



C`X 8c a]b]cb I b]jYfg]hm

:UWi`hm @YUXYf <UbXVcc\_ Zcf C8 I :UWi`hm!`YX Gh i Xm 5VfcUX Dfc [fU a g

HUV`Y cZ 7cbhYbhg

1. **Program Proposal Information**
    - a. Concept and Program Planning
    - b. Program Proposal Process
    - c. Key Considerations in Program Selection
    - d. Proposal Timeline
  2. **Program Development**
    - a. Program Development Considerations
    - b. Budget Development
    - c. Course Creation
    - d. Go/No Go Considerations
    - e. Participation of Family Members, Other ODU Faculty, and Community Members
  3. **Program Promotion and Recruitment**
    - a. Importance of Recruitment
    - b.
-

## **Dfc [fUa Dfc dcgU` =bZcf a Uh]cb**

The Center for Global Engagement is continually looking for new, high-quality faculty-led programs.



How are those objectives enhanced by the location, duration, and timing of the program? Does the program offer something unique that could not be accomplished on campus?

Does the program fulfill a curricular need for the department, academic major or minor, or a general education requirement?

Does the course/program adhere to ODU's academic standards and course expectations (i.e.,

---

break week. Students complete initial course assignments and activities before the Spring Break program, and then complete additional, often culminating course activities and assignments after returning to campus following the program. In essence, Spring Break study abroad programs are embedded in the middle of two halves of a spring academic course which parallels the curricular activities conducted on the program. It is crucial that coursework be presented and completed before the Spring Break program so that students are well-prepared and focused to take full advantage of the curricular activities on the Spring Break program. Following Spring Break, additional course activities and culminating assignments which tie together the pre-departure coursework and the Spring Break program activities are delivered by faculty.

Often faculty-led programs range in length between 1 – 2 weeks and all must offer sufficient contact hours (as well as content) to merit the number of credits attached to the course. Most programs carry 3 credits.

Consideration must also be given to the question of what other faculty-led programs are being contemplated for upcoming Spring Break or summer periods. If a faculty colleague has already planned a program focusing on the development of medieval cities in Iberia, for example, you might want to modify the timing or subject of your program idea for Spain and Portugal. For this reason alone, early contact with the Center for Global Engagement is important to the development of your faculty-led program proposal.

The Center for Global Engagement has a proposal process for all new faculty-led programs. Interested faculty are encouraged to attend a Study Abroad Faculty Leader Information Session offered by the Center for Global Engagement to gain additional understanding of the proposal process. In addition, faculty are welcome to meet with the Study Abroad Coordinator to discuss their program ideas, general program design, best practices, potential student interest, and overall feasibility.

All new programs must be proposed by June 1 of the year preceding the program. The program proposal form ([see Appendix A](#)) requires faculty leaders to outline the rationale for the program, possible program activities, recruitment strategies, and his or her experience as it relates to the program, course, and location. In addition, the syllabus for the proposed course corresponding with the study abroad program must be included. The proposal must be signed by the appropriate Departmental Chair and the Dean, indicating approval for the course and support for the program.

Proposals are analyzed by the Study Abroad Approval Committee (SAAC), which is comprised of CGE staff and faculty/staff members of the campus community. In the past this has included Deans, Associate Deans, Chairs, faculty members, and Academic Advisors. The committee evaluates programs on a variety of variables outlined in detail below.

Feasibility must by necessity include a realistic assessment of success: No one wants to commit time and resources to a program that has little chance of realizing its goals. It is very discouraging – to

faculty, staf



Dfc[fUa 8YjY`cdaYbh



Health insurance and emergency response assistance;  
Faculty program leader(s) per diem, transportation, accommodations, and other costs;  
Contingency costs for the event of unforeseen costs and currency fluctuation; and,  
Center for Global Engagement administrative fee.

The cost of the program is then divided among the anticipated number of student participants. Once this budget is set, additional costs cannot arbitrarily be added to the program.

Faculty program leaders are often involved in making decisions regarding arrangements of various kinds in the locations to be visited. It is critical, nonetheless, that contracts with anyone receiving payment for services – such as airlines, ground operators providing hotel accommodations and other services, tour operators, transportation companies, and the like – be negotiated through the Center for Global Engagement and not by individual faculty members. Honorariums, tips, or similar payments to individuals should be anticipated and incorporated into the program budget.

Flight arrangements may benefit from a faculty leader's past experience, but contracting flights for a group may involve special concerns (schedules, cancellation penalties, price considerations, etc.)

International travel services provided by the Center for Global Engagement

© 2014 Center for Global Engagement, b, € ь • σ Γ σ ь . O M K Λ 2 B B 7 B E B D 9 B 9 € Δ K O E O Γ H C U O





requiring students to prepare a site briefing for the group before visiting a place;  
conducting informal one-on-one or group discussions while traveling between sites;

Quizzes, tests, and papers may be just as appropriate in the non-classroom setting, but consider ways in which you might make on-going and final assessment fit the unique situation.

Allocating time during the on-site program for students to do exploration and reflection on their own (or with one or two others) is also advisable. Free time at selected points in the program need not detract from the educational experience but, instead, can dramatically enhance it by letting students independently experience an environment.

Students – and faculty leaders, too – need a break or two from the more intense togetherness of the group. Stimulation from new sights and sounds and even smells can be overwhelming at times. Pace activities – including travel – in such a way that the learning is manageable and pleasurable as well as challenging. There is a natural tendency to want participants to be exposed to the wonders of a new place, but with time being limited it is necessary to be selective. One option is to make some activities optional or suggested. Then more hands-on, experience-based learners can add to their schedule while others (possibly those who are more analytical or reflective) can take a needed break from programmed activities.

No one wants to put work into a course or program offering (whether on- or off-campus) only to see it be canceled. Two situations, however, warrant special attention in this regard: The safety of student and faculty participants, and the number of students enrolled.

Proposed programs to destinations where safety concerns have arisen, even if the concerns arise at the last minute, may have to be canceled. Pandemics, political developments, weather or other natural disasters may make it prudent to cancel a program for safety reasons. Per [University Policy 1007 4A](#), the University does not support student participation in educational activities in locations where a U.S. Department of State Travel Advisory Level 4 (Do Not Travel) has been issued, or to any region within a country with an elevated, persistent or transient health, safety, or security issue (e.g., U.S. Department of State Travel Advisory Level 3 or Centers for Disease Control and Prevention (CDC) Level 2 or 3, or other unique safety issue concerning to the University). The Center for Global Engagement monitors such developments and consults with the University Travel Oversight Committee (UTOOC) and appropriate University officers (including the study abroad program faculty leader) concerning any decision to cancel a program based on safety considerations.

Undersubscribed courses/programs and the decision to cancel or continue require consultation with the Dean or Associate Dean of the college offering the course(s) that provide academic credit for the program and with the Center for Global Engagement, which budget the programs. Lower than

anticipated enrollments affect both the program budget (which is based on a projected number of participants) and potentially the faculty salary (which is based on minimum course enrollment). Consulting with the appropriate college Deans/Associate Deans, CGE will make every effort to see that faculty-led programs are realized. Programs that have not attracted a sufficient number of ODU students, however, are not usually financially feasible to administer. Both program faculty leaders and already-registered students need to know with reasonable lead time whether the program is going so that they have sufficient time to make alternative plans, if necessary. Assessment of the program status normally begins at the priority deadline – mid-November for Spring Break programs, and mid-February for Summer Break programs.

Per [University Policy 1007 Section 8](#), students enrolled in degree programs at other universities may petition the CGE to participate in ODU faculty-led programs. In order to petition they must gain admission to the University as non-degree-seeking students and meet all the criteria for admission to the program. Non-students who wish to participate in global education programs designed for student participation must do the same in order to be considered for participation.

**Dfc [fU a Dfc a ch]cb UbX FYWf i ]h a Ybh**

Faculty-led programs ...



help you in reaching potential students. This is particularly helpful during advising periods when students are meeting with their academic advisors to discuss future coursework. Student clubs, based in your department or outside it, as well as student residence hall programs, are similar worthwhile venues to consider. Suggest to the president or programming chairperson of the club that you will be glad to offer a brief presentation and answer questions at one of their upcoming meetings. Consider using any visuals that can be used to interest students in the region or academic focus of your program, including PowerPoint slides, videotapes, films or other extras.

Past program participants can be great promoters as well.

The Center for Global Engagement actively promotes opportunities for ODU students, including faculty-led programs. CGE takes responsibility for the following:

Creating a webpage on the CGE website outlining the details of your program.

Recruiting students through targeted emails, attending your Info Sessions, and advising students.

Advertising general study abroad opportunities using social media.

Offering weekly information sessions to promote study abroad, generally.

Organizing classroom and residence hall presentations to promote study abroad, generally.

Hosting the Study Abroad Fair each semester, which faculty-led study abroad program leaders are required to attend. The Fair is typically held in the Webb Center each semester, normally the first Tuesday in October and the first Tuesday in February. We invite faculty to staff one of the fair's tables for as much of the event as possible. (Activity Hour from 12:30 – 1:30 is the period of heaviest traffic).

When promoting your faculty-led study abroad program, it is essential that the information passed along to students is accurate. We recommend referring students to the Center for Global Engagement to make an advising appointment, in which complete and accurate information is shared with the students. (All students are required to complete study abroad advising as part of the application process.) Nevertheless, faculty leaders should have a basic understanding of the study abroad processes that closely relate to students and recruitment.

Academic requirements:

All students who participate in faculty-led study abroad programs must be in good academic standing when they apply for the program AND to participate in the program. Good academic standing requires a 2.0 GPA for undergraduate students or a 3.0 GPA for graduate students. Our office does not specifically limit students from participating in a faculty-led program based on class rank.

By default, this means students will have had to complete at least one semester at ODU.

Students, unless otherwise stated, are eligible to sign up for faculty-led programs after their first full semester at ODU.

Students are required to register for the course(s) corresponding with the program. The Center for Global Engagement will work with you on the course registration process.

As a faculty-leader of a program, you may consider having additional prerequisites to participate in the program, be they course prerequisites or other items. If you consider different academic and/or other prerequisites, please communicate this to the Center for Global Engagement. This information can then be included in program materials and students can be properly advised. Keep in mind, though, that additional requirements can limit the number of students who are able to participate in the program.

Non-ODU students wishing to participate in an ODU study abroad program will need to apply for the program through the Non-ODU Login/Register portal of the online application. The Office of Study Abroad will work with non-ODU students and you on this process. Please refer non-ODU students to the Office of Study Abroad for assistance.

#### Payments:

There are two separate costs for students participating in faculty-led programs – (1) the program cost and (2) the tuition cost. The program cost pertains to costs associated with the program, such as transportation, accommodations, activities, health insurance, administrative fee, etc. As part of the program application, students must pay a \$300 deposit that is applied toward the total program cost. The remaining program payment is split in half. Students make program payments online through the Center for Global Engagement's program application system called [ODUAbroad](#).

Tuition is paid separately, and is due according to the deadlines and policies outlined by the Office of Finance. Students pay tuition at their normal rate – in-state or out-of-state; undergraduate or graduate, etc. Tuition is paid online to the Office of Finance.

#### Financial Aid:

Students are able to use financial aid to cover course tuition as well as the faculty-led program cost. However, financial aid is awarded on a case-by-case basis, so not every student may be eligible or have additional funds to use to cover the costs.

In order to be eligible for federal financial aid, students must be enrolled full-time. For undergraduate students, this equates to 12 credit hours during the fall and spring semesters and 9 during the summer term. At the graduate level, students must take 6 credit hours during the academic year and 3 credit hours during the summer.

## DfY!XYdUfh i fY 7cbg]XYfUh]cbg

Applications and necessary payments are required for all participants for any faculty-led programs. The Center for Global Engagement facilitates this process via our [online application](#).

Once they have created a personal account within [our system](#) they should apply online for the study abroad program of their choosing. There are various application elements which students must complete online, including reading and electronically signing the International Study Participation Agreement ([gYY 5ddYbX\]I 7](#)). (The International Study Participation Agreement serves as both a risk management / behavior contract and assumption of risks document). In addition, students must schedule and complete an advising appointment with a study abroad advisor to discuss academic, logistical, financial, and other aspects of the program.

Once the student has an understanding of the study abroad program and wants to move forward, he or she must pay the \$300 program deposit online, which is another required element of the pre-decision part of the application process. The program deposit is part of the overall study abroad program cost. All aspects of the pre-decision part of the application (including paying the program deposit) must be completed before a student's application for the program – and potentially for a scholarship – are considered.

The program deposit is refundable up until 120 days prior to the start of the program. Students are expected to register online for the desired program by early November for Spring Break programs and early February for Summer programs. The final “go / no go” decision on the program running won't be made until after CGE has received the first half payment from students to ensure the program's financial viability.

After students make the first program payment, the Center for Global Engagement begins making purchases on the group's behalf. Therefore, after this point, many of the fees become non-refundable, even if a participant has to withdraw from the program.

As previously mentioned, students are often able to use financial aid to cover the cost of the program, if they are eligible for financial aid. If a student is planning on using financial aid to cover program costs, he or she is able to sign a billing agreement, which allows the Center for Global Engagement to bill his or her ODU account for the cost of the study abroad program. This is only encouraged for students who are sure they will receive the necessary amount of aid, as students will be responsible for the entire cost of the program, even if financial aid does not cover the entire.

Please note, the CGE enrolls all participants in the Department of State's STEP program prior to departure.

Faculty-led programs are, at the heart, academic courses. Therefore, academic standards are of key importance. There are two sides to this - [student academic requirements](#) and [course academic rigor](#).

The latter is primarily a reference to whether the course meets general ODU academic standards and expectations.

Regular communication with program participants is essential. Their program experience is often the first time ODU students have been far from home, especially without their families. Nervousness, anticipation, and uncertainty are common.



CGE staff and the faculty leader will coordinate at least one pre-departure orientation meeting to discuss program expectations and logistics. Setting proper expectations is crucial to a successful program. While this meeting will be led by the CGE, the program leader is encouraged to provide additional information specific to the program, course, and behavioral and academic expectations. To reiterate, below are some items to be prepared to discuss:

- Logistics
- Academic Expectations
- Behavioral Expectations
  - Emphasize the importance of the buddy system. This places a degree of accountability on the students toward each other and the overall program, and makes your job easier.
- Health/Safety
- Faculty leader's own experience in the location

These orientations need not be onerous, and students should not be made to feel overly ip]e in

---



completed before any program costs can be paid. The signed forms are returned to and maintained by the Center for Global Engagement .

### 3) Request for Travel Advance

The Center for Global Engagement strives to pay for as many of the costs of faculty-led programs prior to the start of the programs as possible. Doing so lessens the amount of program costs faculty are responsible for on the ground. However, it is rarely possible to pre-pay all program costs, either due to the nature of the expense (i.e., group meals, tips), or the infrastructure of the destination (i.e., locations where credit cards may not be accepted).

The Center for Global Engagement does not expect faculty to utilize their own funds to cover group costs. Therefore, we offer to complete the Request for Travel Advance form for faculty leaders. These forms are prepared by CGE's Office Manager for signature of the faculty program leader(s), as well as the signature of the Deputy Director of CGE. The form is then forwarded to the Office of Finance for processing. Completion of this form is required for funds to be advanced for travel. The travel advance amount is up to the discretion of the faculty leader; it could cover solely faculty per diem, or any amount up to the outstanding program costs. The Center for Global Engagement must submit the Request for Travel Advance to the Office of Finance at least two weeks prior to program departure to allow adequate time for processing.

\*\* The ODU Personal Liability Travel Credit Card is REQUIRED for travel advances.

The full amount of the faculty leader's travel advance is put onto the faculty leader's University Personal Liability Travel Credit Card. While the Center for Global Engagement and the Office of Finance work to reimburse the funds in a timely manner, it is possible that the reimbursement may not be available by the time the credit card payment is due. Even in this circumstance, it is still the faculty member's responsibility to pay off the credit card fees in full and on time.

**:UW i`hm FYgdcbgjVj]h]Yg K \]Y 5VfcUX**

Leading a program carries many roles and responsibilities. As a faculty leader, you hold the role of teacher, guide, confidant, cultural informant, disciplinarian, community builder, and general overseer, to name a few. Many of these responsibilities and roles are discussed below.

The faculty leader has overall responsibility for the program from the group's departure from the U.S./campus until the end of the program. It is expected that the leader(s) travel with the group. Weather and other factors can result in delayed flights, missed connections, etc., and may require someone to act on behalf of the group. Some students may not have traveled before and/or never navigated an airport. For these reasons, the leader(s) assuming responsibility for their group from the beginning of the experience to the end is essential.

---

Once at the destination it is important to remind the group of the basic ground rules and expectations (punctuality, full participation in required group activities, respect for each other and all others associated with the program, buddy system, etc.) that have been established to foster the best experience possible for all. Additionally, leaders must count heads before and after all program activities. Getting students to help with keeping track of their buddies, and counting off students can be very helpful.

Faculty are also asked to keep the Center for Global Engagement apprised of the program. Faculty should inform Study Abroad staff of a safe arrival as soon as possible. In addition, faculty should check-in with CGE on a regular basis, even if only to say everything is going well.

Faculty are also charged with promoting the healthy and lawful behavior of the group. Standards for this type of behavior need to be outlined prior and throughout the program. The use of drugs or other risky or illegal behavior endangers not only individuals but also the group as a whole, and students should be cautioned that putting the program at risk could result in their immediate termination from the program.

As an employee of ODU, and the University's on-site representative, the faculty leader has the authority to dismiss any student, upon approval by the ODU Deputy Director of CGE, should a participant use illicit drugs, violate ODU rules and regulations, the laws of the host country, continually disrupt the program, jeopardize his/her safety, or the security of the program. These provisions are included in the International Study Participation Agreement, which all students sign online as part of their study abroad program application.

In the event a situation develops that may warrant a participant's dismissal, the faculty leader should contact CGE immediately to discuss the situation and consult campus stakeholders.

Keeping participants informed of plans for the day, changes in the schedule, etc. is critical. Uncertainty in an unfamiliar environment can create unnecessary anxiety for group members. Finding balance between the academic and logistical/cultural engagement can be challenging, especially when leading a program which is moderately to highly mobile. This is something that can be largely mitigated during the program and academic course development stage, but keeping the group in-the-loop is always recommended.

At the conclusion of the program, faculty leaders are required to accompany the group back to Norfolk.

Student and faculty health and safety are at the forefront of concerns for the Center for Global Engagement. As a faculty leader, it is your responsibility to take proper precautions to manage and reduce risks involved with your program. In the event of an emergency, it is your responsibility to handle any incident involving one or more students in the group. Students can and do fall ill, suffer injuries, become victims of crime, or otherwise end up in problematic and/or unfortunate situations. The group as a whole may end up in a politically volatile situation or face significant travel

---







Local standards concerning what constitutes appropriate behavior may differ considerably from those in the U.S. In some countries, for example, women might experience suggestive catcalls on the street or rather aggressive advances by men in social situations. Sexual assault is illegal and unacceptable in all countries, although the degree of aggressiveness with which local authorities pursue violations varies greatly from country to country. In all locations, any attempt at forcible sexual advance, by anyone, should be reported immediately.

If an ODU student is a victim of sexual assault while participating in a program off-campus, there are services available to help. We recommend that your first and primary contacts be CISI and your on-site program partner (if applicable). They are there to support you, especially during emergency situations, and have an understanding of the resources available to you locally. Please also contact the Center for Global Engagement so that we can assist the student from our end, and help coordinate any additional actions or support the student (and you) may need.

If an ODU student is assaulted, remember it is not the student's fault. The person who committed the assault is responsible. Ask the student not to shower or discard any of the clothing he or she had on during the assault. Contact CISI and the Center for Global Engagement immediately for assistance and they will advise you on what to do next. ODU can provide crisis counseling and sexual assault resources critical for healing and emotional support.

Many of the services available at ODU are also available to students remotely

---

Students can reduce the risk of sexual assault by exercising good judgment and taking some basic precautions. North American women are often stereotyped as being promiscuous and program participants sometimes find themselves in difficult situations they could have avoided. For example, in some countries, the concept of non-stranger rape (also referred to as date rape or acquaintance rape) is almost unknown. The general feeling may be that if a female goes home with a man, or is alone with him, she is willing to sleep with him, regardless of how many times she says no.

Students participating in a program need to always travel in buddies or in groups. Additionally, students need to go out together and also return together. Reminding students to look out for each other is a great way to increase the safety and fellowship of the group. No one ever gets left behind!

### **CH<9F DC=BHG HC =ADF9GG I DCB GH I 89BHG.**

- Be street wise. Avoid poorly lit and deserted areas and exercise caution in crowds.
  - Avoid impairing your judgment due to excessive consumption of alcohol. Drink within your limits.
  - Know where your drink came from and where it is at all times to prevent drug-facilitated rape.
  - Use the buddy system – go out with friends and do not leave anyone behind.
  - Be aware of your surroundings at all times. Walk confidently and act like you know where you are going. Pickpockets and other types of criminals tend to prey on people who look lost or do not seem to be paying attention.
  - Find out which areas are considered to be unsafe by the local people and avoid them.
  - Do not leave valuables unattended.
  - Trust your instincts – if someone is pressuring you or if you feel uneasy, call for help and/or safely exit the situation.
  - Be an active bystander and friend – if you see someone at risk, get involved by asking if she/he needs help or getting that person to safety.
- : cf ZY a U`Y hfU jY`Yfgz who are more likely to encounter harassment, uncomfortable situations can sometimes be avoided by taking the following precautions:
- Use the dress and behavior of local women as a guide. Research beforehand. If you're unsure, dressing conservatively is always the safest bet. Also, dress tends to be more formal abroad than in the U.S., more so for women.
  - Avoid walking alone at night. If you feel uncomfortable in a neighborhood, leave.
  - Ensure your mobile device is charged, especially if you're out at night
  - Do not agree to meet a person whom you do not know in a non-public place.
  - Be aware that men from other countries might mistake the friendliness of American
-

this information, but it is important that the faculty leader is also informed and prepared to reinforce appropriate cautions and warnings during the duration of the program.

Providing emergency contact information: The Center for Global Engagement prepares a card with emergency contact information for students while away from campus (U.S. embassy phone number, "911" equivalent number, phone number of accommodation, etc.) Two cards are given to each participant and each faculty leader, one to keep with them during the program and one to give to a family member or friend at home.

U.S. Embassies have an American Citizens Unit within their Consular Affairs Office charged with assisting U.S. citizens living and traveling in the country. Responding to injury/missing persons/arrests/stolen or lost passports, etc., is a primary concern of the unit. Within the diplomatic constraints imposed, the Department of State policy is to assist any U.S. citizen in trouble, and embassies routinely maintain lists of reputable attorneys, doctors, etc. in the event such services are required.

**Do whatever is necessary to obtain prompt medical attention, embassy intervention, or police protection.**

**7 cbhUWh 7=G= ] a a YX]UhY`m: %!\*\$'!-) &!&\* \*\$**

**make sure the student is taken to the nearest medical care facility. Assure the well-being of the remaining students before traveling to the medical facility to serve as the injured/ill person's advocate.**

In the event an affected student is unable to re-join the group, leave the student only with another authorized program representative. **gather at the prearranged emergency location(s) and follow the directive of local authorities.**

**gather at the prearranged emergency location(s) and follow the directive of local authorities.**

**gather at the prearranged emergency location(s) and follow the directive of local authorities.**

When you have done all you can to reasonably assure the students' well-being, immediately **[www.odu.edu/studyabroad].**

If you cannot reach anyone at the Center for Global Engagement **WU` C8 I Dc`]WY Uh** **(\$\$\$ [http://ww2.odu.edu/af/police/] and they will contact the Center for Global Engagement staff and/or assist you.**

ODU has explicit protocols in place to deal with various emergency situations. The CGE and Public Safety will contact on-campus resources to assist you as you work through the emergency situation, assembling a crisis response team as appropriate.



All requests from media (international or US based) must be referred to University Strategic Communication and Marketing [<http://www.odu.edu/stratcomm/directory>]: 202-261-1111, 202-261-1111.

Timely and accurate information is critical. When you contact ODU, be prepared to provide as much of the following information as possible:

Name(s) of individual(s) involved in the emergency

Specific nature of the emergency

Time and location of the emergency situation

Your cell phone number and/or current local phone number AND email address

Name and location and contact information for the place where individual(s) have been taken for treatment or other emergency service

Other information specific to the emergency and as requested by responding ODU personnel, including a time for the next telephone call or e-mail contact.

In many situations, follow-up directions from ODU to faculty and host institution personnel will occur primarily via phone and/or e-mail (provided telephone service and Internet access are operating and available at the emergency site). Therefore it is critical that program staff regularly monitor their ODU or other email accounts for updates and instructions.

When appropriate, the CGE will coordinate communication with contracted insurance provider(s) and assist in arranging payment of fees on behalf of the affected person(s). Once the insurance carrier has been contacted, allow them to manage all local arrangements and service fees. For medical and liability reasons, it is not wise to solicit outside input or take control of benefits coordination.

When appropriate, ODU will notify local U.S. Embassy officials of the crisis, and communicate any additional recommended actions.

In some cases, you may be directed to notify the local police of the situation. You will be directed to follow the course of action recommended by the U.S. Embassy or consulate which may include the following procedures the police ask of you or the affected student(s).

If there is a continuing risk to the welfare of your students (for example, during a terrorist threat), ask the embassy or consular officer to advise you on a regular basis about the evolution of the crisis and request specific information to guide the students' response. Leaning on the expertise and network of your affiliated program partner, if applicable, is also highly recommended.

During a political crisis or other emergency in which foreigners in general, or U.S. citizens in particular, may be at risk, direct students to keep a low profile, to avoid traveling alone or in large groups, and to avoid behavior which will call attention to themselves. Your emergency plan may include instructions that all students return to their residence during such a crisis.

Remind students to use caution when sharing personal information, including their local address.

Always direct students to avoid demonstrations, confrontations, and sbMMR

---

Reinforce strategies for blending in, such as adopting locally purchased apparel and speaking the host country language in public. Students should keep up with local news updates through social media, newspapers, television, etc.

Experts advise that during a political emergency, it is unwise to change locations. Therefore, it is unlikely that participants will need to be evacuated from the city or country where the program is operating. However, faculty members and students will be re-located or brought home if a situation



Pay the balance, in full, on their University Personal Liability Travel Credit Card. The credit card balance must be paid in full by the due date, even if the University has not yet reimbursed faculty for expenditures charged on the card.

Additionally, the Center for Global Engagement requests that program faculty:

Encourage students to complete the Faculty-led Study Abroad Program evaluation through the Center for Global Engagement. (CGE will also solicit feedback via these evaluations.)

Stay in touch with student participants. This can help students deal with any potential reverse culture shock and other re-entry issues. Not only will this help students readjust, but can solidify your relationship with them. Remember, students can be an extremely effective recruitment tool for future programs.

Encourage other faculty members to develop programs, or participate in development workshops for new program faculty leaders.

# 5ddYbX]I 5 ! :UWi`hm!@YX Gh i Xm 5VfcUX#5 kUm Dfc [fUa DfcdcgU` :cf a

Proposals **a i gh** be signed by both the faculty member's Department Chair and Dean. Submit the completed proposal to the Center for Global Engagement (Dragas Hall 2006) via email to Michael Dean, Deputy Director, Center for Global Engagement, at [mdean@odu.edu](mailto:mdean@odu.edu).

The deadline for proposing an ODU Spring Break or Summer faculty-led program is June 1 of the year preceding the program.

A complete proposal packet consists of:

1. This form, signed by your Chair and Dean, including responses to the questions on page 2.
2. Course description(s) and syllabus/syllabi.
3. Sample program itinerary (see page 2, question #9 for details).

---

Name \_\_\_\_\_

Academic Title \_\_\_\_\_ Email \_\_\_\_\_

Department & Campus Address \_\_\_\_\_

Proposal Type: Spring Break Program Summer Program Proposed dates: \_\_\_\_\_

Proposed Program Location(s) \_\_\_\_\_

Title and Number of Proposed Course(s) [ \_\_\_\_\_ ]

Suggested departments for cross-listing course(s) ( \_\_\_\_\_ ) \_\_\_\_\_

Course prerequisites (should match on-campus requirements, unless prior department permission)

: cf fYdYU h dfc [fU a g cb`m: In which year(s) has this program been offered? \_\_\_\_\_

:UWi`hm!`YX Dfc [fUa Dfc dcgU` 8YhU]`g

fl:UWi`hm d fcdcg]b[ fYdYUh d f c [fUa g g\c i`X g\_]d hc #%\$%L

1. Please explain your



10. :cf fYdYU<sub>h</sub> dfc[fU a g cb`m: please describe any changes you intend to make to the structure or academic content of the program compared to prior years, if applicable.

:UWi`hm!@YX Dfc [fU a Dfc dcgU` 9bXcfgY a Ybhg

5" :UWi`hm a Ya VYf U [fYY a Ybh

I understand that the faculty-led program I am proposing will be cancelled unless the required minimum number of students register for the program.

I agree to:

- a) actively recruit students to participate in the program during the fall and spring semester prior to the program;
- b) apply for, carry and, if necessary, use an ODU Personal Liability Credit Card;
- c) read, and carry out the responsibilities described in the "Responsibilities of Faculty and Staff Representing Old Dominion University on Programs";
- d) accompany students throughout the experience, including during travel to/from Norfolk to the program location(s);
- e) attend training workshop(s) for faculty program leaders;
- f) encourage students to complete a course evaluation and a program evaluation. (I understand that these evaluations will be circulated to CGE staff and my Department Chair.);
- g) submit grades for each student at the end of the program, by the stipulated deadline;
- h) submit an evaluative report of the program within 30 days of program completion; and
- i) submit all receipts (both itemized as well as summary credit and/or debit card receipts) and any remaining funds to the Center for Global Engagement within 5 days of my return to Norfolk.

BU a Y cZ :UWi`hm AY a VYf fld`YUgY df]bhk.

G][ bUhi fY cZ :UWi`hm AY a VYf.

8UhY.

6" 9bXcfgY a Ybh cZ 8YUb UbX 8YdUfh a Ybh 7 \U]f

For ODU faculty-led programs, ODU faculty members are paid as if teaching an on-campus course.

The costs of travel (both off-campus and program-related local), international health insurance, accommodations, per diem, use of a cell phone, and other program activities for the faculty leader will be included in the program fee paid by student participants.

Your signature below indicates that the Department/College endorses this program proposal and agrees to fund all of the salary for this faculty member.

8YdUfh a Ybh 7 \U]f fld`YUgY df]bhk.

G][ bUhi fY cZ 8YdUfh a Ybh 7 \U]f.

8UhY.

8YUb fld`YUgY df]bhk.

G][ bUhi fY cZ 8YUb.

8UhY.

## 5ddYbX]I 6 ! :UWi`hm!`YX Dfc [fUa H]a Y`bY

The faculty leader and the Center for Global Engagement program coordinator collaborate throughout the year on the following: program planning and proposal, program development, student recruitment, pre-departure preparation, program implementation, and program evaluation.

Spring semester: New program planning - discuss program/course plans with academic department and college, meet with CGE Deputy Director and/or Study Abroad Coordinator to discuss program ideas as needed. Planning should include program design and location, timeline, course description and syllabus, course cross-listings, student enrollment considerations, and recruitment strategies.

June 1: Program proposal deadline for following academic year (Spring Break and Summer). Signatures of approval are required from the faculty leader's







Summer Break student participants make final program payments to the Center for Global Engagement. Program coordinator finalizes flight payments, vendor payments, etc., as needed. As needed, faculty leader and student participants apply for passports and visas.

April:

Faculty leader and program coordinator host pre-departure orientation courses for the Summer Break programs.

May - August:

Summer Break study abroad programs take place. Within 5 business days of return, faculty leader submits all receipts for reimbursements, along with other required documentation, to the Center for Global Engagement for processing. Faculty leader submits program report within three weeks days of program completion.

Program coordinator collects Summer Break student evaluation data. Program evaluations are shared with the appropriate faculty. Plans for program development are discussed for potential future programs.

5ddYbX]I 7 ! =bhYfbUh]cbU` Gh i Xm DUfh]W]dUh]cb 5 [fYY a Ybh

C`X 8c a ]b]cb I b]jYfg]hm

=BGHF I 7H=CBG. FYUX Ybh]fY XcWi a Ybh WUfYZi ``m VYZcfY ]b]h]U`]b [ YUW\ dU[Y UbX g][b]b[.

As a student participant in Old Dominion University's (ODU) international study program, you are agreeing to the following conditions established by the ODU Center for Global EngagemTæ e Dso eæi ên ioden ş gri miDøi dturt

**5hhYbXUbWY.** I acknowledge that attendance is mandatory at all classes and course-related outings and excursions except in cases of illness and/or emergencies beyond my control. Visits by family and friends are not reasons for an excused absence. With the exception of personal and family emergencies where the student and the official representative(s) of ODU have made appropriate arrangements, students must remain on the program abroad for its entire duration in order to receive credit. There is no provision for making up missed examinations for any reason.

**:fYY h] a Y.** I am responsible for travel, lodging, and meals during designated free times within the inclusive program dates, during periods of independent activity, and before or after the program.

**7cbX i Wh UbX 8]g a ]ggU.** I understand that as a U.S. or other foreign national citizen in a foreign country, I will be subject to the laws of that country. I agree to conduct myself in accordance with the laws and customs of the host country.



CdYfUh]b[ Achcf JY\]WYg: I understand that ODU strongly discourages students owning or operat

---