differ from the duties of an on-campus faculty member. While on campus, professors do not frequently have to concern themselves with the welfare of their students outside of the classroom. On a faculty-led group study abroad program, the Faculty Leader should consider student safety in planning group activities and take responsibility for aiding students with health needs and any emergencies which may arise. Of course, the students are legal adults and Faculty Leaders are not expected to behave as parental monitors or to anticipate all possible challenges.

While most faculty-led group study abroad programs run smoothly, emergencies occasionally do arise. For example, students may experience minor or serious medical emergencies or become victims of crime. Since few students are prepared to deal with such situations in a foreign culture and perhaps in a foreign language, a Faculty Leader should act as a resource and aid in this area. In addition, in the case of an emergency, the Faculty Leader should act as a liaison for Kansas State University.

Faculty as Mentor

Faculty Leaders must often provide more “handholding” and personal attention than is called for in the on-campus classroom. It is likely that some students have never traveled outside of the U.S. and perhaps a few may never have been on an airplane. As students encounter situations such as homesickness and culture shock, they might turn to you for advice and reassurance. You may be asked to be the cultural interpreter and analyst, helping students to understand the host culture. Students may turn to you with a variety of questions about the local culture and customs, perhaps asking about restaurant etiquette or how to work the machines at the Laundromat. The Faculty Leader should be cheerful and supportive of their students at all times, not simply authority figures. Be aware of your students’ attitudes and watch for any drastic changes in their behavior. Encourage your students to report any problem – physical, emotional, or financial – to you directly.

HALLMARKS OF A SUCCESSFUL FACULTY-LED PROGRAM

- 1. Academic Integrity:** Study Abroad programming is a serious and meaningful academic enterprise consisting of college-level academic study. The program syllabus includes coursework and experiential learning. The program is taught in a manner that enables participants to connect with the foreign culture and society of the nation (or region) in which the program takes place. K-State’s faculty-led group study abroad courses must adhere to the same high standards of content, delivery, and assessment as courses taught on campus.
- 2. Cultural Integration:** Strong programs facilitate participants’ integration into the host culture; so that students engage with that culture and society at fairly sophisticated and complex levels and, by means of this connection, arrive at a deeper understanding of its people and culture.

The course syllabus should incorporate some academic content relating to the host country, culture, economy, and history. From this integration and engagement, the participant should learn not only about the host country and region, but also about their home society and country. Perhaps most importantly, the process of integration and engagement will teach the participants a great deal about themselves as well.

Without this academic integrity and cultural integration, participants remain merely tourists and, although tourism is sometimes educational, it is usually not “credit-worthy.”

The program should have an explicit element that enables the participants to become, at least for a while, “residents of” and not merely “tourists visiting” the city and region where the program is located. We want to go far beyond “educational tourism;” one of our goals is to avoid giving participants the feeling that they are just passing through the society in which they find themselves. All education abroad programs - and especially short-term, faculty-led group study abroad programs must find the means to enable participants to interact with and engage in the host culture. This is perhaps the principal challenge that short-term faculty-led group study abroad programs face.

- 3. The Safety and Security of Participants:** The safety and security of students and Faculty Leaders while they are overseas is critical. For this reason, K-State will not support programs in regions where a U.S. Department of State Travel Warning, Alert, or Advisory is in effect.

Additionally, because emergencies can occur anywhere in the world, each faculty-led group study abroad program must adhere to the Study Abroad Program and K-State’s emergency preparedness protocols. For detailed information, please review *Conducting a Safe and Healthy Program*, which is available on the Study Abroad Program website. Also, please visit the K-State Office of Student Life website at: <http://www.k-state.edu/studentlife/crisisassistance/>

- 4. Fiscal and Budgetary Responsibility:** We recognize that many students face considerable financial pressures in completing their studies at K-State and that a study abroad experience may create additional financial burdens. The Study Abroad Program and the Faculty Leader work together to control the costs of all faculty-led group 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 new faculty-led group study abroad programs must present evidence that they will provide the highest quality program in the most fiscally conservative and cost effective manner. All program budgets should include a minimum 10% contingency fee (per person) to act as a cushion for unexpected expenses. Funds expended for faculty-led group 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 of K-State’s goals is to increase the number of K-State students studying abroad each year. To do this, the University seeks to provide students with programs (short-term, semester, and year-long) that reflect the academic strengths of the institution. K-State seeks to offer programs that appeal to students in all departments and to students at both the Manhattan and Salina campuses.

In developing new programs, Faculty Leaders and departments should place a priority on proposals that demonstrate explicit support of these principles. Rather than duplicating opportunities that already exist on campus (especially in terms of location and content), Faculty Leaders should look to augment and complement the existing curriculum. In this way, students will have an even stronger academic degree.

Additionally, the Faculty Leader must be prepared to provide a high level of personal support – significantly higher than on the home campus – for the participants, many of whom will be traveling outside the U.S. for the first time and are in need of a higher level of care.

- 6. Appropriate Orientations:** The students should not arrive in the host country ignorant of things that they need to know in order to understand the host culture and its people. An orientation for a faculty-led group 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.

To prepare the students adequately for living and studying abroad, the program proposal should include provision for a substantive orientation program that includes the preparation of an orientation handbook and pre-departure and on-site orientation components. The Coordinator for Faculty Services is available to assist the Faculty Leader in pre-departure orientation for students.

- 7. Likelihood of Success:** The proposed program should provide evidence of a convergence of factors that increase the likelihood of success for the program. The Faculty Leader should identify a topic of relevance, an adequate pool of students on which to draw, and an appropriate location for the program.
- 8. New Academic Opportunities:** The faculty-led group study abroad program should seek to offer new opportunities to K-State students, rather than duplicating previously developed overseas offerings. For example, a faculty-led group study abroad program may be geared towards a previously underserved population or academic major.
- 9. Reasonable Faculty/Student Ratio:** Successful programs rarely will have a faculty/student ratio greater than 1/20.
- 10. Inclusion of Local Faculty:** If the size of the proposed group requires additional instructors, the Faculty Leader may want to consider hiring additional instructors from the host country. Local faculty or guest lecturers from the host country/host institution can provide new viewpoints or insights, as well as giving students another opportunity to interact with host nationals.

11. Language Programs: For program designed to improve students' foreign language skills, additional characteristics of success include:

- The professors in the host country who teach the language courses 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.
- Program length is a minimum of 6 weeks.
- Language classes enroll no more than 10 students per section and are offered at various skill levels.

12. Multiple Site Programs: For faculty-led group study abroad programs that involve multiple sites, additional characteristics of success include:

- The program balances the desire to provide an overview of several cities or countries with the need for an in-depth experience in each location and utilizes an itinerary that neither exhausts the participants or the Faculty Leader, nor inflates the cost of the program unnecessarily.
- Since accommodations for faculty-led group study abroad programs are generally in hotels, hostels, or bed and breakfast settings, the program should provide additional opportunities for participants to have contact with the residents of the countries visited.

RECRUITING STUDENTS

When developing a faculty-led group study abroad program, the most critical stage in the process is marketing and student recruitment. If enrollment is low, the program will become too expensive for students with financial needs and you may have to cancel the program. 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 among the Faculty Leader, the Study Abroad Program, and the academic departments and colleges. As a professor, you have a wide sphere of influence and can generate a lot of interest in your classes. Students' enthusiasm can spread among other students, working to your advantage. Also, The Study Abroad Program talks with hundreds of students through information tables, classroom presentations, and individual student advising.

To ensure sufficient numbers, it is wise to begin the recruitment process at least 9-12 months in advance of program departure. For example, for a summer program it is ideal if the academic department, Faculty Leader, and the Study Abroad Program distribute recruiting materials as soon as classes begin in the fall (if not earlier). The Faculty Leader should plan to publicize the program during K-State's annual Study Abroad Fair in the fall semester. The Faculty Leader should also inform other faculty and academic advisors

in appropriate departments so that they can promote the faculty-led group study abroad program in their classes and during advising sessions.

Although the Study Abroad Program is heavily involved in the student recruitment process, without strong academic department and faculty support, recruitment for even the best program can fail. Opting to participate in a faculty-led group study abroad program is a major decision for most students, and they rely heavily on the advice and recommendations of the faculty members in their department.

In summary, the Faculty Leader should be prepared to:

- Recruit at the annual Study Abroad Fair held in the fall semester
- Host information sessions about the program
- Organize and attend 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 faculty-led group study abroad program recruitment cannot be overemphasized.

Begin Early

Beginning early gives students time to save money and to encourage their friends and classmates to participate.

Suggestions for Recruitment

- Talk about the faculty-led group study abroad course in your classes and advising sessions
- Ask other faculty to help promote the course in their classes
- Ask academic advisors to help promote the course in their advising sessions
- Host an information table at the annual Study Abroad Fair in the fall semester
- Host an information table at the Union along with a student who participated in the trip last year (if possible), and a study abroad peer advisor. The best time to set-up a table is between 11:30am-1:30pm. It's a good idea to bring picture books, photos, brochures, sign-up forms (for more information), contact information, artifacts, etc.
- Network as much as possible
- Ask your academic department to advertise the faculty-led group study abroad program on their webpage
- Host information meetings. Tip: providing food at information meetings is a bonus and is likely to attract more students
- Advertise to student organizations
- Advertise in Residence Halls – You can do this by sending 100 copies of promotional materials to the Housing and Dining Office, who will then approve and distribute the promotional materials in the Residence Halls.

- Chalk in front of the Student Union
- Post flyers across campus
- Advertise on academic department and college listservs and/or newsletters
- Advertise through a Collegian article and/or ad
- Announce on K-State radio station
- Send student mailings
- Request academic departmental approval to have the program brochure attached to the course syllabi of all feeder classes

Marketing Materials

As soon as the program proposal has been approved, the Coordinator of Faculty Services will create a program brochure. Before publishing the brochure, the Coordinator of Faculty Services will send the template to the Faculty Leader for his/her review. The Study Abroad Program is also able to design and order 16" x 20" posters for faculty-led group study abroad programs. These posters are printed through K-State Printing Services and cost approximately \$12 each.

Faculty Leaders should distribute the program brochure throughout their department and display posters prominently campus-wide, particularly in buildings where related courses are held or where student traffic is high. The Study Abroad Program also will also provide program brochures to student walk-ins, advisees, etc. in the Study Abroad Program Office. If possible, the Faculty Leader should obtain academic departmental approval to have the program brochure attached to the course syllabi of all feeder classes. This is an excellent recruitment method! Don't forget to market your program on the web too.

Annual Study Abroad Fair

Every fall semester the Study Abroad Program hosts the Study Abroad Fair. It is strongly recommend that the Faculty Leader and others involved with the program, particularly student alumni, promote the program at the fair by hosting a table. Space at the Fair is limited, so if you are interested in participating, please notify the Coordinator of Faculty Services as soon as possible so that space can be reserved for your program. The Study Abroad Fair is held in the Student Union Courtyard.

Information Sessions and Class Presentations

Faculty Leaders should plan on holding at least two or three, one-hour Information Sessions to inform prospective students about their program. Two or three weeks before these sessions, the Faculty Leader, a Graduate Assistant, and/or students who participated in the program in past years should speak briefly to as many classes as possible to pique student interest. Two tips:

- Students love to hear students talk about how great a program is

- It is much more effective for the Faculty Leader to ask colleagues to donate five to ten minutes of class time for this presentation than it is for the Study Abroad Program to make the request

The class presentation usually consists of:

- A 10 minute pitch on the specific faculty-led group study abroad program by the Faculty Leader. If possible, show a short video, Power Point, photos, etc.
- An invitation to attend the next Information Session

The Information Session should be scheduled at the best time for the students. The Faculty Leader should lead this session. It is also helpful to have students, who have participated in the program in past years, to present information and/or answer questions. The meeting agenda should include:

- A thorough description of the program, including the dates and itinerary
- An overview of academic objectives, including specific requirements the course will fulfill (i.e. academic major/minor, UGE, Honors, etc.)
- Description of application process and deadline
- Estimated program costs
- Availability of Financial Aid

Individual Student Meetings

The best way to excite a student about your faculty-led group study abroad program is to tell them exactly how the program will meet his or her specific academic goals and what cultural/fun activities will be included in the program. The Study Abroad Program suggests that Faculty Leaders compile a list of 10-20 students who he/she thinks would benefit from the program. E-mailing these students individually or en masse and/or scheduling a time for you to meet with them to discuss the program is the most effective way of filling your program. Study Abroad Advisors and Peer Advisors also will meet individually with student walk-ins interested in your program.

PARTICIPATION POLICY FOR FACULTY-LED PROGRAMS

Students participating in faculty-led group study abroad programs should have a minimum 2.5 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 K-State before participating in the program.

It is not uncommon for the Study Abroad Program to receive requests to allow non-K-State students to participate in a faculty-led group study abroad program. These persons could be: students from other universities, K-State faculty spouses, K-State alumni, professionals in a related field, community members, etc. Often there are good reasons

for allowing non-K-State students to participate on a faculty-led group study abroad program.

The intent of the participation policy is to enable the enrollment of non-K-State students on faculty-led group study abroad programs in a way that improves the overall quality and success of faculty-led programming at K-State, while at the same time mitigating risk to the University.

Faculty Leaders may take non-K-State students on a faculty-led group study abroad program only as outlined below. K-State University and the K-State Study Abroad Program are not liable if a Faculty Leader decides to dishonor this participation policy.

All Participants

- All persons participating in a faculty-led group study abroad program must complete a Study Abroad application so that the signed *Applicant Profile Form, Conditions of Participation Agreement and Release Form, Emergency Contact, Health Information and Special Needs Form, International Medical Insurance Registration Form, and Passport Copy* are on file in the Study Abroad Program Office.

K-State Student Participants

- All K-State students participating in a faculty-led group study abroad program should enroll for the appropriate credit as determined by the Faculty Leader and the appropriate college dean.

Student Participants from Other Universities

- All non-K-State students participating in a faculty-led group study abroad program should enroll for the appropriate credit as determined by the Faculty Leader and the appropriate dean.
- Non-K-State students wishing to participate in a faculty-led group study abroad program must apply to K-State (through the Division of Continuing Education) as a non-degree seeking student, meet the course admission requirements, and enroll for the appropriate credit

K-State Faculty/Staff Participants

- K-State faculty and staff members may participate in faculty-led group study abroad program on a space-available basis, with priority going to K-State students. The Faculty Leader must also approve their participation.
- K-State faculty and staff must complete a Study Abroad application so that the signed *Applicant Profile Form, Conditions of Participation Agreement and Release Form, Emergency Contact, Health Information and Special Needs Form,*

International Medical Insurance Registration Form, and *Passport Copy* are on file in the Study Abroad Program Office.

- K-State faculty and staff are generally not required to enroll in the course for academic credit, unless the Faculty Leader advises them to do so.
- All participants are expected to purchase international health insurance through the Study Abroad Program.
- Such persons are expected to participate in all group activities as this pertains to matters of academic credibility, group cohesiveness, and college and university liability.

K-State Faculty Spouse and Student Spouse Participants

- Faculty spouses and student spouses may participate in a faculty-led group study abroad program on a space-available basis, with priority going to K-State students.
- Faculty and students are personally responsible for their spouses.
- The Faculty Leader's spouse may opt to serve as the Logistics Coordinator. Please note that he/she can only be paid (out of the faculty-led course account) for his/her services if he/she is already an employee of K-State University.
- Student spouses must complete a Study Abroad application so that the signed *Applicant Profile Form*, *Conditions of Participation Agreement and Release Form*, *Emergency Contact*, *Health Information and Special Needs Form*, *International Medical Insurance Registration Form*, and *Passport Copy* are on file in the Study Abroad Program Office.
- Faculty spouses and student spouses are expected to purchase international health insurance through the Study Abroad Program.
- Faculty spouses and student spouses are expected to participate in all group activities as this pertains to matters of academic credibility, group cohesiveness, and college and university liability.

K-State Alumni, Professionals in a Related Field, and Community Member Participants

- K-State alumni, professionals in a related field, and community members may participate on a space-available basis, with priority going to K-State students.
- Student spouses must complete a Study Abroad application so that the signed *Applicant Profile Form*, *Conditions of Participation Agreement and Release Form*, *Emergency Contact*, *Health Information and Special Needs Form*, *International Medical Insurance Registration Form*, and *Passport Copy* are on file in the Study Abroad Program Office.
- Such persons are expected to purchase international health insurance through the Study Abroad Program.
- Such persons are expected to participate in all group activities as this pertains to matters of academic credibility, group cohesiveness, and college and university liability.

Participants under the Age of Eighteen

- Participants under the age of eighteen are not eligible to participate in a faculty-led group study abroad program due to liability issues and risks.

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 group study abroad course completely different than teaching on campus. While stimulating academic content informed by the international location is the meat of a faculty-led group study abroad program, thorough logistical planning and coordination must form the backbone of any overseas program.

The following questions will help you think through and plan the logistics of a faculty-led group study abroad program.

- **Transportation**
 - **Where does the program originate?** It is often a good idea for a program to 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 you utilize a group flight or allow the students to make individual arrangements? Will all students be required to fly on the same day? Will participants meet at a pre-assigned location before proceeding to the first night's accommodations?
 - **How is the group traveling within the country?** Plane, train, subway, ferry, taxi, bus, or other transportation? Will host families be providing transportation? What about faculty-driven vehicles? Other? What size are vans/buses in the country, and will the group need more than one? Are there any country-specific regulations regarding how long coach drivers can drive in a day?
- **Housing**
 - **Where will the group be staying?** Hotel, hostel, home stay, university residence halls, conference facilities, self-catering flats, guest farm, bed and breakfast, or other accommodations?
 - **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, make sure to put those fees in the program budget.
- **Meals**
 - **Are meals provided as part of the cost of accommodations?**
 - **Will there be group meals?** How many? A welcome and/or departure party?
 - **Where will the students have independent meals?**
 - **Are there vegetarians or vegans in the group, or students requiring special diets?**
- **Classroom and Office Space and Equipment**
 - **When will classrooms be needed?** Every day? For how long?
 - **Do the accommodations have meeting space?** 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 need office space and equipment?** Phone, Fax machine? Blackboard, projector screen? Overhead projector, laptop, or other media devices?
- **Excursions**
 - **What relevant academic, professional, and/or cultural site visits, tours, guest lectures, or interviews might be planned in order that the location of the program informs the course content?** What contacts do you have that might be of assistance?
 - **Who will make all of the arrangements for these excursions?**
 - **Will 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 – someone may need to tell them how to apply. The Study Abroad Program can guide 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 Study Abroad Program can advise students on applying for a visa.

- **Health and Safety**
 - **Are there political disturbances or areas of instability in the countries you intend to visit that should be considered?** If yes, how will you minimize risk for the group?
 - **Have you checked the U.S. Department of State’s Travel Warnings, Alerts, and Advisories?** Does the U.S. Department of State recommend that U.S. citizens defer travel to this country? Please note that K-State will not send students to countries for which a U.S. Department of State Travel Warning, Alert, or Advisory has been issued.
 - **Have you checked the U.S. Department of State’s Consular Information Sheets for each country to which you will take students?** These sheets provide information so that travelers can make well-informed decisions. The sheets describe entry requirements, currency regulations, health conditions and risks, the crime and security situation, political disturbances or areas of instability, information about driving and road conditions, drug penalties, and more. The information sheets also provide addresses and emergency telephone numbers for U.S. embassies and consulates. To view the Consular Information Sheets, please visit: http://travel.state.gov/travel/cis_pa_tw/cis/cis_1765.html
 - **Have you checked the U.S. Center for Disease Control’s Website?** What does the U.S. Center for Disease Control report about health risks in the countries you intend to visit? Are particular immunizations or medications required or recommended? How will you minimize health risks for the group? For more information, visit: <http://www.cdc.gov/>
 - **Do you understand the Study Abroad Program and K-State’s procedures for dealing with emergencies or crises?** For detailed information, please review *Conducting a Safe and Healthy Program*, which is available on the Study Abroad Program website. Also, please visit the K-State Office of Student Life website at: <http://www.k-state.edu/studentlife/crisisassistance/>

- **Do you have a cell phone to use while on the program?** If not, do you understand how to purchase a cell phone and SIM card in country? Do you have a battery charger, adapter, and converter in your suitcase?

STUDENT APPLICATION PROCESS

To apply for a faculty-led group study abroad program, students complete the faculty-led group study abroad application materials and submit them, along with the first program payment, to the Study Abroad Program, Office of International Programs, 304 Fairchild Hall. A complete student application consists of:

- Two-Page Student Application for Faculty-Led Programs
 - Applicant Profile Form
 - Photo
 - Health Information and Special Needs Form
 - International Medical Insurance Registration Form
 - Copy of Passport
- Program Deposit (first program payment)

Student application materials can be picked up in the Study Abroad Program Office and are also available at the Study Abroad Program website.

STUDENT VISAS

- The Study Abroad Program does not process or issue visas for students, faculty, or staff. However, the Study Abroad Program does provide resources to guide students in the visa application process.
- If a faculty-led group study abroad program is going to a country where a student, travel, or other kind of visa is required, the Faculty Leader and all participants are required to obtain the appropriate visa in accordance with the Consulate which governs their home state or state of residence.

EVALUATIONS

Faculty Leader Evaluations

- Faculty Leaders will have an opportunity to provide feedback to the Study Abroad Program by completing an evaluation provided by the Study Abroad Program via e-mail
- Faculty Leaders are invited to meet with the Coordinator of Faculty Services after the completion of their faculty-led group study abroad program to discuss their experiences and provide feedback

Student Evaluations

- Students will complete two electronic evaluations (pre-trip and post-trip), for *Open Doors*, an organization that compiles national statistics on international education. This evaluation is administered by the Study Abroad Program
- Students will complete a K-State Study Abroad Program evaluation, which focuses on the educational and logistical aspects of the program. This evaluation is administered by the Coordinator of Faculty Services via e-mail. Faculty Leaders will receive a summary of student evaluations a couple of months after the end of the program.

Partially adapted from the "Faculty-Led Programs Manual" from the Education Abroad Office at Washington State University, faculty-led materials from the University of Texas at Austin McCombs Business School, and The Guide to Successful Short-Term Programs Abroad, a NAFSA publication