

Guidelines for Developing Faculty-Led Education Abroad Programs



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I. ABOUT FACULTY-LED EDUCATION ABROAD PROGRAMS AT BGSU

Education Abroad Programs have been an important part of the Bowling Green State University tradition for over 50 years. These programs have become part of the BGSU identity. BGSU recognizes the importance of globalized study and is committed to international education.

At Bowling Green State University, *Education Abroad is defined as an international educational experience outside the 50 US states that fulfills global perspective and academic learning objectives through academic credit. BGSU offers faculty-led, exchange, and affiliate program options that can include study, research/field study, internship, service-learning, co-ops, teaching, or a combination of the aforementioned. Typically, a college-approved education abroad experience may be short-term (7-14 days) up to multiple semesters. Academic study abroad experiences bearing three or more credits will count as fulfilling the International Perspectives requirement for purposes of General Education.*

Education Abroad Goals

The best way to understand our world is to experience other cultures face-to-face. At BGSU, we want to get students out of the classroom and on location as early and as often as we can.

Research indicates that studying off campus in another culture is one of the most effective and dramatic ways to develop:

- An understanding of other cultures and a willingness to consider varied cultural perspectives;
- An awareness of the interconnections among nations and among issues, and;
- The knowledge and skills that will enable students to be successful in working with people of different backgrounds.

We live in an essentially global and intercultural world. The career a student begins when graduating from college could take them anywhere on the globe. Even if they stay right here, life and work will involve people from cultural backgrounds different from one's own. Whatever the future, it will require that people are able to learn skills quickly and adapt to new situations.

II. OVERVIEW OF EXPERIENTIAL AND INTERCULTURAL LEARNING

EXPERIENTIAL LEARNING

Confucius said "Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand."

By its nature, a faculty-led education abroad program is very different in scope and in execution from a regular class taught on campus. If you have not taught experiential courses, it would be a good idea to read more on the methodologies that can be utilized.

On this website, Program Directors will find a good review of experiential learning:

<http://reviewing.co.uk/research/experiential.learning.htm>

III. BEING A PROGRAM DIRECTOR

Any BGSU full-time faculty member can propose a program abroad and participate as the Program Director. However, all faculty will need approval from the department chair and dean to be away for the period indicated and to teach the course they propose.

Directing an education abroad program is an experience like no other. It is one of the most challenging and rewarding things a faculty member can do in their academic career. But in addition to their roles as teachers, Program Directors find themselves taking on roles as counselors, legal representatives of the University, administrators, accountants, guides, mediators, mentors... the list goes on. The job requires patience, tact, stamina, and humor. Program Directors need to be skilled in diplomacy, group dynamics, risk management, logistics and problem solving. The job doesn't end when the class is over.

Program Directors are the ones that drive the education abroad course. They provide the creativity and expertise to make these programs happen. However, it is important to understand the responsibilities of all parties involved. Below you will find more complete descriptions of the responsibilities of Program Directors, Co-Directors and others, during the education abroad process.

Program Directors are encouraged to develop multi-disciplinary courses and use the expertise of people outside their own area. They must have adequate experience in the country/region and contribute to the course with specific responsibilities for teaching and/or logistics, which will be outlined in the course proposal.

Education Abroad Short-Term Program Requirements for Program Leaders

This applies to any short-term credit-bearing BGSU education abroad program that involves travel outside the United States.

Teaching short-term education abroad programs involves risks not found when teaching on the Bowling Green State University campus. These include, but are not limited to, risks involved in travelling to and within, and returning from, one or more foreign countries; foreign, political, legal, social and economic conditions and potential unrest; different standards of design, safety and maintenance of buildings, public places and conveyances; local medical and weather conditions; local road conditions, dietary and food differences and availability; students' unexpected medical conditions, and other matters. BGSU short-term education abroad programs are led by a Program Director and a Co-Leader who, in addition to being responsible for developing and teaching the education abroad course, also must manage logistics and risk situations for the safety of students. To address the additional considerations listed above and thus improve students' academic experience, BGSU has the following requirements for short-term education abroad programs.

Definitions:

- (1) A "short-term program" is any education abroad program that lasts seven (7) to (30) days
- (2) A "Program Director" is a BGSU faculty member or staff member
- (3) A "Co-Leader" is another BGSU faculty member, staff member, graduate student, or a faculty member from a partner US institution participating in the program
- (4) A "credit-bearing BGSU education abroad program" is any program coordinated or led by a BGSU instructor that involves travel outside the United States

Short-term education abroad programs within the scope of this guideline must meet the following requirements in addition to the generally-applicable program requirements to be approved:

- (1) Have a Program Director and a Co-leader whose shared responsibilities may include but are not limited to teaching (if appropriate), risk management, student support, and logistics; if a program has an agreement with an onsite affiliate program and representative, the program does not require a co-leader.
- (2) Have a minimum of ten (10) students to cover travel expenses of both Program Director and the Co-leader unless funds are available from other college/department sources
- (3) Have faculty compensation determined by the academic unit based on the number of credit hours if program is co-taught
- (4) Co-leaders must be approved by the College and International Programs and Partnerships

Roles and Responsibilities

For education abroad programs to be successful, nearly every area on campus is involved, including the Registrar, Department Chairs, Deans, Provost, Bursar's Office, Marketing and Communications, ITS, Risk Management, and more. However, the principal actors are the faculty Program Directors and the Education Abroad staff.

Role of Program Director

- Create and develop an international course (or the international part of a domestic course) including the content with learning objectives, itinerary, experiential component, logistics and budget.
- Set criteria for acceptance into the program
- Review and approve each student's application and decide if the student can be admitted to the program.
- Work with the Education abroad office from the beginning of the pre-approval process to make arrangements for the group travel (if applicable), accommodations, site visits, and other logistical matters. Work with BGSU pre-approved study abroad companies to arrange for travel logistics or submit new company information to Education Abroad office for vetting.
- Process required invoice payments and financial requests through their department's budget manager.
- Hold a series of pre-departure sessions with students to build a positive group dynamic, talk about the culture of the location and any specific risks to the region, and discuss course expectations and logistics. During these sessions, Program Directors also distribute readings and other assignments necessary for preparation for the program. Please note that these program-specific pre-departure sessions do not exclude student attendance to the Education Abroad mandatory Pre-Departure Orientation held before the end of the semester (December for winter session and spring, and April for summer, fall, year).
- Coordinate pre-departure sessions with Education Abroad staff to discuss risk management and visa requirements with students.
- Give FINAL program itinerary to the students and Education Abroad 4 weeks ahead of departure. Once overseas, maintain contact through texting and email with Education Abroad.
- Meet with Education Abroad staff to go over the Education Abroad Faculty-Led Emergency Response/Health and Safety Handbook.
- Complete an evaluation form after the program.
- Submit receipts and final travel expense report within one month of program end date with their department budget manager.
- Send an actual budget report with all expenses within 30 days of arrival back to the US to the Education Abroad office.

Role of Education Abroad

1. Coordinate the approval process for faculty-led proposals.

All international programs must have department chair and dean's signatures of approval before proposal submission to Education Abroad. During the proposal evaluation process, department chairs, deans/adeans, and Education Abroad should consider the following items:

- Meet with Program Director(s) before proposal is fully developed and submitted to discuss program location, risk, budget, logistics, and application process.
- The need for the type of course, either for general education, for a major or for a specific level of student.
- The preparation and academic qualifications of the director and co-directors and level of familiarity with the proposed location.
- How the location might offer cultural differences from other programs, or past programs.
- The cost for the program, and the cost when compared to other programs.
- The added value — e.g. an interdisciplinary course, a service learning, teaching, research, or internship component, student research possibilities, etc.
- The level of academic rigor and cultural content of each program.
- The general marketability of the program: Does the program enhance the education abroad course roster academically or will it compete with another course? Does the location of the course enhance the offerings abroad? Is there an array of general education and major courses offered among all the proposals? Can students of all levels and areas find an education abroad course of interest? Does the cost of the program fall into the normal range of offerings?
- The feasibility of the itinerary, in terms of academic/experiential balance.
- The attention to health/safety concerns.

2. Support faculty during planning and pre-departure stages, including:

- Administer the Call for Proposals and do a preliminary review of proposals that will be submitted for final approval.
- Hold meetings with Program Directors to analyze proposal location for risks, communicate timelines, discuss topics like safety and crisis management, and provide pre-departure information.
- Provide information for Risk Management (Education Abroad Faculty-Led Emergency Response/Health and Safety Handbook).
- Recommend partner universities, affiliates and travel experts to help faculty with logistics overseas.
- Once the proposals are approved, handle on-campus program support, including:
 - Marketing – Post web content and distribute brochures. Facilitate study abroad fairs and distribution of information for recruiting purposes.
 - List/Database Maintenance – Education Abroad will train Program Directors to enter the application system to manage applications, maintain course lists, emergency contact information, health/medical information, etc.

- Communications - Communicate with students regarding acceptance/rejection/waitlist. Obtain required paperwork from accepted students. Obtain necessary paperwork from students who withdraw. Communicate regularly with Program Directors about deadlines and changes.
- Student program payments - Monitor student deposits and final payment with help from the Bursar's office.
- Advise faculty about financial requisitions and payments.
- Lead the approval of any contractual agreements. Act as the liaison with BGSU Purchasing for review of all contracts with companies that handle travel arrangements.
- Secure Purchasing and Provost's signature and return contract to Program Director. All contracts must be submitted with the program proposal

Education Abroad Program Timeline

This calendar of events gives you an idea of how programs evolve during the year prior to going off-campus. *Please note that the sooner proposals are submitted, the quicker the approval process and the sooner you can begin to promote your program.*

Spring 2024 Proposal Timeline (student application deadline October 1)

Action	Due	Responsible Party
Consult with Department and College	Consult with your College Chair and Associate Dean	Program Director
Consult with Education Abroad for review and pre-approval of location, logistics, contracts, budget.	Consult with Assistant Director for Education Abroad	Program Director
Proposal Due to Int'l Programs and Partnerships	November 1, 2022	Program Director
Proposal Reviewed/Approved by Int'l Programs and Partnerships and College	November – December, 2022	Int'l Programs and Partnerships and College
Program Promotion	January – October 1, 2023	Int'l Programs and Partnerships and Program Director
Application Deadline	October 1, 2023	Students
Program Fee Posted	December 1, 2023	-Students Pay Bill by Jan. 1 -Department Registers Students by Dec. 1 -Education Abroad Coordinates with the Bursar's Office to assess Program Fee

Summer and Fall 2024 Proposal Timeline (student application deadline March 1)

Action	Due	Responsible Party
Consult with Department and College	Consult with your College Chair and Associate Dean	Program Director
Consult with Education Abroad for review and pre-approval of location, logistics, contracts, budget.	Consult with Assistant Director for Education Abroad	Program Director
Proposal Due to Int'l Programs and Partnerships	April 1, 2023	Program Director
Proposal Reviewed/Approved by Int'l Programs and Partnerships and College	April – May, 2023	Int'l Programs and Partnerships and College
Program Promotion	June 2023 – March 1, 2024 <i>(may extend for fall)</i>	Int'l Programs and Partnerships and Program Director
Application Deadline	March 1, 2024 <i>(may extend for fall)</i>	Students
Program Fee Posted	April 1, 2024 – Summer July 1, 2024 - Fall	-Students Pay Bill by May 1 for summer and August 1 for fall -Department Registers Students by Apr. 1 for summer and July 1 for fall -Education Abroad Coordinates with the Bursar's Office to assess Program Fee

IV. DEVELOPING AN EDUCATION PROGRAM ABROAD

Before you can start to plan a program, there are a lot of decisions to make. Do you want to hold it in one place or a variety of sites? Will the program be an extension or segment of an existing course, or will it stand-alone? What resources do you have in the proposed site(s) and who will make all the logistical arrangements? Are you familiar enough with the site(s) to handle everything alone, or do you want to rely on another institution for support?

1. Choosing a Location/Risk

Are you aware of safety and security risks at the program location, including whether it is subject to US State Department travel warnings? Is the program location susceptible to natural disasters?

Crisis and emergencies can happen anywhere, but some places in the world are more dangerous than others. When choosing a program location, it is necessary to analyze both the risk and the perceived risk of the site. Even if the location is not particularly dangerous, students will hesitate to sign up for your course if they or their parents perceive it to be a dangerous place. It is also necessary to find out about the safety of neighborhoods when choosing hotels and other kinds of accommodations.

Travel Advisories: Taking students to locations classified as dangerous opens the possibility of legal action if anything should happen to a student while away. Education Abroad will discuss your targeted location at the required pre-approval meeting before you develop a proposal.

The U.S. Department of State issues Travel Advisories for each country in the world. These Travel Advisories include four levels of safety and security risk. You can learn more about the Travel Advisories and see the [full list](https://travel.state.gov/travelsafely/ECA) at travel.state.gov/travelsafely/ECA. Here is how these Travel Advisories affect BGSU programs.

- Programs will be approved in a country with an overall Travel Advisory Level 1 (*Exercise Normal Precautions*) or 2 (*Exercise Increased Caution*).
- Programs to Level 3 (“Reconsider Travel”) locations will require Education Abroad to make recommendations and secure approval from the Provost Office.
- BGSU will not permit any BGSU program to a location that is on Level 4 (“Do Not Travel”).
- Certain areas within countries with Levels 1 and 2 may be designated within the Travel Advisory as either Level 3 (*Reconsider Travel*) or 4 (*Do Not Travel*) locations. Programs in these areas will be subject to the guidelines above.
- Should a Travel Advisory change to a Level 3 or 4 after the program has been approved, International Programs and Partnerships will coordinate with the program directors to select a different destination.

To address risk management, Education Abroad has developed an Education Abroad Faculty-Led Emergency Response/Health and Safety Handbook with specific guidelines for faculty leading students abroad. All Program Directors are required to attend a scheduled orientation session to review the processes and procedures included in the handbook. Part of this orientation is to fill out an Emergency Plan to prepare for any emergencies specific to the selected site. Information about the handbook as well as times and dates for these sessions are provided once proposals are submitted.

2. Target Audience

It is very important to consider your target audience when creating a course. Some courses are open to all; others have prerequisites or class level restrictions. To recruit more students, consider designing a course that could be used to satisfy a general education requirement.

3. General Curriculum or Major-related course

A class that is open to a wide-range of students has a greater chance of filling up. However, you might consider how many abroad experiences are available for your department’s majors and consider offering a course just for them. It is a wonderful way to bring another experiential dimension to your department and make your majors more globally aware.

4. Level

Consider designing a course especially for students from one or more class levels. Many of them chose BGSU because of its off-campus opportunities and they enter the University anxious to plan their first experience abroad. Another example is to develop a more complex course for juniors or one that includes a capstone experience.

The University needs both general and specific offerings at different levels. Consider what is already offered and see where you can design a course to complement the existing education abroad roster. For a list of programs in the past few years, contact Education Abroad and International Partnerships.

5. Models for Faculty-Led Education Abroad Programs

Below are several possible program models:

A. Single Location or Multiple Sites?

Spending the entire program in one place allows students to feel “at home” in the new location and let them become familiar with the culture and community. They may even be able to make friends among the local people and get to know local customs.

Moving the group from one place to another also has advantages. It gives students the opportunity to see and do more. Traveling courses, however, usually do not permit in-depth familiarity with the local culture. Additionally, added transportation of traveling courses can impact program expenses.

B. Embedded Program or Stand-Alone-Course?

Making your program part of an existing course has many advantages. First of all, the background and preparation for the travel portion can be enhanced enormously by teaching the students during the previous semester and making the program abroad a real experiential portion of the class. Other advantages include the opportunity to work in-depth on students’ expectations, assuring that students understand that the abroad portion of the course is not merely a trip or vacation. Team building will also occur in the on-campus portion of the course and faculty will have the chance to really get to know the students before traveling with them. The group dynamic could also be enhanced by having more pre-departure contact in person or online.

On the other hand, requiring students to take a prior course can limit participation. Not everyone who might be interested in the abroad program will be able to take the prior term portion.

Some faculty members like to use spring break for the experiential portion, but because of the short time frame, spring break limits where you can go.

C. Programs Outside of Standard Academic Calendar

Provided below are guidelines for Education abroad program scheduling for course travel outside of a regularly scheduled semester:

- Program must be attached/scheduled during the standard fall, spring, and summer semesters.
- Travel can occur outside the standard semester; however, instruction and coursework itself must be completed within the official semester timeframe.
- If the program travel happens after the official end date of the semester, students must receive an IP until they return. Note that the IP could impact eligibility for students for various kinds of aid. It is imperative that the grade change immediately upon return.
- Course schedule/description must include mention of study abroad (travel) component
- Travel that overlaps with the beginning of a semester must be approved by the college dean and/or Provost.

6. Education Abroad Short-Term Program Planning Requirements for Utilization of Study Abroad Providers or On-Site Partners

BGSU short-term education abroad programs are developed by the Program Director, with the support of International Programs and Partnerships. The Program Director is responsible for managing logistics and risk situations for the safety of students. Therefore, short-term education abroad programs within the scope of this guideline must meet the following requirements in addition to the generally-applicable program requirements to be approved:

- (1) Program Director must utilize a study abroad provider or on-site partners (study abroad provider, partner university, travel organizer) to facilitate logistics and on-site support.
- (2) Study abroad program providers that are not on the preferred custom provider list must meet Purchasing requirements.

- a. Refer to the [Purchasing Department Best Practices Guide](#). Contract information and policies are provided.

Study Abroad Providers

There are many organizations that specialize in overseas study and custom-made programs. A good number of organizations make a business of study abroad and are eager to host groups at their overseas sites. They have excellent facilities, contacts, and local knowledge that can adequately facilitate a group's stay. While they do charge a fee for making all your arrangements, they can often get discounts or provide services at a reasonable cost. Using a third party to make the arrangements frees you up from that time-consuming task. Also, they share liability for any issues or problems that may arise while abroad. All contracts with third-party providers must be approved by the Education Abroad office before a program proposal is submitted. For a list of BGSU-approved affiliate partners please consult the Education Abroad office.

Universities Overseas

There are many universities overseas that are happy to put together courses or act as hosts for other colleges and universities. BGSU has many exchange partners already. Before you create a stand-alone program in a country overseas, contact Education Abroad to find out if BGSU is already "doing business" in your proposed location. While partner institutions may charge a percentage of the cost, depending upon what you require from them, they may not charge as much as other agents. Also, a university already has classroom space, a bus, internet and library facilities, and a student body that would benefit from meeting your students. The international office or an academic department within the institution may be able to provide support services for your group. Education Abroad will be happy to share more with you about our institutional partners abroad and potential contacts for overseas programs.

Tour Operators/Travel agents

Some travel agents and tour operators also specialize in group travel. Some specialize in student travel while others focus on a region of the world. Others specialize by theme. However, for the safety of our students, it is important to work with a reputable agency. Some means for checking agencies' credentials include asking:

- Is the agency a member of the American Society of Travel Agencies?
- Is the agency already approved by BGSU? Can they give you references, especially from other colleges and universities? If the agency is not on the approved list and none of the current ones provide services in the geographical area you are going to, please provide name and contact information to Education Abroad and our office will follow up with them.
- Does the agency have vast experience with groups and group flights? How do they handle cancellations and/or changes?
- Will the agency work with you even after you are there? Will they assist with missed flights, cancellations, etc.?

Whether you choose a university, study abroad organization, travel agent or some other support institution, there are benefits in letting professionals making logistic arrangements abroad to allow you to focus on the academic and recruiting aspects of the program. Please note that making one payment to the tour operator for program expenses is easier than making single payments for each of your group's activities-

Please refer to Appendix C for the requirements to be included on contracts with Education Abroad agencies or tour operators.

Additional Components

Many overseas programs are interdisciplinary in nature, especially since it is possible to have two faculty as co-directors and both can contribute to the teaching. Overseas programs also carry a more experiential dimension than a normal class taught in a classroom on campus.

Service Learning Component

Whether studying biology or education or art, there are many opportunities abroad for service learning. This does not have to be the central focus of the program but including a service element in the course can broaden the cultural dimensions and learning opportunities. It is a way to contribute to the local culture and meet local people the students would not have the chance to meet otherwise. It can make the course content more “real” if the service project is related to the topic. Keep in mind, however, that students will need special training to undertake this kind of activity in a meaningful way. The Center for Community and Civic Engagement <http://www.bgsu.edu/center-for-community-and-civic-engagement.html> can help you design the service component so as to best enhance your course.

Student Research Component

Students who are challenged with a research project while off-campus can develop a more vested interest in the course content and a personalized focus for additional study. Research opportunities for undergraduates is a natural component of experiential learning. It is also a great way for students to gain knowledge about the site and become interested in the locale before they even leave the US. The research can also occupy part of their free time in a constructive manner. It can personalize the experience, linking course material to individual interests. It can provide a global perspective for additional research later. Research also gives students a chance to reflect on the international experience and understand it through different contexts.

7. Course Rotation

You might want to consider whether it would be best to offer the course every year or every other year, if you cannot lead it annually. Find professors in your department interested in rotating with you.

8. Additional Course Components

Desired Learning Outcomes

Both your academic and international/intercultural goals should be clear from the inception and should be reflected in all aspects of course design.

Contact Hours

In an experiential course, contact hours cannot be measured in the same way as time in the classroom. The actual teaching/learning may occur at any time. However, as a professor, you will be aware of what time counts towards the estimated 45 contact hours and additional hours of assignments required by accrediting bodies. Keep in mind that students should also be required to spend time studying, writing papers, or doing research during the program. Please consult with your department chair and dean’s office for questions on acceptable course load hours.

Site Visits and Overseas Resources

How will site visits enhance book-learning, lectures or other traditional teaching methods? Be sure to have clear objectives for each site visit to assure cohesiveness within your course. Will a guide be necessary? Will you, as professor, guide the group through the site? Can the number of people in your group observe and hear well if you are teaching at the site?

Some resources abroad include local universities, think tanks, governmental and other agencies, media, museums, art, performances, as well as ordinary people doing every-day tasks. International Programs and Partnerships has contacts with universities abroad that may be helpful resources as you plan your site visits.

Readings/Assignments

What material will students need to prepare ahead of going abroad? Will they have readings and other activities at night and in other unstructured time while they are off campus? Take into consideration that it will be difficult to carry books or ample printed material overseas.

Many Program Directors ask students to keep a journal of their thoughts and reflections, but it is helpful to provide specific topics or themes to address to help them focus on what is important. Also take into consideration the resources provided in this handbook about experiential learning and what you need to do to mentor students in this area.

Unstructured Time

Students will need some down time on the program. However, it is important that the students understand that this is first and foremost an academic experience. It is important to balance the learning time with structured support and free time. Also, for safety reasons, make sure you include in your syllabus advice for students to stay in pairs or small groups during free time.

Teaching Techniques and Experiential Model

It is impossible to teach a course overseas in a traditional way. More than just emphasizing facts and data, experiential learning concerns itself with an application of concepts behind the facts. It happens within the context of direct experiences with real people and events. To learn through an experience, this ongoing process requires a concrete experience followed by a reflective period. Please refer to the Section in this Manual entitled “Overview of Experiential and Intercultural Learning” for more information.

Grading

Because of the experiential nature of overseas programs, traditional grading should not apply to these classes. Students should be able to put together a portfolio or demonstrate learning in creative ways. Keep in mind how you will evaluate students when designing the course.

Intercultural Content

BGSU students need international knowledge and intercultural skills to compete in the 21st Century. As part of your course design, you should include intentional intercultural content to give students the opportunity to reflect upon how they are different than those in other countries, as well as the same.

Regular group reflection, both academic and cultural, should happen every 2-3 days. Guided group discussions will help students share insights, concerns and experiences. Discussions should include the key elements of culture and cultural differences. Students need to be encouraged to observe and evaluate, not judge, when discussing cultural differences. Beware that it is very possible that a short-term visit to a new culture can end up being a chance to solidify stereotypes rather than break them down if not handled properly. Help students look for the reasons behind differences. It is impossible to understand another culture in just a few weeks, but it is not impossible to begin to appreciate it.

V. WRITING THE PROPOSAL

Following are some tips on completing the Education Abroad Program Proposal

Goals and Learning Outcomes

Clearly express your goals and desired outcomes for both the academic and intercultural content of the course.

Qualifications as Program Director

Briefly explain your and your co-director’s academic qualifications to teach this specific program. If this is a course you normally don’t teach on campus, please explain your interest and background in the topic as well as the experience you have had in this location or region to qualify you as leader for the group.

Rationale for Off-campus / Location

Clearly express why this course is not just an on-campus course that just happens to take place in another country. Why should this course be taught off-campus and why in this site?

Course Title and Credit / Departmental Support / Approval

Each course must be approved through the appropriate Academic Department. If your course is an elective, it is essential to have a title that clearly indicates the type of experiential learning the students will have and that will be helpful to recruit students. Make your title interesting, reflective of the content of the program, enticing to students!

Syllabus, Itinerary, and the *International Travel Courses Log of Instructional Hours*

A syllabus, itinerary, and log of instructional hours (contract hours) will be submitted electronically. Please prepare a syllabus outlining all the academic topics to be covered as well as the site visits or itinerary that corresponds. Indicate free time and assignments as well. For risk management purposes, a final itinerary must be submitted to Education Abroad at least 4 weeks prior to the departure date.

For the Chancellor's Council on Graduate Studies (CCGS) and Higher Learning Commission (HLC) accreditation and compliance purposes, the syllabus must clearly demonstrate a distinction between learning outcomes and assignments for split undergraduate and graduate courses. The [Bloom's Revised Taxonomy Alignment Table](#) is a useful tool in developing the differentiated outcomes.

The *International Travel Courses Log of Instructional Hours* spreadsheet is found in electronic application with instructions. The form documents the amount of contact time students will have with the course.

Requirements and Prerequisites

Do students need to complete previous coursework to qualify for this course? Do they need to take a preparatory course prior to the program abroad?

Besides academic requirements, please include physical or other prerequisites. Does the course include special skills like swimming or a certain level of a foreign language? Do students need to have a digital camera or other special equipment? Will the location affect persons with certain health issues; i.e. high altitude?

Assessment

Assessment of academic learning outcomes should be undertaken by the course faculty to examine whether course goals were met. Special attention should be paid to the experiential aspects of the program.

Cost / Program Budget

Directors will submit a budget with a price per student along with the course proposal and itinerary. Program Directors should estimate their costs at a reasonable but realistic price. Education Abroad will work with directors to help them with this process. The budget will be reviewed as part of the general program approval process. Programs that are unduly expensive will not be approved. Keep in mind that BGSU students will also be billed for BGSU tuition and fees as well as the education abroad program fee and international health insurance fee for stand-alone international courses.

Tips to get started:

- Check with your Associate Dean for the minimum number of students required, as enrollment policies will vary by college, especially in the summer session. As a rule of thumb, plan for ten students
- Include the costs of the Program Director and Co-Director
- If using a travel agency/tour operator, consult with Education Abroad to compare prices with more than one agency, when possible

- Choose accommodations wisely - students need safe and clean, but not luxurious accommodations
- Include meals in the budget or create an estimated budget for individual meals

Budget information should be proposed on the Budget Form that accompanies the Proposal. A rough draft of the budget must be approved before the final proposal is submitted.

One of the most influential factors for education abroad programs is price. While students should choose courses that fit best with their program of study and personal interests, sometimes reality forces them to choose by cost. But no matter the price of the program, an important aspect of course satisfaction is whether they think the course, the logistics and accommodation were worth the money. Therefore, it is necessary to be very careful with program costs. The Budget Form will help you plan for every aspect of the program.

When making cost estimates, try to make estimates on the high side rather than low. Once the budget is approved and advertised, you will not be allowed to change the price. Factor in predictions about airfares and inflation for the coming year as well. The budget worksheet will automatically calculate the price per person if you put in the number of students at the top.

The Program Director's (PD) and Co-Director's costs will be divided among the number of students participating. Program Director's costs should parallel the students' costs, for the most part, since they will stay in the same lodging and eat some of the meals together. To cover their own meals, Program Directors *may* include in the fee charged to students a per diem of **up to 35%** per meal type as posted on the State Department website for the country or countries where they will be travelling. Group meals are covered if they are built in the program itinerary as part of the class instruction, meaning the instructors have no choice but to eat together with the students under their supervision.

Please refer to Appendix F for the ***Per Diem Non-Group Meals for Education Abroad Policy***, and Appendix E for the ***Cell Phone Cost Policy***.

In cost projections, be sure to include:

- Airfare. Round-trip from a central point. If the course will take place after students would have logically returned home, for example, at the end of spring term, you may want to give them the option to fly from their preferred point of departure on their own and meet up in the airport overseas. In some instances, it is a good idea for the group to fly together. In other cases, it might make more sense to meet up overseas. Either way, you need to provide an estimated cost for airfare.
- Lodging -All hotels or accommodation should be included. This should be appropriate housing for students, i.e. safe and clean but not luxurious.
- International Health insurance –BGSU requires all students going abroad to purchase United Health Plan insurance. Cost is included in their bursar' account. Cost varies according to the length of the program. Please contact the Education Abroad office for information on cost. To learn more about United Health Plan benefits please refer to Appendix E.
- Students' meals –Whether it is included in the course fee or not, you still must give them an estimate
- In-country transportation, including airport transfers
- Required group events, such as museums, theater tickets, etc.
- Guest lecture fees (if any)

- Classroom costs (if any)
- Visas (if required)
- \$50 Education Abroad fee
- Potential course materials and books should also be discussed.

Students will be responsible for their own passport, luggage, vaccinations, spending money and expenses for free time and unstructured meals. Make an educated guess about how much additional spending money they should take and be prepared to provide this information to them during preparatory meetings.

Unless otherwise stated, cancellations follow the university drop/add schedule. This information must be included in your syllabus or own program materials.

Be mindful of staying within the budget. Your department will be responsible for additional fees, if expenses exceed the program fees collected from the students.

Selection criteria / approval process

Department chair and dean signatures signify that the department has considered the implications of the Program Director and co-director (if applicable) being off campus during the time of the overseas program, in terms of staffing and seats available/required in the department and salary implications.

Evaluation Criteria:

Program approval is currently based on the following criteria:

- 1) Country risk assessment – the location is safe enough for a program destination. Education Abroad will guide Program Director on risk assessment at the mandatory introductory meeting.
- 2) Logistics – the Program Director has organized the travel, lodging, etc. in an appropriate manner for students, i.e. reasonable costs; safe part of town, reasonable accommodations).
- 3) Viability – does the cost of the program fit with the location and program activities and is it in line with other BGSU programs? Does it take place in a location of interest and appeal to students? Is there a clear link between the course content and the location?
- 4) Qualifications of the director and co-director – do the Program Director/co-director have experience and/or expertise in the location and the course content? If not, how does s/he justify leading this program in that location?
- 5) Academic Content – level of the course must be the same as any BGSU course.
- 6) Cultural / experiential content – does the course include cultural aspects that enhance the learning of the content? Does the design of the course take advantage of experiential and intercultural learning?
- 7) Location – does the course add something to the off-campus program offerings overall, or does it duplicate another destination or course focus?

VI. DIRECTING AN OFF-CAMPUS PROGRAM

1. Pre-departure

Marketing the Programs

Program Directors should supply Education Abroad with text that can be used as a course description in marketing. All students apply online through the education abroad website on Terra Dotta (formerly Studio Abroad), after reading a basic course description that Education Abroad creates based on the proposal (Please see the Terra Dotta Format sheet in Appendix F). All students will apply for study abroad programs through the Education Abroad website. Each program will have a designated person who will receive the applications, review them, and accept students into the program.

Student word of mouth is the best recruiting tool and often students know about the programs well ahead of time. Faculty will want to announce programs in their own classes and among their advisees. Education Abroad will promote programs online, in information sessions, and in classroom visits.

Accepting Students into the Program

Faculty-led programs overseas are BGSU courses or part of BGSU courses, just like the ones taking place during fall, spring and summer terms, and should be accessible to all BGSU students. Faculty, however, should consider grade point average, class rank, and student's disciplinary history for acceptance into a program. Other optional requirements can be academic recommendations, interviews, and essays. Because education abroad is first and foremost an academic experience, Program Directors should not admit a student who is on academic probation. We encourage Program Directors to interview students they do not know well and to review students' records on Studio Abroad or CSS if necessary.

However, because of the experiential nature of off-campus programs, sometimes there can be additional requirements other than the normal academic prerequisites for a course. If the program includes strenuous physical activity or long exposure to high altitude or extreme temperatures, for example, students should have this information well ahead of time. The students will eventually fill out a health disclosure form, but in all actuality, they need to be appraised of all course requirements from the start.

While faculty will be able to select the students for participation, they must take into consideration not to discriminate based on race, color, national or ethnic origin, religion, sex, sexual orientation, marital or parental status, veteran status, age, or handicap.

Students may enroll as degree seeking or guest students on faculty-led programs. Please refer to page 36 for the ***Non-Degree Seeking Students Under 18 years of Age Policy***.

Program Viability

Each Program Director must check with his/her department and college for minimum enrollment, especially for education abroad experiences in the summer. Although faculty can establish the number of students desired to form a group, the rule of thumb is that there must be a minimum of 10 per faculty member going. If two faculty members plan to co-teach a course they should have between 20-30 students enrolled in the course. PD should consult with their Associate Deans to make sure minimum and maximum enrollments align with college-specific policies. Directors may accept non-BGSU students who meet all criteria but at least half of the students enrolled in any course must be BGSU students.

After initial enrollment, Education Abroad will consult with the college associate dean to decide if a program is viable or should be cancelled due to low enrollment.

Program Directors who, after acceptance of students, find themselves in circumstances that will not permit them to lead the group, should work with their college to find another Director for the program.

BGSU will cancel programs for any reasons that would endanger students' health or safety while off-campus. Those decisions will be made by Education Abroad with input from the faculty director, the college associate dean, and the Provost's office.

Student Payments

Students are required to pay a deposit. This deposit demonstrates a commitment on the part of the student, so Program Directors can begin to make serious logistical arrangements, including payments to airlines, agencies, etc. The deposit should be enough to ensure the seriousness of the student but not so much that it will deter students from applying. Deposits are non-refundable unless the program is cancelled. Students will be billed through the BGSU Bursar's Office for the remainder of the program cost upon registration. No faculty member or department should collect deposits. All deposits are collected in the student's study abroad application and are paid by credit card or e-check.

Program Director Payment of Program Expenses

After receiving authorization from Education Abroad, Program Directors and Budget Managers are responsible for making most program arrangements and payments in the few months prior to the departure. Some payments, for example, airfare or affiliate fees, might be required prior to the first billing of each semester. Education Abroad will work with BGSU Purchasing before signing contracts with approved affiliates or tour operators to plan the payment schedule.

A draft of the contract must be reviewed and approved by Education Abroad at the initial meeting and prior to final submission of the proposal at the college level. The Assistant Director for Education Abroad will work in conjunction with BGSU Purchasing to review and approve the terms of the contract. Once approved, Education Abroad will send the contract to the Provost's office for signature.

Itinerary

Program directors must provide detailed travel information and itineraries. Give the students names of hotels and places where they will stay with phone numbers and web sites.

It is important to establish a program itinerary and do your best to adhere to it. It is important to remain flexible, especially for international travel, but keep in mind the impression itinerary changes can have on your clients. If there are major changes in the program, it would have to be reviewed and approved again by the college and Education Abroad and submitted at least eight weeks prior to travel. Changes in the itinerary must not affect the original program cost.

Setting Expectations

Expectations should be addressed in the pre-departure meeting with students such as proper clothing, types of food they will eat, the type of accommodations where they will stay. Students are more adaptable if they know what to expect.

Students should know if it may be unreasonable for them to expect to use their cell phones and computers at all times while on the program. Please make sure your syllabus includes specific directions about use of cell phones for calls and messaging during the program.

Cultural preparation is extremely important. First, they must understand that they need to adapt to the host culture, rather than the other way around. They should be given information about local customs and social mores that can influence how they interact with others. Try to instill a curiosity and interest in the host culture and a desire to experience something new. At the same time, it is a good idea to foster respect for cultural differences.

Health and Safety / Emergency Plan

It is important to know what you are going to do in an emergency. How will you handle logistics if something happens suddenly? Before you leave, Education Abroad will meet with program directors and provide them with the Education Abroad Faculty-Led Emergency Response/Health and Safety Handbook. Please read it as well as carry it with you on the trip so you will have it on hand during any emergency. The handbook is also available in your proposal application in the learning content section, so you can have it on your laptop and phone.

Make a plan for overseas, too. Do you know where the best hospital is? Do you have the names and phone numbers of doctors who speak English? What will you do if a student becomes ill or has an accident? The US Embassy or consulate in your location should be able to help you ahead of time. Do not wait until you have an emergency to contact them. The Education Abroad Faculty-Led Emergency Response/Health and Safety Handbook will address these and other questions to guard your safety and the safety of our students.

Orientations and Meetings

It is very important to meet regularly with students before going abroad to go over every aspect of the program and to get them prepared. Make sure all their questions are answered. It is a good idea to give itineraries and program information out well ahead of time and ask them to share it with their parents. Bibliography about the place or region is a good idea, as well.

Education Abroad provides a mandatory in-person pre-departure orientation for students every semester. Dates will be shared with students once they are registered for the program abroad.

If you would like Education Abroad can provide an additional, site-specific orientation session for your students. Please allow time in one of your orientation meetings (about 20 minutes) for the Education Abroad representative to present this customized orientation meeting with you.

2. During the Overseas Program

Supervision

BGSU and its official representative, the Program Director, are responsible for the students in a very different way abroad. You will be on-call 24/7. We know it is impossible to be with students at all times or know how they are spending free time. However, it is critical to pay attention for any unusual behavior among students.

In another setting, and especially in another culture, students do not have the resources or knowledge to know how to behave in every circumstance. While in their own culture, they likely know where to go to get what they need, neighborhoods to avoid, and how to react in any a given situation. However, in a new culture they cannot as easily read the warning signals or size up a situation. Please refer to the Faculty-Led Emergency Health and Safety Handbook section that lists several topics to address with students regarding local customs and safety tips.

Setting Expectations While Onsite

It is also a good idea, on a regular basis, to give students a realistic idea of how much travel is expected. Communicate how long it takes to travel between destinations and how you are going to get there. Let them know how far they will have to carry their luggage and if there are stairs or not. Inform them of the number of hours will they walk the next day. If students know what to expect they can plan accordingly and are less likely to complain.

Student Conduct/Regulations/Emergencies

While abroad, students must still abide by the Code of Student Conduct Handbook. Please refer to the Education Abroad Faculty-Led Emergency Response/Health and Safety Handbook for instructions on how to address student conduct.

Cell Phones for Program Directors

It is necessary to find a way to carry a cell phone all the time during the time you are abroad Please consult with the Education Abroad office for authored charges.

Program Directors should always carry with them a list of students and their emergency contacts (this list is available on Terra Dotta (formerly known as "Studio Abroad") and students should have your cell phone number and your room number for the hotel or lodging site. Instruct students on how to make a local call once you have arrived. Also advise them of under which circumstances they should or should not call you. Please refer to the Education Abroad Faculty-Led Emergency Response/Health and Safety Handbook for more detailed information about communication with Education Abroad and with students during the program.

First Aid

It is a good idea to carry basic first aid items, especially if traveling by train or bus a lot. Encourage your students to do the same for their own use.

Communication with BGSU While Away

Program Directors are required to contact Education Abroad as soon as they arrive at the off-campus destination. It is also expected that Program Directors confirm arrival back in the U.S. or back “home” at the end of the program. The easiest way to communicate from abroad is to create a group in WhatsApp, a free messaging application for Smart phones, and include the Program Director, co-director (if applicable), and the Assistant Director for Education Abroad. For instructions on how to download WhatsApp please visit <https://www.whatsapp.com/download/>

Program Directors must report any changes in itinerary that occur after the final itineraries are turned in. If the Program Director obtains a cell phone after arriving in country, the number must be communicated to Education Abroad immediately.

Any critical incident or policy violation must be documented and reported to Education Abroad as soon as possible. This includes illness, violations of rules of conduct, disappearance, failure to attend scheduled events, and so forth. Students talk to their friends and parents frequently, and we want Education Abroad to be apprised of situations prior to receiving concerned calls from parents. Good communication between Program Directors and the University helps to foster good relations with parents, especially if the situation is one where students have violated rules or where student safety is at risk. Please refer to the Education Abroad Faculty-Led Emergency Response/Safety and Health Handbook for templates to report various forms of incidents and emergencies and a communication protocol with main campus in case of an emergency.

Managing Budget and Expenses

Please refer to the [Office of the Controller](#) website for payments and accounting information, as well as travel expense policies for receipts, etc. Program Directors should not plan on a full government per diem for meals during the program but can budget for group meals when appropriate.

Payments before Departure – P-Cards and Advance Payments:

Minimize out of pocket expenses. The Controller’s Office can facilitate advance payments or deposits by P-Card or international wire transfer. They can also provide a P-Card for pre-payments or use during travel.

New P-Cards or requests for advance payments should be 45 days prior to departure to ensure sufficient time to address any unforeseen issues (e.g., Payments to Russia, China and a few other countries sometimes require additional justification by the financial institutions processing the payments). A one-hour P-card training session is required.

Items the Controller’s Office can assist with:

- Pre-payments to international vendors using P-Cards (10-day lead time)
- International wires (15-day lead time)
- Cash advance requests (minimum 45-day lead time due to required approvals)
 - The use of cash for Education Abroad expenses should be the payment method of last resort and only used when no other options exist. However, certain circumstances may require cash. If your Education Abroad initiative will have a need for cash, please provide an estimate of the amount and initial justification.

Financial or Payment Concerns:

If you have any questions or concerns about how to pay certain categories of expenses or vendors, please call the Controller’s Office as soon as possible. They can facilitate a wide variety of payment options and give you advice on any required documentation required for expense reimbursements in advance of your travels.

Office of the Controller

1851 N Research Dr
Bowling Green, OH 43403

419-372-2311

Fax: 419-372-2312

Email: Teresa Lynn Coss @ tlcoss@bgsu.edu, and Cc: Bob Swanson @ rswanso@bgsu.edu

Receipts for Cash Tips:

A receipt is required for every all expenses. The traveler that paid the tip includes a statement from another staff member that agrees that a tip in the amount of \$x was made to “person y”. Everything is subject to public records requests as well as internal and external audits, so we try to have as much support as is reasonable for both the traveler and possible outside reviewers.

Mentoring for Intercultural Development

One of the main goals for international education is to give students opportunities to develop international and intercultural skills and knowledge. This does not come from simply having the experience; students need to be aware of their intercultural growth and reflect upon it to be successful. Studies show that students who are mentored during their experience overseas are the only ones that show intercultural development resulting from study abroad. Be aware that as a Program Director, one of your most important roles is to provide opportunities for the students to discuss and analyze intercultural incidents and observations and reflect upon the target culture as well as the students’ own culture. Reflective journals and regular group discussions are two good ways to do this.

3. Upon Return

Expenses and Receipts

Program Directors are expected to keep logs of all expenses and file a report with receipts within a few weeks of returning home. Reimbursements will be submitted to the respective department for approval through Chrome River.

Course Evaluations

Education Abroad will provide evaluation forms that will address the non-academic aspects of the off-campus program. Because experiential learning is substantially different from classroom learning, and because much of the students’ satisfaction derives from the places they visited, the overseas program evaluation forms need to address different questions than the regular course evaluations.

Program Directors are also asked to fill out a course evaluation from their perspective. They will be asked to evaluate the support given by Education Abroad, among other things.

Assessment

All educators involved with off-campus study know that students consider these kinds of experiences as life-changing. When you ask students how their study abroad program was, they describe it as “awesome” or “incredible”. However, it is often difficult for students to get beyond the superficial in talking about their program. They need a chance to reflect on what they learned, across many dimensions.

Anecdotally we also know that experiential learning, especially in a foreign setting, does change students, and usually for the better. However, as educators, we need to find ways to measure that development and growth. We need to document what it is that happens to students to cause the impact that our programs have on their lives.

As part of your proposal, you were asked to outline plans for assessment of desired learning outcomes and intercultural content. There are myriad ways to assess learning, but some attempt should be made to find out if your goals for the program were met. Maybe your focus included a deeper knowledge and understanding of some aspects of course content, linked to developing certain intellectual skills. In conjunction, most off-campus programs include a cultivation of intercultural competencies or a kind of global knowledge. In addition, depending on the course, another goal could be greater civic engagement, a better understanding of the students’ own culture, or a wider perspective on the meaning of democracy, for example.

Myer-Lee and Evans in “Areas of Study in Outcomes Assessment” from a GUIDE TO OUTCOMES ASSESSMENT IN EDUCATION ABROAD (FORUM on Education Abroad, 2007) talk about the areas of outcomes to assess when asking the questions such as, how did the program affect the students and what are the direct impacts of the off-campus program? They discuss these four areas: language learning, intercultural competence, disciplinary knowledge and social growth. For information on this publication, please see http://apps.forumea.org/research-outcomes_assess_guide.cfm. In addition, you may also want to consult ASSESSING GLOBAL LEARNING: Matching Good Intentions with Good Practice, Caryn McTighe Musil, 2006, published by the American Council on Education.

Finally, share with your students how to talk about their education abroad experience when they graduate and apply for jobs. Encourage them to attend the Education Abroad/Career Center Re-Entry program for career preparation.

VII. ADDITIONAL POLICIES FOR PROGRAMS ABROAD

(Please note that some of the policies listed below are already included in other sections of this document)

Steps to submit a program proposal

Education Abroad coordinates course offerings and supports a diverse and well-balanced array of overseas programs. We evaluate programs in terms of program cost, location, and discipline; destination culture, economic status and language; and desired learning outcomes.

Faculty or departments interested in offering an international program should first meet with the Assistant Director for Education Abroad to discuss it. After this initial discussion, the next step is to submit a course proposal form, an emergency plan, and a budget worksheet for college and Education Abroad approval. Overall quality of the program proposal (qualifications of the director(s), budget, fit of location to academic content, academic rigor) will be considered when recommending proposals. All proposals are reviewed and approved by the academic department, college and the Provost Office. Please refer to the Education Abroad Proposal Timeline section in this document for deadlines.

Once the program is approved, the information will be uploaded into the Education Abroad office’s website. The Terra Dotta software will link the program to the appropriate fields such as department or college, location, language of instruction, term, etc. so that students can search for it and apply online. Program Directors will be instructed about how to view applications, approve them and manage the requested data.

Please refer to Appendix I for the workflow to submit faculty-led programs.

Auditing

Directors are not allowed to accept non-paying course auditors into their programs. All participants must be registered as either degree seeking or guest students and pay tuition for the program they select to take. Please refer to the policy for auditing classes from Registration and Records: <https://www.bgsu.edu/catalog/academic-policies.html>

Accepting Non-degree seeking participants under 18 years of age

A policy for accepting Non-degree seeking participants under 18 years of age is provided in the appendices.

Family Members

It is not recommended that Program Directors take other family members on their programs. Looking after family members may infringe on Program Director or Co-Director’s duties and may interfere with the academics or logistics of the program. If family members do participate, program monies must not be used to pay their expenses.

Family members do not count in the total number of group participants and must not represent BGSU in any circumstance during the program.

Students are not allowed to take family members on the program abroad unless the family member is enrolled in the course.

Wait List

As the Program Directors receive applications and accept students into the program, they will want to place additional students on a wait list in case of drops.

Program Cancellation

Education Abroad, in consultation with the associate dean, will only cancel a program if there are circumstances that would affect the viability of the program, the safety of the students, or if the program enrollment is below the minimum. In cases of natural disaster, disease, or political unrest in the region, courses will be cancelled. All program proposals must include a cancellation policy clearly stating reimbursement for deposits and program fees paid.

A Program Director can withdraw from “directorship” only if directing the program would put him/her at risk. If the director or co-director has a health issue or other compelling reason not to lead the group, they should discuss a replacement with their colleges.

Program Budgets

Once the budget is approved, Program Directors may not change it. If the actual cost of the program changes after the program fee is established (for reasons of inflation, exchange rates, fuel surcharges, and so forth), Education Abroad will work with the Program Director to find ways to keep within the established budget. In a few cases, the price might go down, and the Education Abroad office can lower the price if it is before the Bursar has put the course fee on the students’ bills.

Program Directors may not charge students additional fees, either before or during the education abroad program. All costs should be listed on the budget form/cost sheet for reasons of financial aid and for transparency. Any program deposits will be collected by the Education Abroad Office and channeled to the proper academic unit later.

If there are changes in prices due to currency exchange or other reasons and the Program Director has money left over, funds must be used to offset students’ expenses with the program (e.g., an extra group meal, transportation, tickets, etc.)

Billing students and making program payments

All program fees will be attached to a BGSU course and will be billed through the Bursar’s office. Once the course has the required number of students enrolled and the billing has occurred, the monies will be transferred to the academic department. Program Directors should charge students a program deposit to ensure their sincere interest in going and especially if it will be necessary to make reservations or payments for program costs before the students are billed. Education Abroad will receive any deposits from the students and make a budget transfer to the Program Director department.

Departments or Program Directors must not collect fees or payments directly from students.

Contracting with an outside party

A contract must be submitted, and all terms must be put into writing, including withdrawal and cancellation policies. Any contract with an outside party must be submitted to Education Abroad with the rough draft of the proposal and will be approved by BGSU’s Purchasing department and signed by the Provost.

Course Cancellation/Student Withdrawal/Refunds

Students will be subjected to refund policies set by both the University for tuition/fees and by Education Abroad for program-specific expenses. All education abroad programs must announce their cancellation and withdrawal policies on the online education abroad application/brochure as well as other marketing materials. Regardless of the individual policy, Program Directors should make it clear in all oral and written communications that students who withdraw from a program will not be refunded the program fees if any expenses have been incurred on their behalf.

Illness or Incapacitation of Program Director

If a Program Director becomes ill or for some reason cannot fulfill the duties during the program, he or she should contact Education Abroad immediately. Education Abroad, in conjunction with appropriate department chairs and/or deans and the Provost Office, will determine what action should be taken,

Program Evaluations

Program evaluations are required for each off-campus course. Education Abroad will provide the forms for both students and directors. They will share information with directors after compiling the data.

Assessment

Program Directors are expected to assess and evaluate their program along the lines of the desired learning outcomes as expressed in the course proposal. Education Abroad will welcome any assessment information Program Directors may want to share.

For questions or to schedule an appointment about your next faculty-led program please contact Michelle Ploeger, Assistant Director for Education Abroad at mploeger@bgsu.edu or 2-0479.

APPENDIX A
Workflow for Proposal Approval

1. Program Director meets with Department Director or Chair to discuss education abroad intentions and plans, and meets with Assistant Director for Education Abroad to discuss initial proposal requirements, process and timeline
2. Assistant Director for Education Abroad reviews initial proposal and provides feedback/suggestions about the program logistics (including approval of services provided by third party providers) and budget
3. Program Director finalizes and submits faculty-led proposal online by the deadline
 - a. Online submissions include a Course and Enrollment Data questionnaire, Emergency Plan & Emergency Contact Information questionnaire, Marketing Content, Program Details questionnaire, Proposal Form questionnaire, Program Director qualifications, Syllabus, Course Itinerary, Proposal Budget, and International Travel Courses Log
4. Department provides feedback and approval within established deadline
5. College provides feedback and approval within established deadline
6. Provost's Office provides feedback and approval within established deadline
7. Education Abroad reviews and communicates final approval to Program Director within established deadline
8. Education Abroad collaborates with Program Director to finalize the online student study abroad application and the program flyer, using BGSU-approved template
9. Program recruitment begins
10. Program Director schedules first meeting with prospective students and can invite EA Advisor to attend and provide information about the EA mandatory Orientation
11. Students apply to the program
12. Education Abroad receives students deposit, assists Program Director with logistics, markets the program, answers students questions re: visa, application, mandatory documentation, billing
13. Mandatory Education Abroad Student Orientation (for all outbound students)
14. Departure/Arrival: Program Director texts/emails Assistant Director for Education Abroad immediately upon arrival at destination
15. Program Director contacts Assistant Director for Education Abroad with any risk management issues during program abroad
16. Program Director texts/email Assistant Director for Education Abroad upon arrival back in the USA

APPENDIX B
FACULTY-LED PROPOSAL (QUESTIONNAIRES EXAMPLES PROVIDED)
[COMPLETED ONLINE here](#)

1. Course and Enrollment Data:

(*) Indicates the question is required.

1. Target audience (s) (*)

2. Enrollment target (*)

3. Maximum number of participants (minimum 10 students per faculty director) (*)

4. Minimum credits (required for participation) (*)

5. Maximum credits (allowed for each participant) (*)

6. Is the program open to Graduate & Undergraduate students? (*)

7. Is the program open to non-BGSU students? (*)

8. How do you plan to recruit students? (*)

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9. Course Number #1 (*)

Please list all courses offered

10. Course Title #1 (*)

11. Course credits #1 (*)

12. Course Number #2

13. Course Title #2

14. Course credits #2

15. Course Number #3

16. Course Title #3

17. Course credits #3

18. Do you plan to include a service learning or internship component in any of the above courses?

19. If yes, please describe the service learning or internship component.

4000 characters left

20. Is this a new course/program? (*)

21. Is this a course overload? (*)

22. What requirement(s) does the course fulfill? (*)

23. Is this a stand-alone program or part of a BGSU course? (*)

24. Are you willing to offer as an Honors Class? (*)

2. Emergency Plan & Emergency Contact Information:

(*) Indicates the question is required.

1. List the program location's **three primary** threats, risks, or dangers. (*)

e.g. local natural disaster risks, violent crime, civil/political unrest, disease, pandemic, earthquakes, sexual assaults, terrorism

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2. List your planned response to **each** above identified risk or danger. (*)

e.g. shelter in place, orient and prepare students, faculty and staff in advance regarding how to respond to natural disaster risks present in the program location

4000 characters left

3. Emergency Contact in the U.S. First Name (*)

Please list this information based on who we would contact in an emergency for you while you are abroad.

4. Emergency Contact in the U.S. Last Name (*)

Please list this information based on who we would contact in an emergency for you while you are abroad.

5. Emergency Contact Address (*)

Please list this information based on who we would contact in an emergency for you while you are abroad.

1. Please provide a brief description of your program. (*)

You will need to include:

- 3 bullet points that will be used to create your flyer, and
- A description of the program

Please see the Approved Program Flyer Example and the Program Flyer Template and Instructions in the Learning Content section of your application for reference.

FontSizeFormat Source



2. Marketing Photo Upload 1 (*)

Please upload a photo to be used in your brochure. **Photos should be 1 MB and a JPEG.**

Applicants to upload a file.

3. Marketing Photo Upload 2 (Optional)

Please upload a photo to be used in your brochure. **Photos should be 1 MB and a JPEG.**

Applicants to upload a file.

4. Marketing Photo Upload 3 (Optional)

Please upload a photo to be used in your brochure. **Photos should be 1 MB and a JPEG.**

Applicants to upload a file.

4. Pre-Approval Action Items:

Instructions:

Please refer to the Guidelines for Developing Faculty-Led Education Abroad Manual in your Learning Content section for Instructions for all of the following items.

(*) Indicates the question is required.

1. Upload a statement of the Program Director(s) qualifications for leading a group to this location: (*)

Please include the following:

- Training and experience in subject matter (if the course topic is outside your academic discipline please describe your training and experience)
- Experience in location(s) and contacts in the host country(ies)
- Language(s) and proficiency level
- Previous experience teaching off-campus programs?

Applicants to upload a file.

2. Statement of Program Director(s) qualifications upload: Optional

Please include the following:

- Training and experience in subject matter (if the course topic is outside your academic discipline please describe your training and experience)
- Experience in location(s) and contacts in the host country(ies)
- Language(s) and proficiency level
- Previous experience teaching off-campus programs?

Applicants to upload a file.

3. Upload Syllabus: (*)

Must include learning outcomes for both the academic and intercultural content.

Applicants to upload a file.

4. Upload a preliminary course itinerary (to be confirmed later): (*)

Note: A finalized itinerary must be submitted at least eight weeks prior to departure.

Applicants to upload a file.

5. Upload Faculty Proposal Budget Sheet: (*)

Please download the [Faculty Proposal Budget Example](#) as a template and upload the completed copy here.

A GUI will be provided for applicants to upload a file.

6. Travel Course Log Upload

Please review the Travel Course Instructions Document in your Learning Content. Once you have reviewed that document, download the [Intl Travel Courses Log.xlsx](#)

Applicants to upload a file.

5. Program Details:

(*) Indicates the question is required.

1. Describe program objectives and your rationale for offering this program (*)

2. Academic requirements (GPA, pre-req, status) (*)

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3. Language requirement if not English (*)

4. Non-Academic requirements (skills, equipment, physical) (*)

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5. Describe the relationship between the course and location (*)

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6. What kinds of contact will the students have with local people? (*)

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7. How much free time will the students have? (If possible, schedule should include some free time) (*)

8. Types of housing (hotel, hostel, homestay, apartment, etc. Note: Air B&B are not approved BGSU) (*)

9. Types of transportation (EA will request certificate of insurance for coach service/rentals) (*)

10. Meals Included? (*)

11. Are you planning to work with an affiliate company/tour operator to handle logistic arrangements? (*)

12. If your answer to the question above is "yes," what is the contact information for the company? (*)

If this is not a company pre-approved by Purchasing for education abroad programs, BGSU will contact it for the terms of the contract.

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13. What is the program cancellation/withdraw policy? (*)

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14. Examples of excursion/seminars (*)

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15. Who is your Budget Manager? (*)

16. Will you require a cash advance? (*)

6. Proposal Form:

(*) Indicates the question is required.

1. Program Name (*)

2. Program Location(s) (*)

3. Departure Date (MM/DD/YY) (*)

4. Return Date (MM/DD/YY) (*)

5. Department #1 (*)

6. Department #1: Associate Dean (*)

7. Department #1: Associate Dean Email (*)

8. Department #1: Chair (*)

9. Department #1: Chair Email (*)

10. Department #1: Director #1 (Name and Title) (*)

11. Department #1: Director #1 Email (*)

12. Department #1: Director #1 Phone (*)

13. Department #1: Director #2 Name and Title, if applicable

14. Department #1: Director #2 Email, if applicable

15. Department #1: Director #2 Phone, if applicable

16. Department #2 (only complete if the program is co-sponsored by a second department)
If there isn't a Department 2 or 3 please proceed to question 38.

17. Department #2: Associate Dean

18. Department #2: Associate Dean Email

19. Department #2: Chair

20. Department #2: Chair Email

21. Department #2: Director #1 (Name and Title)

22. Department #2: Director #1 Email

23. Department #2: Director #1 Phone

24. Department #2: Director #2 Name and Title

25. Department #2: Director #2 Email

26. Department #2: Director #2 Phone

27. Department #3 (only complete if the program is co-sponsored by a second department)
If there isn't a Department 3, please proceed to question 38.

28. Department #3: Associate Dean

29. Department #3: Associate Dean Email

30. Department #3: Chair

31. Department #3: Chair Email

32. Department #3: Director #1 (Name and Title)

33. Department #3: Director #1 Email

34. Department #3: Director #1 Phone

35. Department #3: Director #2 Name and Title

36. Department #3: Director #2 Email

37. Department #3: Director #2 Phone

38. Are other BGSU and/or non-BGSU individuals participating on the trip? (*)

If "yes" please provide their name(s), and role(s) as it relates to this academic experience.

APPENDIX C
Purchasing Checklist; Required Language for Contracts

Study abroad agencies or tour operators that wish to provide services to Bowling Green State University **must include the following items as part of their proposed contract:**

INSURANCE

- As a condition of being granted this contract, the Proposer must agree to hold the University harmless from any and all claims, demands or causes of action arising from its use of University facilities and be able to provide "Proof of Insurance" in the form of an insurance certificate which meets the following minimum insurance requirements:
- **Commercial General Liability**, written on an occurrence form, including but not limited to bodily injury, property damage, contractual liability, products/completed operations, fire legal liability and liability for bodily injury, sickness or disease caused by the consumption or use of any article or food product produced or distributed by the vendor.
In the minimum amount of:
\$1,000,000 per occurrence
Professional Liability \$1,000,000
Personal & Adv. Injury \$1,000,000
General Aggregate \$2,000,000
Products- comp/op AGG \$2,000,000
- The insurance shall name the University as an additional insured; be primary over any other existing insurance or self-insurance carried by the University; be issued by a carrier with an AM Best's rating of A-VI or higher and include a waiver of all rights of subrogation against the University, its subsidiaries, officers, directors, trustees, volunteers and employees. Said insurance shall remain in full force and effect for the duration of the contract. Certificates of Insurance evidencing that such insurance has been procured will be issued prior to the commencement of any contract. The failure to provide adequate proof of insurance does not excuse Proposer from its obligation hereunder.
- Certificates of Insurance. Prior to the commencement of the Period of Insurance, Provider shall provide one Certificate of Insurance to University at the address specified below. Such Certificate shall:
 - (a) Evidence the coverages and limits described above; and
 - (b) Name "BOWLING GREEN STATE UNIVERSITY, ITS BOARD OF TRUSTEES, OFFICERS, EMPLOYEES AND REPRESENTATIVES" as "Additional Insureds" to the Broad Form Comprehensive General Liability Insurance.

Risk Management
Bowling Green State University
1851 N. Research Dr
Bowling Green, Ohio 43403

Failure to provide evidence of such insurance coverage is a material breach and grounds for termination of the contract negotiations. Any insurance required by the Institution shall be in form and substance acceptable to the Institution. Certificates must be in English.

INDEMNIFICATION

Indemnification by Provider Generally. Provider agrees to indemnify and hold harmless University and its trustees, officers, employees, and representatives from any and all actions, suits, claims, demands and proceedings; and any judgments, losses, damages, liabilities, including attorneys' fees, incurred in connection with the death or injury to persons or damage to property sustained or claimed to have been sustained by any

individual, corporation or other person, directly or indirectly, resulting from or arising out of Providers' performance under this Agreement.

Limitation of Authority. Neither Party to this Agreement shall be responsible for any obligation or liability incurred or assumed by the other Party or its employees, affiliates, or other representatives.

GOVERNING LAW

Where applicable, this agreement will be governed by the laws and jurisdiction of the State of Ohio, USA.

DUTY OF CARE

Appendix D Minor Policy

3341-x-xx Non-degree-seeking students under eighteen years of age requesting to enroll in an Education Abroad Program.

Applicability	Education Abroad Program
Responsible Unit	International Programs and Partnerships
Policy Administrator	Education Abroad Coordinator

(A) Policy Statement and Purpose

Traveling on education abroad programs involves risks not found when studying on the Bowling Green State University campus. These include, but are not limited to, risks involved in travelling to and within, and returning from, one or more foreign countries; foreign, political, legal, social and economic conditions and potential unrest; different standards of design, safety and maintenance of buildings, public places and conveyances; local medical and weather conditions; local road conditions, dietary and food differences and availability; and other matters. To address the additional considerations involved when the traveler is a minor, BGSU has the following policy for non-degree-seeking students under the age of eighteen.

(B) Policy Scope

This Policy applies to any non-degree-seeking student who wishes to participate in any credit-bearing BGSU program that involves travel outside the United States and who is under the age of eighteen when program-related travel commences.

(C) Policy Definitions

- (1) A “non-degree-seeking student” is any person who has not been admitted to a degree program at BGSU but who wishes to take one or more undergraduate BGSU classes.
- (2) A “credit-bearing BGSU education abroad program” is any credit-bearing program coordinated or led by a BGSU instructor that involves travel outside the United States.

(D) Policy

A non-degree-seeking student within the scope of this Policy who wishes to participate in any credit-bearing BGSU education abroad program must meet the following requirements in addition to the generally-applicable program requirements:

- (1) The student, together with their parent(s) or legal guardian(s), must meet with the Education Abroad coordinator to discuss the risks involved in travel and education abroad.
- (2) The parent(s) or legal guardian(s) must designate an adult who will accompany the student throughout the program and must pay all costs for that designated adult. A BGSU instructor who is leading or coordinating the program may not be the designated adult.

- (3) The student's parent(s) or legal guardian(s) must read and sign a consent, medical authorization, and release agreement form provided by BGSU.

Appendix E

Policy for Cell Phone Cost for Education Abroad Short-Term Programs

International Programs and Partnerships will cover 75% of the cell phone charges for the Program Director's cell phone usage during a short-term education abroad program. The Program Director should consult with their Chair about the coverage of the remaining 25% balance (to be covered by the student, program director, or department). The 75% amount will be transferred to the faculty members department or can be charged directly to International Programs and Partnerships, upon receipt of the phone bill.

Please note that the per diem only applies to the primary Program Director on short-term (up to three weeks) programs and not to longer programs that involve faculty establishing temporary residency abroad while it lasts.

Appendix F

Policy for Per Diem Non-Group Meals for Education Abroad Short-Term Programs

In order to cover their own meals while leading a program abroad, program directors *may* include in the fee charged to students a per diem of **up to 35%** per meal type as posted on the State Department website for the country or countries where they will be travelling. This is in addition to the group meals. Program Directors who chose to add this charge will check the per diem listed on the State Department website (https://aoprals.state.gov/web920/per_diem.asp) and include the calculation on their program budget sheet.

Please note that the per diem only applies to short-term (up to three weeks) programs and not to longer programs that involve faculty establishing temporary residency abroad while it lasts.

Finally, program directors must consider that having the per diem increases the cost for the student, so they are encouraged to be conscientious of this added fee to the general expenses that participants have to bear.