



Old Dominion University

Faculty Leader Handbook

for

ODU Faculty-led Programs

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Faculty Leader Handbook for ODU Faculty-led Study Abroad Programs

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Program Proposal Information

The Center for Global Engagement is continually looking for new, high-quality faculty-led programs. This section aims to help prospective faculty leaders in understanding the proposal process and in developing their program.

Who leads ODU faculty-led programs?

Faculty-led programs are led by enthusiastic and energetic Old Dominion faculty, with appropriate experience abroad/away (?), who have the endorsement of the appropriate university officers. Faculty members need the full support of their department and college, as well as the Center for Global Engagement, to succeed in organizing and leading a successful faculty-led program. The Center for Global Engagement welcomes program ideas, however tentative, at any time and works with faculty to develop the idea, and seek departmental and college-level support. Faculty-led programs are solicited and reviewed annually by the Center for Global Engagement and the Study Abroad Approval Committee (SAAC), a cross-campus committee. Please see the faculty-led program proposal form, available in [Appendix A](#) or on the CGE website (link here?). All programs must have the requisite academic content and rigor to merit a departmental course designation and assignment of academic credit, cite sufficient background and/or experience in the host country (location?) to be able to achieve the intellectual and logistical goals of the course and program, and have a clear idea of the intended audience.

Basic requirements having been met, experience has shown that many faculty-led study/away (?) abroad programs rise or fall on the ability of faculty leaders to directly encourage students and convince them of the value of participating in the program. Few programs sell themselves. To be successful, faculty interested in leading programs abroad need to project a sincere enthusiasm for their program and be willing to extend themselves and actively convey their enthusiasm to potential participants.

Concept and Program Planning

Experience has shown us that well-developed program concepts lead to smoother program development and implementation, which results in more rewarding programs. Again, faculty are encouraged to consult the Study Abroad Coordinator to refine the program concept. Faculty are encouraged to brainstorm with their academic colleagues (especially ones who have previously led programs) on potential program ideas. The foundation of the program is the academic course, which is discussed later in greater detail. Faculty leaders should consider the follow questions while developing a program:

Academics:

- What course(s) would relate to the program? Is there potential for cross-listing? Is the course at the undergraduate or graduate level, or both?
- What are the academic and educational objectives of this program and course?

- 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., for academic credit)?

Programmatic:

- How affordable is this program, given the location, duration, and experiences?
- What is the best time to offer this program?
- How long should the program be to be most effective and appealing to students?
- What experiences should be included to optimize student learning and the appeal of the program?
- Is the destination politically and economically safe and stable?
- What type of accommodations are most appropriate?
- Can you take advantage of local expertise or local contacts to enhance the program?
- How will you recruit students for this program?
- If a significant amount of travel is contemplated, how many different locations are feasible and desirable within the time frame you are contemplating?
- If you were an ODU student from the target audience, what would you find most appealing about the learning objectives, planned activities, locations, requirements, etc.?

It is helpful at this point to draft one or two day-by-day program itineraries to see how your ideas translate on paper. The potential itinerary can be submitted along with the program proposal.

When are ODU faculty-led study abroad programs offered?

ODU short-term faculty-led programs have traditionally been offered in the summer, the majority taking place shortly after the end of the spring semester in mid-May to early June (what is currently called Maymester) or during Spring Break. The advantages of an early summer timeframe are several: the weather is pleasant in many places in the world; "shoulder season" (as opposed to "high season") rates for airfare and hotels are still in effect; the summer tourist season is not yet in full swing; students can anticipate going on the program and returning early enough in the summer to get a job and earn some income; students, if interested, can take additional summer courses following their study abroad program; and universities abroad are often still in session and connections with faculty and students abroad are therefore easier at this time.

Mid- or late-summer programs, however, can potentially benefit from the availability of low-cost student housing abroad, and may be conducted successfully despite the lack of early-summer advantages noted above. In considering potential program dates, it is critical to think carefully about academic and logistical reasons and possibilities supporting the choice.

As mentioned earlier, faculty-led programs have also been offered during Spring Break. These programs commonly start a few days before the official start of Spring Break and proceed through the

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.

Program Proposal Process

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.

Key Considerations in Program Selection

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, staff and students alike – to offer programs that later have to be canceled due to insufficient enrollment. Everyone involved in deciding which programs Old Dominion offers needs to make an honest assessment of proposed programs and share that appraisal with you.

The SAAC (or Study Abroad Approval Committee) seriously considers each program proposal. However, the Center for Global Engagement cannot necessarily support and sustain every program that is proposed. Time and resources are finite, and there is a limit to the number of programs that can be planned, administered, and evaluated.

The committee, then, must select the programs that are of the highest quality, have a strong likelihood of attracting sufficient enrollment and that will diversify the overall program offerings. The committee evaluates programs individually based on:

- Academic quality of the program;
- Recruitment plan and the potential student pool;
- Relationship between the course and the location/activities;
- Faculty experience with the subject matter and location;
- Extent to which the program fulfills a CGE or departmental need.

The Center for Global Engagement strives to offer programs that best serve the broadest range of ODU students, based on geographical interest and academic subject. Therefore, quality programs are also evaluated comparatively to other programs.

- Key “target” subject area (non-traditional majors or those with high enrollments)
- Diversity of location;
- Diversity of subject;
- Timing (spring break vs. summer break)

Proposal Timeline

Program planning should start well in advance of the proposal deadline of June 1 of the year prior to the program. Ideally, it is desirable to have a 12-18 month lead time from conception to realization of the program. A program planned for the summer should be discussed with your department, college and the Center for Global Engagement in the winter/spring of the preceding year. The longer advance and planning time we have for your exciting program idea, the more support we can provide. [See Appendix B](#) for full program timeline.

Program Development

Program Development Considerations

The Study Abroad Coordinator works closely with the faculty leader to develop the specifics of the program beyond the program proposal – in other words, to make the program a feasible reality. In many cases, this involves communicating with and outsourcing program components to third-party providers and other on-site contacts to finalize program arrangements. The Study Abroad Coordinator will typically take the lead in communicating with on-site contacts for program development. However, faculty are encouraged to take advantage of personal and professional contacts, and are welcome to serve as the point-person to initiate these discussions.

The Study Abroad Coordinator and the faculty leader need to communicate regularly in order to develop the program effectively and in a timely manner. Ideally, the major details of the program and program itinerary will be solidified by the middle of August, so accurate program advising and active program promotion can begin when students return to campus for the fall semester.

When developing the program components and itinerary, faculty should consider the following to ensure the most beneficial and successful program possible:

- Is the length of the program appropriate for the course? Keep in mind that, in general, the longer a program is, the higher the cost. Does each activity/site visit closely relate to the course content? Does each add significant value to the program?
- Is the program itinerary appropriate? Does the order of the activities make sense? Is there a good balance of academic/programmatic time and free time?
- What components are required, and which are optional?
- Are there opportunities for students to gain cultural insights and interact with the local community?
- Is the academic course time appropriate for the credit earned?
- Potential costs should always be considered, as program fee will always be a factor in whether the program runs.

Budget Development

Based on the program itinerary, the budget for the program is created by the Study Abroad Coordinator. Budget development outlines all anticipated costs for the program, and results in the per-student cost of the program. The following expenses are built into each program's budget:

- Transportation costs for the group, including airfare and any group transportation necessary for the program;
- Accommodations costs, which are typically based on shared accommodations;
- Visa costs, if required for the program destination;
- Admissions costs to any activity associated with the program;
- Honorariums, tips, and gratuities;
- Group meals, if desired;

- 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.) and, by Old Dominion University policy, must be arranged by CGE. While faculty should feel free to suggest preferred agencies, airlines, flight schedules, hotels, transport, etc., the final arrangements must be negotiated by the Center for Global Engagement on behalf of the University.

Course Creation & Development

It is the faculty’s responsibility to work with their department, and those departments through which their course is cross-listed, to get the appropriate course sections created. These courses should be capped at zero students in order to ensure that only students who have registered for the program can register for the course. Please consult the Center for Global Engagement should you (or your department) have questions about creating and listing courses connected with programs.

Courses offered abroad provide unique opportunities not available in the usual classroom situation. Faculty can take advantage of these opportunities by encouraging and building in activities that will fully engage participants in the new setting and culture. Homestays with local families can be an ideal way to learn about another culture, although this is more feasible in some circumstances than others. Nevertheless, maximizing opportunities for contact with locals is something to be sought after, and working with colleagues abroad to achieve this for your group can be key to fully achieving your objectives. Securing the services of reputable local guides or cultural informants, for instance, can turn what might otherwise be mere sightseeing into insightful and thought-provoking experiences. Keep in mind, the CGE is available to assist you in organizing and procuring these opportunities.

Helping students have a meaningful hands-on experience without extensive classroom time can be enhanced in several ways. Below are some examples:

- requiring students to keep journals in which they reflect on what they have observed and learned (journaling exercises that are targeted around specific program activities are often beneficial);
- holding debriefing sessions several evenings during the program;

- 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 *all* 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.

Go/No Go Considerations

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.

Safety

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.

Enrollment

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.

Program Promotion and Recruitment

Importance of Recruitment

Faculty-led programs and their corresponding courses, like other ODU courses, typically require a minimum enrollment of 12 ODU students. Unfortunately, this is often a challenge. Programs are not typically required or established courses, so special efforts will be needed to make students aware of the opportunity and motivate them to consider how it can benefit them and their education in a significant way. Some students will eagerly seek this kind of experience, but most need to be convinced of the unique added value of studying in a location outside Hampton Roads. And all students have many other priorities and interests competing for their time and financial resources.

As a faculty leader, you have to make a personal and concerted effort to promote your program directly to students through a variety of methods. Your experience, enthusiasm and expertise about the course and destination are your strongest marketing tools. The effort you put in to recruit students for your program can and will make a difference in the program's success.

Recruitment Strategies

There are many avenues available for marketing programs and recruiting students. It is not generally enough to take advantage of only one strategy – multiple approaches should be taken to increase the likelihood of reaching students, and getting them excited about the opportunity.

Generally, the most effective promotion period is fall semester. The earlier promotions start, the sooner students will register for the program, and the better for everyone involved.

Faculty leaders are expected to promote their own program individually and follow up in a timely manner with students who express interest in the program. Some of the most common strategies, along with general descriptions and recommendations are outlined below.

- Classroom presentations are the most effective way to promote programs. Your enthusiastic presence describing your program in the heart of the academic enterprise, the classroom, has the highest likelihood of attracting students. Many faculty are leery to be perceived as salespeople and are reluctant to ask colleagues for 5-10 minutes of class time to promote their program, but it's worth overcoming one's reticence and making the extra effort to reach students and colleagues with information about a special learning opportunity.
- Promote your program through targeted emails and social media posts to students in your department and college. Sales Force is a wonderful platform to connect with students electronically. Collaborate with CGE and/or your department on designing a targeted email marketing plan for your program.
- Schedule a few Info Sessions on your program for early in the semester, and use emails, posters and word-of-mouth to encourage students to attend the Info Session. Contact CGE to help with scheduling, planning, and delivering Info Sessions on your program.
- Ask your colleagues to help. Getting a notice in your college and departmental newsletter, approaching colleagues/departmental advisers to discuss your program, so that others can

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).

Important Student Information

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.

Pre-departure Considerations

Student Application and Payment Processes

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 ([see Appendix C](#)). (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.

Student Academic Matters

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.

Communication Protocols

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 to be expected.

However, this can be mitigated with regular communication from the Center for Global Engagement and the faculty leader(s). Generally speaking, the faculty leader is responsible for communication regarding course requirements, while the Center for Global Engagement is responsible for communication related to program requirements (logistics, payments, travel, etc.).

Pre-departure Orientations and Course Elements

Pre-departure preparation is a multi-part process, including helping students prepare academically, logistically, and cross-culturally for their time away. During orientation, it is important to set clear, firm expectations and to remind students that they have chosen to participate in the program/course. Things are not supposed to be as they are at home and therefore will require special precautions, adjustments and responsibilities. In general, the faculty leader is responsible for preparing the participants academically for the program experience. This can be done in a number of ways: development of the course syllabus and materials, development of the course Blackboard site, scheduling and holding course sessions and activities, developing and requiring assignments due before departure , etc.

Faculty-led programs normally hold *at least* two (but often more) course sessions in advance of the travel portion of the program. Faculty-led programs also require students to complete assignments in advance of the travel portion of the program. Students tend to want program-related context and details prior to the travel component of the course. Therefore, the more information provided and assignments completed ahead of the travel component of the program, the better. This also allows students to go into the experience with additional background information regarding the course content, location(s), and culture, which in turn helps them feel more comfortable and prepared while away.

In general, CGE staff are responsible for preparing participants logistically and for getting information to students regarding such requirements as passports, visas (if required), emergency contact information, travel documents and tickets, health information forms, roommate assignments, hotel and emergency contact information, etc. These efforts are orchestrated by the Study Abroad Coordinator.

Both the faculty leader and CGE staff share responsibility for preparing participants for a cross-cultural experience, which includes basic reminders that “things will be different” in the host culture, as well as culture-specific tips to help them get the most from their program experience.

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 intimidated by these challenges and ground rules, but they should be made aware of the special nature and requirements of this kind of learning in the places you are visiting.

Required Travel Paperwork

Old Dominion University requires all employees for whom the costs of travel will be covered by the University complete travel related paperwork. This paperwork is prepared by the Center for Global Engagement, but requires signatures from program faculty leaders and their department chair. The Deputy Director of CGE will serve as the Budget Director for these forms.

1) University Personal Liability Travel Credit Card Policy

All primary faculty leading ODU faculty-led programs are required to apply for and be approved for a University Personal Liability Travel Credit Card. This card is required for risk management and emergency response purposes. Faculty-leaders must fulfill all requirements for maintaining an active account, including completing all necessary training, using the credit card only for authorized expenses, and paying off any balances in full and on-time.

If faculty leaders do not already have an ODU Personal Liability Travel Credit Card, they need to apply for one. The application can be requested from the AP Travel Supervisor in the Office of Finance. The credit card application will be signed by the Deputy Director of CGE. This travel card is a personal liability card that can be used ONLY for ODU travel related expenses. In order to maintain eligibility for the travel card, individuals must complete annual training through the Office of Finance.

2) ODU Travel Estimate/Excessive Lodging/Out of Country Approval Form

Completion of the ODU Travel Estimate/Excessive Lodging/Out of Country Approval Form is the first step in the faculty travel approval process. These forms are prepared by CGE's Office Manager for signature by the faculty leader's Department Chair and the signature of the Deputy Director of CGE. The form is then forwarded to the Office of Academic Affairs for final approval. This form must be

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.

Faculty Responsibilities While Abroad

Leadership Responsibilities

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.

Risk Management and Emergency Response

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

interruptions. It is the responsibility of faculty to act for the safety and well-being of the group. Your responses must be proactive and documented.

For risk management purposes, faculty leaders are required to carry cell phones with international coverage. It is essential that students and the Center for Global Engagement be made aware of this number for programmatic communication as well as emergency purposes. In an emergency, faculty cell phones should be used to call CISI, ODU, and any other parties necessary. Estimated costs for programmatic calls by faculty leaders are included in faculty-led program budgets.

To minimize risk, certain behaviors and activities are not permitted because they carry potential unacceptable risk both to individuals and to the University. Such activities include, but are not limited to: bungee jumping; participation in political demonstrations; scuba diving; rental and/or operation of motor vehicles of any type (including motorcycles); and non-program solitary travel. These activities are inappropriate both for the program itinerary and for students and faculty acting as individuals. Upon application to the program, students sign the International Study Participation Agreement in which they pledge not to partake in these risk-taking behaviors, but faculty leaders are expected to remind students of risks and how to best avoid them.

If an emergency should occur during your program, it is important to remember as faculty that you are not alone. The Center for Global Engagement is also charged with the responsibility of coordinating the management of emergencies affecting participants in CGE administered ODU study abroad/away programs. Assuring the safety and well-being of students, faculty and staff who are involved or participating in ODU programs is of the highest importance, and all reasonable actions will be taken to accomplish this. To that end, the Center for Global Engagement can marshal a variety of resources to assist and respond in a time of crisis. Some of these resources and their function are described briefly below:

CISI:

- **1-603-952-2660 (Emergency, calling from outside the U.S.);**
mail@oncallinternational.com
- **1-203-399-5130 (Direct dial for General Questions, Claim Status, Benefits and Eligibility);**
claimhelp@culturalinsurance.com

CISI often serves as the first responder in the event of an emergency abroad — be it an acute emergency (e.g., an emergency involving a seriously injured or ill student in need of urgent medical attention) or widespread emergency (e.g., a terrorist attack or a natural disaster).

CISI accepts collect calls from anywhere in the world 24/7/365. When contacting CISI be sure to identify yourself as a member of an Old Dominion University program, and provide your full name and date of birth, and ask for help with the situation.. (Information on international access codes for calling to the U.S. from abroad is available at <http://www.countrycodes.com>.)

CISI maintains an established network of English-speaking doctors and nurses all over the world. CISI can pay in local currency for emergency medical expenses on behalf of ODU students or faculty. CISI has up-to-date, comprehensive health and security information available and can advise faculty

and students in the event of a widespread emergency. In addition, CISI has assets to assist with medical or security evacuations, for individuals or entire groups, as warranted by the situation. The cost of international evacuation, when warranted, is covered under the University's CISI policy.

As of Spring 2022, CISI insurance is not required for students on domestic programs. In case of emergency, please contact the Center for Global Engagement or ODUPD.

Center for Global Engagement: +1-757-683-5378

The Center for Global Engagement will assist in coordinating proper emergency response, and should be contacted as soon as possible following an incident. If necessary, the Center for Global Engagement will consult and coordinate with the senior University officials, enabling the mobilization of a vast network of campus-wide resources in the event of an emergency.

ODU Police Department (ODUPD): +1-757-683-4000

ODUPD operators are trained to respond to emergencies, and they have the ability to contact senior officials of the University 24/7/365. Depending on the nature of the emergency, ODUPD may contact the Director of the Center for Global Engagement, the Dean of Students, Counseling Services or other relevant University officers to assist. Remember, in order for ODUPD to effectively assist you, it is essential that you relate all relevant information regarding the emergency. At a minimum, it is important that you identify yourself as an ODU faculty program leader, state your full name, give the country and city where you are currently located, tell the operator what is wrong, and provide a complete telephone number at which you can be reached.

Office of Counseling Services: +1-757-683-4401

ODU students and faculty can speak with a counselor at the Office of Counseling Services about any issue. Faculty may consult with a counselor on how to assist and advise a student experiencing excessive stress, anxiety, or other difficulties.

Student Physical and Mental Health

Closely related to risk management and emergency response are student physical and mental health. Recognizing that most leaders are neither doctors nor lawyers, it is part of the role of the faculty leader(s) to oversee the general well-being of the group, to supervise any inherently dangerous activities, and to help out in case an emergency of any kind arises. As part of their online program application, participants are required to complete a self-disclosure Health Information form (covering medications, diet, allergies, illness, hospitalization, psychological health, etc.), which is shared with the program leader(s), in confidence, prior to program departure. This allows a student, for example, to alert us to the fact that he or she is diabetic, allergic to specific medications or foods, or taking prescribed medicines. This information could be critical in an emergency situation.

Student mental health has become an increasing concern in the field of International Education. Studying abroad or away, even for short periods of time, can be an extremely stressful experience for many. The stress of a new environment, being away from home and routine, and/or culture shock can easily exacerbate existing mental health conditions, and for some students this can cause significant

and serious health and safety concerns. Students are encouraged to be proactive about their mental health, and to communicate with faculty about any concerns they may have. However, not every student may be comfortable approaching faculty members. Be proactive about reaching out to students if you have any concerns. Remember, and remind students, that mental health care is covered by the program-contracted insurance, and this benefit should be utilized, if necessary.

Students are covered by medical insurance while they are abroad, but they still may need help in securing assistance in an emergency situation. CISI can also be contacted to recommend appropriate health care providers. Do not hesitate to take students to the hospital or health clinic. Unless you are a trained medical professional, it is NOT advisable for you to dispense medical advice or sophisticated medications, but taking and maintaining a small, basic first aid kit with some bandages, ibuprofen, motion sickness pills, tweezers, safety pins and a small flashlight can help in the case of minor problems.

Coaching on personal safety issues (how to avoid making oneself a target for pickpockets, using taxis at night, locking doors and windows, being observant of your surroundings, avoiding crowds or political demonstrations, etc.), as well as health issues related to the specific country or region (drinking tap water, anticipating sidewalks with potholes, looking left crossing streets in the UK, etc.), may be essential information for participants coming into an unfamiliar environment. In this regard, participants with previous experience abroad, in addition to the faculty leader(s), can often be helpful to those who may have little or no experience living or traveling in a new environment.

SEXUAL HEALTH & ASSAULT

Every student will receive a copy of the NAFSA Sexual Health Abroad booklet. This resource can also be found within their ODU application (link to PDF below).

[NAFSA Sexual Health Abroad PDF](#)

We feel it is important to address the unfortunate possibility of sexual assault and proactively provide faculty with resources available to you and students on your program. We want to emphasize that we are here for students and faculty and will do whatever we can to support in times of need.

Rape and sexual assault are often used interchangeably. In addition, the term sexual misconduct is becoming the preferred language for university protocol and policy. No matter the term used, the underlying meaning is the same – non-consensual sexual activity. If someone is incapacitated due to the use of alcohol and/or drugs, they cannot consent to sexual activity. Types of sexual assault/sexual misconduct include acquaintance rape, sexual harassment, stalking, stranger rape, sexual touching, dating and relationship violence. Sexual assault is a crime in the United States. Sexual misconduct is a violation of University policy. Student victims of sexual misconduct have services and reporting options available to them when they are participating in a program off-campus.

Old Dominion University has a [Discrimination Policy \(#1005\)](#). This policy includes provisions pertaining to Sexual Assault and Misconduct:

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.

ODU Women's Center (<http://www.odu.edu/life/support/womenscenter>)
+1-757-683-4160

The Women's Center has the Sexual Assault Free Environment Program (S.A.F.E.) and a staff member who specifically works with students who are victims of sexual and/or relationship violence.

Response Sexual Assault Support Services of the YWCA: <https://www.ywca-shr.org/>
24 hour crisis hotline: **+1-757-251-0144**

ODU Student Health Services: <http://www.odu.edu/studenthealth>
+1-757-683-3132

ODU Counseling Services: <https://www.odu.edu/counselingservices>
+1-757-683-4401

There are also several very helpful resources that provide international information:

Rape, Abuse, and Incest National Network (RAINN) **+1-800-656-HOPE**
(<http://www.rainn.org/get-help/sexual-assault-and-rape-international-resources>)

Handbook of International Centers for Survivors of Sexual Assault and Harassment
(https://www.interaction.org/wp-content/uploads/resource-library/international_centers_for_survivors_of_sexual_assault_45553.pdf)

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!

OTHER POINTS TO IMPRESS UPON STUDENTS:

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.

For female travelers, 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 women for romantic interest. The culture surrounding sex and relationships differs across the globe.

Handling Emergency Situations

Prior to Departure: Participants need to have full information regarding the risks of activities related to the program experience in order to make a truly informed decision about participation. In written information, advising sessions, and pre-departure orientation presentations both faculty leaders and CGE staff need to be obvious and direct in our warnings about risks participants may face so they can make an informed decision regarding their participation. Because students may have little experience traveling away from home, it is important to inform them of general health and safety precautions and specific precautions related to the sites visited. CGE staff are prepared to provide

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.

In an emergency, your first responsibility is the safety and well-being of program participants.

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

Contact CISI immediately: 1-603-952-2660

In a medical emergency, 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. **Never appoint another student to remain alone to supervise, manage, or monitor the treatment or other emergency response.**

For emergencies related to terrorist activity or natural disaster, gather at the prearranged emergency location(s) and follow the directive of local authorities.

Remember: in some emergency situations, the safest action may be to remain in place.

When you have done all you can to reasonably assure the students' well-being, immediately **contact the Center for Global Engagement at +1-757-683-5378** [www.odu.edu/studyabroad].

If you cannot reach anyone at the Center for Global Engagement **call ODU Police at +1-757-683-4000** [<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>]: **+1-757-683-3114**.

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 situations where they may be in danger. In particular, direct students to avoid places where foreigners or U.S. Americans are known to congregate and to remove signs, luggage tags, or clothing that identify them as foreign.

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 deteriorates to the point where the degree of risk is deemed unacceptable. ODU has contracted with CISI for emergency evacuation assistance as well as health insurance.

In the event of significant crises, individual students may feel most secure by returning home to the U. S. When safe travel is assured, every reasonable effort will be made to assist the student in making arrangements for travel. The Center for Global Engagement will facilitate arrangements for the student(s) to continue their academic program on campus and will work with the affected student(s) on issues related to housing, financial aid, etc.

Budgetary Responsibilities

In the weeks leading up to departure, the Study Abroad Coordinator will outline remaining program budget items to be paid on-site by the program's faculty leader(s). Faculty-led program budgets are created in collaboration with the faculty leader, and so should be sufficient to cover any remaining expenses. However, throughout the program, it is the responsibility of the faculty leader(s) to be mindful of the program budget, and to not spend more funds than the program budget allots.

Faculty can use a variety of payment methods to cover costs of the program. Faculty can choose to use a personal credit card, the University Personality Liability Travel Credit Card, cash, or a combination of methods. Regardless, all expenditures must be fully documented in order to be reimbursed. This is true for tips, honorariums, and other items paid in cash. Faculty leader per diem expenses do not require receipts.

Receipts must be turned in to the Center for Global Engagement within 3 business days of return. These receipts should be organized by day to expedite reimbursement processing.

Post-program Responsibilities

After program faculty leaders return from what we hope is a rewarding personal and professional experience, there is still work to be done. Please be mindful of these tasks and their respective deadlines.

Following the program, faculty leaders must:

- Submit receipts for all expenses for which he or she needs reimbursement to the Center for Global Engagement within 5 business days of return. The Study Abroad Coordinator and the Office Manager will work together to process the travel reimbursement.
- Submit Program Report to the Study Abroad Coordinator within 3 weeks of the program conclusion.
- Submit grades for the associated course(s) in accordance with the University deadlines.

- 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.

Appendix A - Faculty-Led Study Abroad/Away Program Proposal Form

Proposals **must** 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.

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) *[Please list all courses to be offered as part of this program.]*

Suggested departments for cross-listing course(s) (*not required*) _____

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

For repeat programs only: In which year(s) has this program been offered? _____

Faculty-led Program Proposal Details

(Faculty proposing repeat programs should skip to #10.)

1. Please explain your rationale for choosing the course(s) and the proposed location(s). How do you expect the location(s) to enhance your teaching and student learning? What are your academic and program goals?
2. Please describe two or more possible program activities (excursions, field trips, visits, etc.) and their connection to the academic focus of your course. (For a Physical Therapy focused program, examples may include visits to burn and physical rehabilitation hospitals/clinics to observe rehabilitation techniques utilized in-country.)
3. What is your experience in the proposed location(s)? When was the last time you visited this location, and for how long? Please comment on the nature of your contacts that may be useful in developing/partnering of this proposed program.
4. Which student population(s) are you targeting and why will this program appeal to them?
5. What avenues are open to you through your department and college for reaching your target group(s)? Will the course you propose satisfy a major, minor, or cluster (i.e. requirements) for them?
6. How does the proposed program fit departmental and college goals of providing international experiences for students?
7. Please briefly outline your experience teaching the proposed course(s) or similar courses at ODU or abroad/away.
8. Have you had experience teaching U. S. students off-campus, or other analogous teaching experience? If yes, please describe.
9. Please submit a syllabus and draft itinerary for the course(s) you are proposing. The itinerary should include dates or number of days in all locations, including tentative excursions. The itinerary may be incorporated into the structure of the syllabus, if preferred.

10. **For repeat programs only:** please describe any changes you intend to make to the structure or academic content of the program compared to prior years, if applicable.

Faculty-Led Program Proposal Endorsements

A. Faculty member agreement

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.

Name of Faculty Member (please print): _____

Signature of Faculty Member: _____ **Date:** _____

B. Endorsement of Dean and Department Chair

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.

Department Chair (please print): _____

Signature of Department Chair: _____ **Date:** _____

Dean (please print): _____

Signature of Dean: _____ **Date:** _____

Appendix B - Faculty-led Program Timeline

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 academic chair and Dean. Proposals should be sent electronically to the Deputy Director of CGE, Michael Dean, mdean@odu.edu, 2006 Dragas Hall.
- Mid- June: Program selection committee will meet to evaluate program proposals for the following year. Following committee decisions, faculty will be informed of program acceptance. Faculty must apply for or renew passports as needed.
- Late June to Early Aug.: Faculty leader and program coordinator begin to meet bi-weekly to actively plan and collaborate on program development.
- Mid-Aug. to mid-Sept. Approved programs will be posted to the Study Abroad website, and will be announced to the campus community. Begin marketing and recruitment for all programs. Program coordinator to develop and distribute marketing materials.
- Mid-Sept. to early Nov.: Faculty leader and program coordinator participate in coordinated promotional activities, including but not limited to program- or major-specific information sessions, classroom presentations, and attending the Fall Study Abroad Fair, which usually occurs the first Tuesday of October.
- Program coordinator holds advising sessions for students.
- Mid-November: Spring Break program student application deadline - Students submit applications and program payments to the Center for Global Engagement by the deadline. Following application, students should apply for or renew passports if necessary.

The Center for Global Engagement determines Spring Break program viability based upon enrollment and program deadlines, and communicates as needed with the appropriate College regarding the course enrollments.

Marketing and recruitment for Summer programs continue.

December:

As needed, faculty leader and student participants apply for visas. Faculty leaders must also apply for University Personal-Liability Travel Credit Card.

Marketing and recruitment for Summer programs continue.

January:

Spring Break student participants make final program payments to the Center for Global Engagement. Faculty leader and program coordinator host pre-departure orientation courses for the Spring Break programs.

Program coordinator finalizes flight payments, vendor payments, etc., as needed.

Marketing and recruitment for Summer programs continue.

February:

Faculty leaders and program coordinator participate in the Spring Study Abroad Fair, which is usually held on the first Tuesday of February.

Summer program student application deadline - Students submit applications and program payments to the Center for Global Engagement by the deadline in mid-February. Following application, students should apply for or renew passports if necessary.

The Center for Global Engagement determines Summer Break program viability based upon enrollment and program deadlines, and communicates as needed with the appropriate College regarding the course enrollments. Summer program faculty leaders must also apply for University Personal-Liability Travel Credit Card.

Faculty leaders attend mandatory Center for Global Engagement sponsored workshops.

March:

Spring 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 leaders submit a program report within three weeks of return.

Program coordinator collects Spring Break student evaluation data.

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.

Appendix C - International Study Participation Agreement

Old Dominion University

INSTRUCTIONS: Read entire document carefully before initialing each page and signing.

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 Engagement (CGE), which includes Program Directors, Program Faculty, Program Coordinators, faculty, staff and administrators of ODU, generally referred to in this document as "the official representatives of ODU". The International Study Participation Agreement applies to international programs developed, administered and managed by all colleges, academic departments and administrative units of Old Dominion University including but not limited to the following: the Center for Global Engagement, the Career Management Center, the Office of Leadership and Student Involvement, and the Recreation and Wellness Department.

University Policies: I understand the rules governing student responsibility and behavior as stated in the Old Dominion University Honor Code, Monarch Creed, Student Disciplinary Policies and Procedures, and the Student Abroad Handbook are in effect for the duration of the program. I am responsible for adhering to established policies, heeding verbal and written announcements, and exhibiting reasonable and acceptable behavior which shows genuine concern for social patterns of the host culture as well as my personal integrity at scheduled events and on excursions.

Program Orientation: I am responsible for attending required pre-departure and on-site orientation meetings, for submitting all forms and identification materials by the specified due date(s), for following instructions for course registration, and for complying with requests related to my enrollment. I understand that failure to do any of the above may result in my removal from the program.

Payment of Fees: I accept the responsibility for coordinating timely payment for tuition and associated program fees and for following university procedures for financial aid and scholarship(s) disbursement. I am responsible for making payment of all remaining account balances in accordance with the program payment schedule, and I am responsible for all late fees and/or costs for collection of fees in accordance with standard University procedures. Non-payment of fees will jeopardize my continuing participation in the program and may result in withdrawal or dismissal.

Costs Related to Withdrawal, Dismissal and/or Absence: I shall be solely responsible for any and all costs arising out of my voluntary or involuntary withdrawal or dismissal from the program prior to its completion, including withdrawal for reasons of health, family emergency, illegal drug or alcohol use or abuse, legal detention, etc., or disciplinary action by official representative(s) of the University. Costs incurred on my behalf include, but are not limited to, monies advanced on my behalf for non-refundable deposits at other institutions, legal documents, special fees, air, ground, and/or sea transportation, tours and excursions, housing contracts, and program activities, events, and visits. If I withdraw, depart, or am dismissed from a program for any reason prior to its formal completion, I will not be eligible for any academic credits, and further I understand that the fees charged for the program pay for the program as a whole, and that I cannot be refunded for parts of it that I miss due to absence, withdrawal and/or dismissal. **If I withdraw within 120 days prior to the start date of the program, I will be responsible for the full program fee. Cancellation or withdrawal after the program has started will result in the forfeiture of all fees.**

Scholarships: I will return any and all scholarship monies awarded or received to the CGE should I withdrawal from the international study program prior to or following commencement.

Travel to Program Site: Unless included by the CGE as part of the program, I am responsible for securing travel arrangements that will allow timely arrival to the program site for on-site orientation and for notifying the CGE of my itinerary and transportation methods, and full contact information (email, cell phone number, physical address, etc.). I am responsible for investigating and applying for appropriate documentation, e.g. passport, visa, health certificate, financial statement. If I should purchase an airline ticket without the approval of the Program Director(s) and CGE, I understand that ODU will not be held liable for the price of the ticket or any fees associated with changing the ticket, should the program be cancelled for any reason.

Initial _____

Attendance: 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.

Free time: 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.

Conduct and Dismissal: 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 a manner that will comply with the regulations of my host university and of the program as administered by the Program Director(s) and the Center for Global Engagement. I understand that the official representative(s) of ODU has the right to dismiss me from the program at any time if: a) my conduct is deemed unacceptable or violates established rules of behavior; b) I violate laws, rules and regulations of my host country, community, institution or program; or c) the official representative(s) has reasonable cause to believe that my continued presence in the program constitutes a danger to the health or safety of persons, including myself, or property, threatens the future viability of the program, or brings the program into disrepute or its participants into legal jeopardy. I understand that a decision to dismiss me from the program will be final; that separation from the program will terminate my status as a program participant; can result in the loss of all academic credit; and I will not be entitled to any refunds and will remain responsible for costs incurred on my behalf. I understand that once dismissed I will not be allowed to remain in program facilities (such as housing) nor participate in any program activities.

Alcohol: I acknowledge and will abide by ODU Drug and Alcohol Policy 6603. I understand that ODU prohibits the illegal or otherwise irresponsible use of alcohol by students and that it is my responsibility to know the risks associated with alcohol use and abuse. Because I will be studying and traveling in countries where the legal age for alcohol consumption and/or rules regarding the consumption of alcohol are different than in the United States, I accept the responsibility to know relevant country and local laws concerning the possession, use, and abuse of alcohol. If I am of legal age and choose to consume alcohol while abroad, I will be expected to drink and behave responsibly. The illegal or excessive consumption of alcohol or misconduct due to alcohol consumption will not be tolerated and will result in disciplinary action, including but not limited to dismissal from the program and judiciary proceedings.

Drugs: Illegal drugs as determined by the laws of the United States and the Commonwealth of Virginia in any form are not tolerated. Possession or use of illegal drugs is punishable by fine, imprisonment, and/or deportation. Student participants found using or possessing illegal drugs in any form are subject to immediate dismissal from the program and judiciary proceedings.

Health Care and Emergencies: I am responsible for my own health care, conduct, financial integrity and travel plans related to the program. I understand that on rare occasions an emergency may develop which necessitates the administration of medical care, hospitalization, the administration of an anesthetic, or surgery. Therefore, in the event of injury or illness to my (self, son, daughter), I hereby authorize ODU by and through its authorized representative(s) or agent(s) in charge of said program, to secure medical treatment including the administration of an anesthetic and surgery based upon the advice of a qualified health care professional. I also authorize any official representative(s) of the program to provide any health information as appropriate. It is understood that such treatment shall be solely at my expense and I agree to reimburse ODU for any expenses which it might suffer on account of said injury or treatment thereof. In the event of serious illness, accident, or emergency, my designated emergency contact(s), as indicated on the Program Application Form, may be notified.

Health insurance: I understand I am required to purchase international health insurance as contracted by ODU for study abroad programs. I also understand I am responsible for ensuring my health insurance coverage is adequate for my needs if I am participating in a U.S.-based study away program.

Disability Accommodations: I accept the responsibility for registering with ODU Disability Services to determine eligibility for services and accommodations related to disabilities, if appropriate; and further, I understand that an Access Plan outlining my accommodations should be submitted to the CGE at least sixty (60) days before the program commencement date in order to assess and determine the ability of the university to provide a reasonable accommodation.

Initial _____

Operating Motor Vehicles: I understand that ODU strongly discourages students owning or operating vehicles during international study. Traffic congestion and different traffic laws and regulations, civil and criminal, can make driving motor vehicles in foreign countries extremely hazardous. Insurance requirements, or other financial responsibility laws, vary from country to country. If, however, I choose to operate a motor vehicle while abroad, I recognize that ODU assumes no financial responsibility for care or legal aid in the event of an accident, infraction, fine, injury, and vehicle breakdown while operating a motor vehicle.

Personal Responsibility: Although ODU is sponsoring this program, I understand that neither ODU nor any of the directors, instructors, and staff or travel arrangers will supervise me at all times. I will have the opportunity and the right to independently leave the group periodically, subject to the requirements for participation in and attendance at classes and other activities that are a required part of the Program. Therefore, I will be responsible for my own safety and cannot hold ODU liable for any injuries to my person or property or any other losses as a result of my participation in the Program.

Third-party Liability: I understand that ODU does not represent or act as an agent for, and cannot control the acts or omissions of, any host institution, host family, transportation carrier, hotel, tour organizer or other provider of goods or services involved in the Program. Additionally, I expressly understand and agree to indemnify and hold harmless Old Dominion University, its Board of Visitors, its Center for Global Engagement, its agents, affiliates, officers, and employees from any and all claims and causes of action for damage to or loss of property, personal illness or injury, or death arising out of travel or activity conducted by or under the control of Old Dominion University that may occur as the result of actions by third parties with regard to the aforesaid Program.

Assumption of Risk: I recognize that it is a privilege to participate in the ODU international study program. I realize that study in another country exposes me to risks of physical and emotional harm that I may not be exposed to while studying on the ODU home campus including but not limited to injuries caused by weather, animals, transportation, disease, natural disaster, flora or fauna, and actions of third parties. I acknowledge that ODU has attempted to inform me of the nature of those risks and to advise me how to minimize those risks. I expect that ODU will continue to endeavor to use good faith efforts to keep me informed of material developments that would affect those risks, but I agree that I am the one responsible for my safety and the safekeeping of my property. In consideration of my (self, son, daughter) being permitted to participate as a student in the international study program, I hereby acknowledge the risks of physical and emotional harm or injury and financial obligation inherent in the program. Moreover, I assume the risks identified and acknowledge the existence of other risks of injury and financial obligation that are not articulated here. I agree to hold harmless and release the Commonwealth of Virginia, ODU and its Board of Visitors, and their respective agents and employees including, but not limited to program directors, program faculty, program coordinators, faculty, staff/administrators and personnel of Old Dominion University from any liability whatsoever for injury, illness, death or loss or damage to property which may occur in connection with my participation in this program, and I agree to not make any claim or to commence any litigation or other proceeding against any of the foregoing.

Initial _____

This _____ day of _____, _____
(day) (month) (year)

I have read and understand the above provisions and agree to be bound thereby.

Student Participant Printed Name

Student Participant Signature

Parent or Guardian Printed Name
(if student is under 18 years of age)

Parent or Guardian Signature

Note to Student: Please keep a copy for personal reference.