



UPPER MIDWEST ASSOCIATION FOR INTERCULTURAL EDUCATION

Augustana College • Elmhurst College • Gustavus Adolphus College • Hastings College

St. Ambrose University • St. Catherine University • University of St. Thomas

**UMAIE - 2012
HANDBOOK FOR FACULTY DIRECTORS
TEACHING SHORT-TERM
STUDY ABROAD PROGRAMS**



SHORT-TERM STUDY ABROAD PROGRAMS

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INTRODUCTION: CAMPUS INTERNATIONALIZATION, FACULTY DIRECTOR ROLES, AND SHORT-TERM PROGRAMMING

Faculty Directors at UMAIE institutions play a variety of important campus roles in efforts to 'internationalize' the education of their students:

- As general advocates of education abroad and promoters of UMAIE and other overseas programs,
- As advisors and pre-approval and transfer academic credit evaluators, in conjunction with academic departments and the Registrar,
- As resources in program development and administration, including cost analysis and budget preparation,
- As area-studies resources in pre-departure orientation and post-return re-entry programming,
- As international consultants to other campus committees.

In addition to these domestic endeavors, however, UMAIE Faculty Directors play a perhaps even more important role when they take student groups overseas during the academic year. UMAIE thus encourages Faculty Directors of member institutions to consider teaching a short-term program abroad, as the 4-1-4 academic calendar offers ideal opportunities to develop and extend your international expertise. Such participation enriches the curriculum and opens new doors for students. Among other things, UMAIE Faculty Director's involvement in January Term programs provides assurances to other faculty, to the administration and to parents that the program will be of quality comparable to on-campus programs. It is also quite clear that faculty who take such programs usually return to the campus with deepened convictions about the value of foreign study as an essential component of undergraduate education and are often eager to 'do it again.'

Why short-term programs? No one doubts the educational value of our students participating in programs of longer duration, allowing themselves as much as possible to live and learn partially, or fully, on the social and linguistic terms of a foreign culture. Indeed, most UMAIE institutions also promote other semester or academic year study and work opportunities all over the world. But we must admit that large numbers of students are not yet temperamentally, academically, or linguistically ready for lengthy and integrated overseas experiences – and cost is also a factor. Beyond these realities, many students in certain undergraduate majors do not have the time to be away during the fall or spring semesters, as they have curricular requirements to fulfill, which can only be done on campus. Yet such students still seek some way to live and learn in another country as part of their undergraduate studies.

Short-term, faculty-led programming represents an ideal solution. Moreover, it has been the major growth area in study abroad programming over the past decade – not just at UMAIE institutions, but also across the country. On more extended sojourns abroad it is likely that students will learn a great deal, almost regardless of the structures and resources of the program site, just by being 'there' long enough to get in under the skin of the culture. In contrast, short-term programs must be carefully designed and directed. The limited duration of the overseas experience and the special dynamics of the group put a premium on imaginative planning and efficient direction. Defining the curricular goals and academic standards, which will result in implementation of the UMAIE international mission, are clear and mandated faculty responsibilities. Therefore, dedicated faculty involvement is a necessity, from the proposing stages, to overseas teaching, to return and post-program assessment.

What UMAIE now offers in this rich area owes to past and current faculty who had the knowledge, persistence, and enthusiasm to develop and direct our first overseas programs. We hope you will follow in their footsteps! If you have already decided to do so, we thank you and look forward to

working with you in the months ahead. But even if you are simply in the process of considering teaching overseas, this handbook is designed to provide an overview of what is involved in operating these programs and making them successful.



I. UMAIE ORGANIZATIONAL STRUCTURE

UMAIE, a Minnesota non-profit corporation, is a consortium of seven institutions working together since 1963 to provide the educational depth and resources necessary to offer students an intercultural curriculum through overseas cross-cultural study during the January Term and now May Term. Charter members of the Association are Gustavus Adolphus, Luther and Macalester Colleges. Enrollments have grown over the years, from 138 students enrolled in seven courses in 1968 to more than 770 students in 32 courses in 2000.

A. Member Institutions

1. Augustana College, Sioux Falls, South Dakota
2. Elmhurst College, Elmhurst, Illinois
3. Gustavus Adolphus College, St. Peter, Minnesota
4. Hastings College, Hastings, Nebraska
5. St. Ambrose University, Davenport, Iowa
6. St. Catherine University, St. Paul, Minnesota
7. University of St. Thomas, St. Paul, Minnesota

B. Board of Directors

1. Members: Each institution is entitled to two representatives and one vote. Non-voting members include the UMAIE Secretariat and other representatives from Seminars International, Inc.
2. Meetings: The Board meets at least twice yearly, usually once in April and once in December to select courses and Faculty Directors.

C. Seminars International, Inc. - UMAIE Secretariat and Travel Study Arranger

Seminars International serves as an international travel arranger for numerous, colleges, universities, churches, and other special-interest groups in the US. Its custom services cater to short-term educational programming abroad. UMAIE began working with Seminars International in 1973, and this successful partnership has continued ever since. Travel arrangements are made in its Chicago office, but it also maintains an office in the Twin Cities area, staffed by the UMAIE Secretariat.

Addresses relevant to UMAIE programming:

Seminars International, Inc. (Main Office)

33 West Monroe, Suite 1160

Chicago, IL 60603

Tel: (312) 332-7027, or (800) 541-7506

Fax: (312) 332-5509

E-mail: travel@semint.com, web site: www.semint.com and www.umaie.org

Seminars International, Inc. (Regional Office)

21530 Vernon Avenue

Prior Lake, MN 55372

Tel: (952) 440-1338

Fax: (952) 440-1343

E-mail: kathy@semint.com

Seminars International/UMAIE Travel Grant for Campus UMAIE Board Members

An annual grant of \$4000 is given to one Campus Board Member (on a rotating basis) to accompany a January Term program of her/his choice. The balance of the course cost is the responsibility of the school represented and/or the Board Member.

UMAIE/Seminars International Faculty Director Travel Grant Program

To encourage new Faculty Directors without teaching abroad experience, Seminars International and the consortium award annual travel grants to support the participation of faculty members in UMAIE-sponsored courses. An amount of \$3000 will be set aside to be awarded annually. Interested faculty should contact their campus UMAIE Board Member for a statement of objectives, eligibility, and application procedures. See Appendix B.

D. Campus UMAIE Board Member

As the chief operational officer of UMAIE on the home campus, they direct and coordinate the institution's participation in the Consortium and acts as liaison between the student, the Faculty Director and the UMAIE Secretariat. Acting as a promotion/information resource person, the Board Member:

1. Distributes literature and application forms. The course summary sheet is placed in student post office boxes and posted on line, before the opening of Spring and Fall registration.
2. Advises students and answers questions.
3. Accepts application forms, deposits, and final payments. Follows up on late payments, student loan status and any payment irregularities.
4. Provides information on student loans. (This usually means referring student to the school's Financial Aid Officer.)
5. Determines the eligibility of applicants with respect to course prerequisites, academic and disciplinary or social probation.
6. Distributes UMAIE orientation mailings to students.
7. Collects medical forms, visas and passport materials where necessary.
8. Monitors student quiz scores and attendance at on-line Orientation webinar.
9. Provides such orientation for students at their respective institutions as is deemed necessary and as not provided by the Consortium to all participants.
10. Advises Faculty Directors on course proposal guidelines and deadlines; collects and distributes completed proposals to UMAIE Board Members before the December meeting.

Note: the names and addresses of all current Board Members can be found in Appendix A.

E. UMAIE SECRETARIAT

Employed by Seminars International, the UMAIE Secretariat oversees the UMAIE programs and acts as liaison between Seminars International and the Consortium. The Secretariat:

1. Provides publicity/informational materials based on course descriptions received from Faculty Directors and the itineraries and budgets prepared by Seminars International.
2. Promotes courses through spring and fall visits to each of the member schools.
3. Coordinates registrations, payments, and refunds from member schools.
4. Prepares enrollment updates for campus Board Members and Faculty Directors.

5. Processes visa applications where appropriate.
6. Coordinates course evaluation process through student questionnaires.
7. Collects Faculty Director reports.
8. Collects grade reports for distribution to each school's Registrar (informs the campus Board Members of any irregularities).
9. Serves as information center for student, Faculty Director, and campus Board Member questions.
10. Prepares annual calendar (in consultation with Seminars International and the Board of Directors.)
11. Notifies Board Members of meetings and prepares agendas – in consultation with the UMAIE Board President.

II. ADMINISTRATIVE POLICIES FOR UMAIE PROGRAMS

A. General UMAIE Course Policies

1. UMAIE courses are not simply travel courses, but *study-travel* courses; thus the learning goals of the course must determine the locations to be visited. The UMAIE Board of Directors has the authority to disapprove proposed course initiatives that are either too extensive or without academic justification.
2. In selecting courses, the Board is guided by the following principles:
 - **Quality offerings:** Courses must meet or exceed the minimum academic standards for regular on-campus January Term courses at the sponsoring institution. Each member institution is expected to screen its proposals before submitting them to the Board to ensure their quality.
 - **Experience in the proposed location:** Normally, at least one Faculty Director is expected to have first-hand experience in the destinations to be visited.
 - **New/innovative courses:** The UMAIE Board encourages new (first-time) Faculty Directors and courses. It also encourages courses of an innovative nature.
 - **Program balance:** The overall slate of UMAIE course offerings in any one January Term/May Term is expected to represent a range of countries and disciplines.
 - **Universal representation:** If possible, each school should have at least one course offered during January Term.
 - **Shared opportunity:** Course ownership by any one school or Faculty Director is discouraged. This means that if two schools are both proposing similar courses in any given year, the school that has not recently offered such a course or that is offering such a course for the first time will be given preference.
 - **Proportional representation:** Schools that have generally enrolled the most students will be allocated a greater number of courses.
 - **Reasonable numbers:** UMAIE does not offer more courses than can be expected to attract participants.
3. The January Term is a discrete unit of study. Faculty Directors may not require preparatory work prior to the end of the fall term or summary work after the beginning of the spring term. Required reading for the course will be listed on specific course descriptions so that students may begin reading during the holidays. Required written work should be finished by the time the students return.
4. Each course requires contact hours equal to the minimum required on the Faculty Director's home campus. Required readings should clearly relate to the evaluation of the academic content of the student's work. The UMAIE Board requires an essay, final examination or some other form of writing that synthesizes in a meaningful manner the relevant experience of the course. Letter grades are given to all students.
5. The primary Faculty Director must be a regular faculty member from a participating UMAIE institution. If enrollment warrants a second instructor and the primary instructor cannot locate one from a UMAIE institution, it may be possible for a qualified regular faculty member from a non-UMAIE institution to accompany the course. These exceptions will require UMAIE Board Member approval.
6. Faculty Directors are responsible for course arrangements such as lectures, site visits and interviews. Seminars International will handle travel arrangements, guided city tours and ticketing for cultural events. It will also assist with other program arrangements as needed.
7. Faculty Directors must promote their courses and assist when the UMAIE Secretariat visits their campus.

8. Faculty Directors **must conduct an on-line Orientation session**. More information on this Orientation process will follow.
9. One Faculty Director must accompany the group from the point of origin and be with the group for the duration of the course. Any exception to this policy would require UMAIE Board approval. **If Faculty Directors wish to extend their stay at the conclusion of the course, they must notify Seminars International no later than October 3, 2012, and pay any additional charges. If Faculty Directors do extend their stay, they must personally see that group members are safely on the return aircraft.**
10. Faculty Directors must submit grade reports to the UMAIE Secretariat at the Prior Lake office of Seminars International no later than one week following the return of the course to the United States. Faculty Director's evaluation and financial reports are required within two weeks of the return.
11. Since the Faculty Director's expenses are pro-rated among the paying participants, a minimum enrollment of 16 students is necessary. If fewer than that number enroll, Seminars International, in consultation with the Faculty Director and the UMAIE Board Member from the Faculty Director's campus will decide on the feasibility of rearranging the program for a smaller group. On September 17, 2012, courses with fewer than 10 enrollments will be canceled to allow those students to transfer to another course while there is still space available. Co-directed courses normally require a minimum enrollment of 26 students.
12. Non-student applicants are accepted on a space available basis subject to the Faculty Director's approval. They must **apply and register** at the institution of the Faculty Director.

B. Faculty Director Workload and Remuneration

Teaching a January Term course sponsored by UMAIE carries with it a somewhat different set of procedures and responsibilities than might prevail for overseas teaching in courses sponsored solely by a Faculty Director's home campus.

1. Course Proposal Process: According to UMAIE guidelines and policies, faculty wishing to teach a UMAIE course must submit a formal proposal to the UMAIE Board Member on her or his campus by early October, as determined by the Faculty Director's home campus. This is more than a year prior to the actual operation of the program. (See C. & D. below for procedures and guidelines.) Proposals, first screened on the home campus, are then approved or rejected at the December Board meeting. After the meeting, Board Members inform Faculty Directors of the status of their proposal.
2. For all approved courses, a letter of contract with the UMAIE Consortium is sent to the Faculty Director. This document outlines the Faculty Directors responsibilities for the course and the January Term experience. See Appendix E.
3. Seminars International prepares a promotional course description taken from the text and information provided in the Faculty Director's course proposal. Drafts are reviewed/edited by the Faculty Director and their campus UMAIE Board Member. See Course Description Sample in Appendix F.
4. Faculty Directors may request special guides, interviews, guest lecturers, etc. to enrich the on-site teaching, but are responsible for the main content and teaching of the course. Faculty Directors contact directly the persons, organizations, and institutions to arrange on-site visits and interviews. Requests should be made during the late Winter/early Spring with follow-up correspondence over the summer and early Fall. The Faculty Director should state clearly when the group will be in a particular area, what topics s/he wishes to discuss, whether an interpreter will be needed and whether an honorarium is expected. If Faculty Directors encounter

difficulties in setting up course related site visits, they are urged to contact Seminars International for assistance.

5. Remuneration: transportation to the departure airport and a per diem to cover meal expenses are included in the group arrangements. All other questions regarding regular faculty workload and remuneration are determined by the home institution.

C. Proposing a Course

Faculty Directors interested in proposing a UMAIE course should first talk with their campus UMAIE Board Member (contact information is listed in Appendix A).

- The proposal must be submitted to your campus UMAIE Board Member between October 1 and October 10. Check with your campus UMAIE Board Member to confirm deadlines specific to your campus.
- Each member institution is responsible for screening its proposals. Revisions may be requested.
- Proposals will be submitted to the UMAIE Board for review and voted on in December.
- The intent of the course proposal is to elicit what you want students to learn from the course, how they will learn it, and how the learning is connected to the sites you will be visiting. It is important, therefore, to be as explicit as possible about course goals, teaching methodology, requirements, and assessment. It is understood that the syllabus may need to be altered as logistical arrangements and academic content are determined over the following several months.

D. Course Planning Guidelines

1. Setting and Achieving Academic Goals

- Each course should have a well-defined focus, whether disciplinary or interdisciplinary, and should correspond to the instructor(s)' areas of expertise.
- Pre-requisites should be appropriate to the course objectives.
- Faculty Directors are encouraged to be mindful of the intended audience(s) - majors, non-majors, or both. Courses that are designed with a specific audience in mind - general student body, required major course - will require less recruiting and have a higher number of applicants.
- Faculty Directors who intend for their courses to satisfy their institution's general education or departmental requirements are encouraged to consult specific divisional/departmental guidelines before submitting proposals.
- The intellectual challenge of the course, its scope and the work required of students should correspond to its proposed level.
- The focus of a short-term study abroad course should reflect accurately and completely the activities involved. Expectations regarding non-traditional or experimental activities should be clearly described.
- Each course must have academic integrity and coherence. Thought should be given by instructors to the integration of course readings, lectures, site visits and independent study and research.
- The type and amount of work required of students should be appropriate to the focus and level of the course, but of course compatible with living and traveling conditions. The amount of assigned reading should be similar to what is required in on-campus short-term courses during the January Term.
- Students need to know in advance how they are to procure assigned reading materials (e.g., purchase prior to departure, purchase-on-site, use of libraries). When

students are expected to carry out research projects, faculty should ensure that libraries or other research facilities are available and adequate.

- The means of evaluation are realistic, adequate and articulated to students and in the proposal. Faculty must make clear their expectations and describe precisely how they will grade students. Letter grades are required for all UMAIE courses.
- A syllabus must also be provided in the course proposal, defining how site visits enhance the learning objectives of the course. Faculty Directors should note the time spent in lecture, site visits, group discussion, cultural activities, directed free time, etc.
- Pedagogically successful programs usually schedule a short presentation or inter-active assignment early in the program. While Faculty Directors cannot require academic work before the end of the previous semester, pre-departure readings/assignments get students to start engaging before they leave.

2. Logistics and Travel Planning

- Consider carefully the number of sites you propose to visit; their geographical proximity to each other and the time spent traveling between them.
- You must make a good case for the amount of travel proposed. A large number of sites and/or countries do not necessarily make the best course and usually increase the cost to the students.
- Attempt to balance between course lectures, site visits, and designed free time. These programs are exhausting, both to faculty and students. Think about jet lag and long bus trips, both of which can add to fatigue.
- Schedule non-academic days (mornings/afternoons) periodically throughout the program.
- Also balance between the different models of site visits; for example, scheduling three museums in one day will produce tuned-out students by the afternoon.
- Successful courses usually provide frequent opportunities for student groups to process, in an informal setting, their observations and reactions to the cultures they are experiencing.
- The average per person UMAIE course cost has increased significantly over the last five years, with the drop in the value of the US dollar against many international currencies, additional airline fees and other travel related costs. Please strive to keep your course affordable to prospective students. Refer to Appendix D – Course Cost reduction sheet, for suggestions.

3. Budgets and Other Money Matters

Fiscal planning is not necessarily part of standard academic training. Faculty teaching on most campuses are usually free from responsibilities for budgeting, maintaining detailed financial records, and other money matters – unless they have departmental leadership appointments. But faculty directing an overseas program become, of necessity, partners with UMAIE and home campus administrators in planning budgets, making payments and keeping records. We do not ask you to concern yourself with internal campus considerations (e.g., tuition, financial aid, cash flow, etc.) but you have to accept the burden of being responsible for understanding a budget and managing it in the field.

Costing: After a course proposal is approved by the UMAIE Board of Directors, staff members from Seminars International will be in contact with Faculty Directors to clarify exactly what items need to be prearranged and included in the course costing. Among items that need to be included in most program budget are:

- Airfare to/from the course location, as well as any internal air arrangements.
- Visas for U.S. citizens (if required).

- Transfers between airports, rail stations, and hotels.
- Transportation between cities (rail or private coach).
- Transportation within the cities (for guided tours, excursions and/or site visits).
- Accommodations (usually centrally-located hotels or university lodging; home stays may be arranged in certain cities); if faculty prefer a particular hotel or university lodging, every effort will be made to reserve accordingly
- Guides for tours and site visits.
- Classroom meeting space.
- Group meals (usually breakfast is included daily plus 4-5 group dinners).
- Performance tickets.
- Assistance with interviews/site visits.
- Transportation passes for travel within cities (e.g., travel cards for central London).
- Museum passes and other entrance fees.
- Group fund allowance for on-site events, payments to guest lecturers, tipping, group meals that faculty wish to arrange at their discretion, etc. Usually a minimum of \$100 per participant is included in the budget for Group Funds.
- Any other items that may enrich the course.

The above information is compiled between mid-December and mid-February. Seminars International, in consultation with the Faculty Director, determines final course prices. By early March, a summary routing sheet, itemizing all prearranged course activities, is sent to Faculty Directors for final approval. Based on the summary routing sheet, an inclusive budget is prepared to cover all items, which are to be prearranged for the course. In addition to the course activities, an amount is included to cover faculty cost of transportation to/from the course departure point (Twin Cities), and meals for faculty that are not included in the course itself (usually \$8.75 per breakfast, \$15.00 per lunch and \$22.50 per dinner). This budget is presented to the Faculty Director for approval by mid-March.

Making Payments and Keeping Records: Faculty Directors are asked to oversee all payments and receipts of program-related funds, obtain appropriate receipts and maintain an itemized record of expenses from the group funds. This can be done in any manner that indicates how the funds were used. Faculty usually maintain ledger sheets, listing by date what expenses were covered (honorarium to guest lecturer, additional cultural performances, museum fees, tips to guides and coach drivers, etc.) Any format may be used that provides clear information as to how the funds were used. Unused funds are to be returned to the students on site. U.S. Dollar amounts over \$25 per person can be returned to Seminars International and subsequently returned to the student participants (after any additional course expenses have been deducted).

What Isn't Covered in the Course Budget: Faculty Directors salaries are dependent on your home institutions. Your home institution Workers' Compensation should provide coverage while you are traveling as its employee within the scope of the program. Expenses not covered by UMAIE or your home institution include the following, which you must be prepared to pay for out of your own pocket.

- Passport, photos, related expenses.
- Personal expenses, such as laundry, clothing, medicine; vaccinations, inoculations, etc.
- Personal entertainment and incidental expenses.
- Customs duty on items mailed not approved prior to receipt.
- Domestic and excess or overweight baggage fees.

- Telephone charges unrelated to program.
- Penalties for changes in travel itinerary once your tickets are issued.

Student Expenses: Orientation materials distributed to all participants include instructions to bring a sufficient amount of spending money to cover personal expenses and emergencies. Specifically, participants have been informed that if their passports are lost or stolen, they are responsible for all expenses incurred related to these losses, including telephone calls, cables, and transportation.

In the event that a student requires medical attention in or out of the host country, any cost of treatment, medication, transportation, and other related expenses are the responsibility of the student. The student may file an insurance claim for some of these expenses, with their own company or home campus insurance, which provides participants with basic health and accident insurance. All students have supplied their home campus and UMAIE with proof of insurance prior to their departure.

All students should be advised during your orientation session prior to departure, as to the use of credit cards, traveler's checks, U.S. cash and the local currency in the host country. The amount of funds they should have access to throughout their time abroad should also be advised.

Emergency/Contingency Expenses: If the student does not have sufficient funds to cover emergency expenses, you may loan the student money from the program's funds. It must be made clear to the student that s/he will be billed after completion of the program and the student should sign receipt for any funds spent on his/her behalf. Unauthorized spending money on behalf of individual students in non-emergency situations should be avoided, as there are obvious complications involved with the eventual recovery of such funds, despite the good intentions of all parties involved.

4. **Orientation Process**

Over the last several years UMAIE has held a face to face student/faculty January Term Orientation at the University of St. Thomas that required the attendance of all Faculty Directors and students. Starting in 2010 for 2011 courses, there will NOT be a mandatory face to face student/faculty orientation. This will be replaced by an electronic orientation process. There will be three components to the new orientation approach:

- An on-line exam that each student must successfully complete during the month of October.
- A mandatory webinar style on-line meeting that will cover the courses specific information to be scheduled mid-November.
- An in-country orientation session upon arrival at your first destination.

UMAIE is contracting with an outside consultant to develop the software that will support the first two components. The approach will be piloted in February 2010 and your campus Board Member will contact you after the pilot is complete to let you know the next steps. UMAIE plans to have the consultant work with each Faculty Director to develop your own on-line orientation session. More information on this process will follow.

5. **Assessment**

- Faculty Directors will complete an on-line UMAIE evaluation form upon return from the course.
- Faculty Directors will instruct students to complete an on-line student evaluation form as soon as possible following the conclusion of the course, evaluating both the academic and logistical aspects of the course.

UMAIE Handbook for Faculty Directors Teaching Short-term Study Abroad

- Individual student academic performance will be assessed in accordance with announced criteria and communicated, via the UMAIE Secretariat, to each student's home campus Registrar, within announced deadlines.
- UMAIE requires Faculty Directors to write a final report upon return, documenting travel, accommodations and unforeseen problems and a detailed financial accounting.

6. 2013 FACULTY DIRECTOR JANUARY/MAY-JUNE TERM ABROAD DATES TO REMEMBER

JANUARY		Courses depart/return
FEBRUARY 6-18		Seminars International staff, along with UMAIE Board members, meets with Faculty Directors On each campus to finalize 2013 course preparations
FEBRUARY 10	Friday	UMAIE 2012 course listings without pricing will be distributed to Campuses
FEBRUARY 24	Friday	Faculty must notify Seminars International of any accompanying spouse or significant other traveling with the group, if they want to be included in the course arrangements
MARCH 23	Friday	Faculty Director travel grant applications due to campus UMAIE Board member Course descriptions up on UMAIE website with finalized price ranges 2014 Statement of Intent forms due to Kathy at UMAIE secretariat office
APRIL 2-16		Priority enrollment period for 2013 courses
APRIL 9-20		Seminars International staff joins with UMAIE Board members to promote 2013 Courses on each campus
APRIL 18	Wednesday	Campus UMAIE Board Members electronically transmits applications to Kathy
APRIL 20	Friday	Kathy electronically transmits applications to Faculty Directors UMAIE BOARD OF DIRECTORS MEETING – University of St. Thomas
MAY 2	Wednesday	Faculty Directors deadline to review applications and notify Kathy at UMAIE secretariat office of the status of each student
MAY		Time will be set for new faculty training instructions on webinar
MAY 4	Friday	Students are notified of their status
AUGUST 31	Friday	Deadline for Faculty Directors to choose a webinar date with Cathy Lindamood/Augustana
SEPTEMBER		Time will be set for Faculty Director training session on webinar
SEPTEMBER 10-21		Seminars International staff, joins with UMAIE Board members to promote open courses and Meet with 2014 prospective Faculty Directors on each campus
SEPTEMBER 17	Monday	Through this date, NO CANCELLATION FEE – full deposit refunded Courses with enrollment of LESS THAN 10 WILL BE CANCELLED
SEPTEMBER 18	Tuesday	Beginning this date the Cancellation fee is \$500 through November 1
OCTOBER 1-10		Course proposals for 2014 due in campus UMAIE Board member's office Specific due dates vary from campus to campus
OCTOBER 3-31		Students will complete a mandatory on-line study abroad exam and on-line webinar
OCTOBER 3	Monday	ENROLLMENT DEADLINE \$75 Service charge for all flight deviation requests thru this date (not including additional airfare and/or fees) Faculty Directors must notify Seminars International if extending their stay

UMAIE Handbook for Faculty Directors Teaching Short-term Study Abroad

OCTOBER 3	Tuesday	Beginning this date, service charge for flight deviations is \$125 (not including additional airfare and/or fees)
NOVEMBER 1	Thursday	After this date, NO DEVIATIONS ACCEPTED Recoverable costs only to those who cancel
DECEMBER 3	Monday	Travel Packets with final itineraries for students will be available on the UMAIE website
DECEMBER 5-15		Faculty Director Travel Arrangements Binders sent to Faculty
JANUARY -		Departures
FEBRUARY 1	Friday	UMAIE grades and Faculty Director's travel arrangements evaluation due to Kathy in UMAIE Secretariat office
FEBRUARY 11	Monday	UMAIE financial reports due to Kathy in UMAIE office

III. TEACHING JANUARY TERM COURSES OVERSEAS: AN OVERVIEW

Teaching a diverse group of undergraduates in a foreign setting represents a huge challenge which you will likely find at times to be both time-consuming and frustrating. No one should enter this work with the anticipation of accomplishing much scholarly research overseas — which, except in the rarest of circumstances, must be subordinated to prescribed teaching and administrative duties. Many personal and professional satisfactions, however, will come with the successful implementation of the program and the knowledge that the lives of U.S. students have been significantly enriched through this overseas experience. In sum, while you will have to balance a wide variety of responsibilities and roles — teacher, intermediary, advisor, program administrator and advocate for students — this enlarged faculty role brings with it ample additional rewards and gratifications from students, from parents, from your faculty counterparts, from your institution, and from UMAIE as a whole. Faculty members who have led past programs are almost universal in commenting on the unique professional development and personal rewards of living, traveling, and learning with students far from home.

As a Faculty Director, you are the curricular 'architect' of the program. Beyond this, you serve as *liaison*, *coordinator* and *facilitator* among the many different constituencies and components of the program: UMAIE, your academic institution, students, on-site facilities, host families, the local and national government overseas and last but not least, the host culture. What any given faculty member does obviously depends largely upon the nature and purpose, design and structure of the particular program s/he is leading.

Once overseas, you assume full *administrative* and *academic* responsibility for the integrity of the program, as well as *personal* responsibility for the well being of all students. You are the *legal representative* of UMAIE and your institution for the period of the program. While we ask that you try to contact your institution and/or Seminars International at the intervals agreed upon — by whatever means (e-mail, fax, phone) — with program updates, many on-site decisions are inevitably left to your own judgment. As an administrator, you are responsible for the overall direction of the on-site program. Your on-site administrative responsibilities necessarily begin well before arrival. Housing assignments, special dietary arrangements, health issues, and special needs accommodation — all must be dealt with well in advance of arrival.

Above all, you are responsible for the academic quality of the program and must be willing to assure those who need to know that the expectations of both participants and UMAIE are being met. Your on-site supervision assures that academic quality comparable to home institution standards is being maintained. This may require extensive and structured student contact. You might schedule frequent one-on-one sessions with students, offer optional times for consultation, or set up optional or mandatory group discussion to process what has been read or seen. Some programs require students to keep a daily academic journal and may also evaluate student assignments. The daily schedule of teaching, student advising and making logistical contacts with host organizations and individuals is likely to be rigorous and demanding.

Directing a study abroad program for participants who most likely have limited experience in a new culture provide a range of challenges which go far beyond what might be required on the home campus. Participants will see you as a resource person who can alleviate the initial confusion and disorientation that confronts them, then guide them along the paths of new knowledge and cultural integration. It is very important to understand the variety of motivations that encourage students to study overseas; not all will be as purely academic as faculty would prefer. Indeed, the desire to 'get away' from the academic pressures of the home campus may be as fundamental as the desire to test themselves in a new and 'foreign' environment. Successful teaching and advising must acknowledge this complexity of student hopes and desires, providing counsel, which balances the twin academic and experiential bases of international education.

You will need to be skilled in *diplomacy*, *logistics* and *group dynamics*. You will invariably be asked to be a *cultural interpreter* and *analyst*, helping students understand what is going on and how it relates to things back home (or doesn't!). Unless there is someone else on the local scene that really knows its social, cultural and academic fabric, you must be prepared to take on the role of explaining it to students. Above all, you must be prepared to be a cheerful and supportive *friend-in-need* to students, not simply an authority figure. Whatever is prescribed and expected, chance and circumstance often rise up to demand yet additional imperatives and responsibilities.

Experience shows that the most successful Faculty Directors are those with the physical stamina to manage long hours and a high level of interaction with students and local contacts; the patience and good humor to deal with frequent frustrations; and the knowledge and independence to function well in a culture not their own. Fundamental to all the above, there is need to be an eager and committed *teacher* who knows how what you are teaching relates both to the home campus and to the culture of the host country. In sum, you are responsible for providing reasonable access to opportunities for both successful academic and personal experiences.

Due to the sensitive nature in acting as both advocate for the students and liaison among the distinct program components, you must exercise caution in personal matters concerning individual students. This is especially true during periods of emotional stress that some students may experience as they undergo cultural shock and learn strategies for adapting to a new cultural setting. Conversations with individual students must be regarded as confidential. Matters of particular concern are the violation of trust or privacy of students through the unauthorized sharing or disclosure of information; any act that can be interpreted as sexual harassment; or any discriminatory act reflecting prejudice based on sex, age, race or religious belief.

As the Faculty Director, you are expected to behave as a trustworthy representative of UMAIE and your home institution abroad, and be conscious of what this implies. Dignity, decorum, tact and discretion must be the rule in both public behavior and private handling of individual problems. Few faculty would consciously cause problems through careless words or acts, by a misplaced sense of humor, or by a cross remark in pressured situations, but this can sometimes happen under the pressures of the moment. UMAIE and its member institutions must of course thoroughly investigate student complaints as to conflict of interest or inappropriate behavior. Any accusation of the violation of trust, sexual harassment or prejudice judged to have cause can result in the immediate dismissal of the Faculty Director and will be reviewed through appropriate channels on the home campus.

You must work to develop and maintain rapport with the group, but a certain social distance should be maintained as well. The ideal combination is "a heart of gold and a will of iron," as one past director said, in the face of unreasonable complaints and attempts by students to ignore program regulations. You should work to avoid the perception that you have favorites with the group; do not reveal a personal dislike for any participant or on-site staff. Be professional.

Your role in the face of any student problems is to work with the student to find a solution, no matter how long it takes. In addressing physical and mental health issues, a rule of thumb is not to assume that problems that persist for more than three days will eventually go away by themselves. Keep on top of the situation from the beginning to prevent escalation and a potential crisis. Finally, if a student expresses a wish to return home, listen carefully and empathetically, offering coping strategies and other suggestions. If the student persists, despite your efforts to help in the adaptation process, let the student make travel plans to leave. Often this serves as enough of an outlet for the student's frustration and she or he may decide to reconsider things.

We hope the preceding paragraphs have not frightened you away from teaching abroad, but have given you a realistic picture of what *may* happen while abroad. In short, UMAIE provides faculty with an opportunity to work with students from other institutions, and to get to know this generation of students beyond the classroom.



Paris & London: Sculptors in Cities & Environs
Photo by Gioia C. Socha

January 1998

IV. PRE-DEPARTURE CONSIDERATIONS AND RESPONSIBILITIES

The following is a breakdown of Faculty Directors tasks and responsibilities in planning and directing a short-term UMAIE study abroad program. It is useful for you to see the entire gamut of your responsibilities and the full range of possible program issues, even if not all apply to your particular program. While the stress here may be seen to be on the many responsibilities you have and the things that might go wrong, please understand that you have lots of support here and overseas, and that most programs go very well!

A. Information Given To Accepted Students

After students are accepted into a program, the UMAIE Secretariat will provide them with an information sheet of steps to follow once accepted into a UMAIE course.

Faculty Directors will also receive these materials and should read them and be prepared to answer questions from students and parents. It should guide what is covered in both your pre-departure and post-arrival orientation sessions.

B. Recruiting Students and Promoting Your Program

Active promotion of faculty-led programs occurs naturally in the classroom and advising context. Obviously, you should take the lead on campus in promoting your own program as well as offer support for others being offered. An economist, biologist or art historian who tells a class, "When you go to ___ you will want to ___", is recruiting. So is the one who draws on the experiences of class members who have been abroad, or invites international students and faculty or campus visitors to speak in a class. Faculty Directors are equally important in providing an overall atmosphere that can foster interest in study abroad.

Promoting your course early and getting students to apply on time will be vital to whether or not your course will operate. Successful UMAIE Faculty Directors are constantly promoting their courses both in the spring and fall recruitment periods.

Other on-campus recruitment ideas include using the web, on-campus promotions and mailing course descriptions directly to students who may be interested. In this day of tightly scheduled degree plans, courses that meet general and/or major/minor distribution requirements will fill more quickly.

C. Enrollment

All UMAIE students must apply through their International Education or Study Abroad office. All enrollments occur using a priority deadline in which faculty may screen each applicant, after students submit appropriate application materials and a deposit (See Appendix G-1). If a course fills, a wait list is started. All enrollments are administered through the UMAIE Secretariat office. Application packets will include a *UMAIE Application* form, a *UMAIE Study Abroad Agreement*, an unofficial transcript and a \$500.00 deposit. Each home institution may require additional procedures and documents.

After students meet the academic and institutional criteria, they are accepted into the course. Faculty Directors will receive enrollment updates from the UMAIE Secretariat. After a course is confirmed, accepted students will receive one additional mandatory form, to be filled-out and returned prior to departure:

- The *UMAIE Medical Report* (to be completed and signed. Note: a physician's signature is not required.)

D. Setting Up Communications

It is important before your group departs to have in place procedures for maintaining regular, as well as emergency and contingency, communications between the group, the home campus and Seminars International. Reporting any program or health emergency or event that might involve the security of students is vital, especially if anything requires rapid decision-making. This is especially true in the case of international crises (or the appearance thereof) that are made known to parents via the popular news media. UMAIE, in such circumstances, acts as a liaison with participants' families in the U.S., and thus needs accurate, reliable, up-to-date, on-site information.

The main telephone number of Seminars International (312) 332-7027 has a 24-hour answering service for emergency contact. However, Faculty Directors usually consult the local in country operator or hotel manager first for preliminary assistance. It is extremely important that the family and home institution of the participant involved in an emergency situation be kept informed. Seminars International can assist in this process.

E. The Orientation Process

The following matters will need to be covered during the on-line Orientation Webinar in November.

CATEGORY 1 - THE ESSENTIALS

- Passport and Visas (students are entering as tourists!)
- Health Issues
- Vaccinations or shots
- Alcohol and drug policies
- What to do if someone gets sick
- Importance of disclosing any medical issues, medications, etc.
- Behavior code—what happens when there are violations?
- Intercultural Awareness
 - How to be a good guest
 - Knowledge of the host country
 - Ability to adapt to different foods, customs, etc.
- Group Dynamics—what is needed to be a good member of study abroad group?
- Safety
 - Groups; pairs
 - Know where you are; stay in lighted areas
 - Carry hotel card with phone number and address with you
 - Avoiding demonstrations
 - Good locations and bad locations—how to know the difference
 - Make sure you have health insurance; consider trip cancellation insurance
 - Money belt
 - Pickpockets - Don't fall for pictures, little kids, falling coins, jostling, spills
- Anti-Americanism abroad

CATEGORY 2 - PRACTICAL MATTERS

- Financial Matters

- Credit cards - check with issuer to notify you will be using abroad; be aware that most credit card companies assess a 3% surcharge for international transactions
- ATM cards - know your pin, the cost of using it and your withdrawal limits; availability
- Costs of cabs, trains, buses, food, internet
- How much money to take and how; exchange rates; how to get money in an emergency
- Electronics
 - I-pods, cameras, hair dryers, etc.
 - Telephone
 - Laptops
- Clothing - what is appropriate and necessary in the culture? Is dress clothing needed?
- Packing - you have to carry it yourself!
- Hotels - setting the expectation for what they will find
- Weather

CATEGORY 3 - COURSE MATTERS

- Grading expectations
- Free time - how much, expectations, suggestions either at orientation or in country
- All of the specifics for your course - syllabus, textbooks, readings, etc.

CATEGORY 4 – INTERCULTURAL AWARENESS

- Knowledge of country visiting
- Knowledge of political issues in the U.S.
- Food and eating habits
- Values and norms
- Sense of self and space
- Dress and appearance

Assorted tourist information: You might recommend resources that either you bring along, or some students agree to carry. Many students do not think about resources that they can use, because they assume they are participating in a “tour” and everything is taken care of for them. Most students will have some designated free time, even for meals. If they have resources available to them (such as *Lonely Planet*, *The Rough Guide*, *Back Door Series* or *Let’s Go*), chances are that they may be more independent.

F. The Seminars International Travel Arrangements Binder

Approximately two weeks prior to departure, the Faculty Director will receive a Travel Arrangements Binder from Seminars International. This binder will include the necessary logistic details for the operation of your course. The details provided will include back-up and documentation for the following:

- Airline Arrangements
- On Site Arrangements
- Group Funds/Gratuities
- Participant Information

- Problem Resolution and FAQ's
- Reports and Evaluations

Note: Sometimes overseas operators hand-deliver vouchers or performance tickets to faculty upon arrival.

G. Frequently Asked Questions

Does UMAIE cover the damage or loss of my personal property?

UMAIE insurance does not cover the damage or loss of the personal possessions of Faculty Directors or students — radios, computers, cameras, baggage, etc. Thus both faculty and students need to make their own insurance arrangements for replacing such items if they are damaged, lost, or stolen. Faculty Directors should check their homeowners or renters insurance policies.

What is the policy concerning alcohol or drug use overseas?

UMAIE strongly discourages the use of alcohol (and of course any other illegal drugs or intoxicants) by faculty or by students, whatever the local practice and laws in the country visited. The *UMAIE Study Abroad Agreement* (see Appendix G-5) which all students receive and must sign before being allowed to depart makes clear that any and all problems, injury or damage related to alcohol/drug use is at the cost/risk of individuals. Faculty Directors should make this known to students and set a good example through their own behavior (as on your campus).

What do I do in the case of a medical emergency?

Faculty Directors should devise a planned and communicated procedure for medical situations for everyone. On-site arrangers, hotel management and the U.S. embassy/consulate can provide invaluable assistance should an emergency occur. You need to have U.S. telephone contacts for all students. Students will be made aware that medical expenses for illness/ injuries are their responsibility and at their cost – i.e., student travel accident insurance. You will also receive a copy of the *Medical Report* of each student, indicating health history and any special medical needs. See Appendix G-2.

To what extent am I legally liable for what might happen overseas?

Faculty are covered by their home institution for Bodily Injury and Property Damage to others for which they are legally liable. You must make yourself and UMAIE aware of any and all unusual or difficult legal requirements in foreign countries, especially regarding vehicles, alcohol use and property damage laws. Make sure you obtain current legal information prior to departure. It is always worth checking with the U.S. State Department for the latest information on the country to which you are heading (<http://travel.state.gov>). Students and parents should be informed of any real or potential health, safety, and security problems areas prior to departure. Students will have been made aware of the penalties of not complying with UMAIE rules and guidelines of program participation, which transfer liability or risk to the individual student if rules and guidelines are not followed.

Can I bring my spouse or significant other (S.O.) with me?

The UMAIE Board does not encourage a Faculty Director's spouse/partner or family member to accompany a UMAIE course. UMAIE's policy on this issue is to defer to the "lead" Faculty Director's home campus policy. Campus policies vary from campus to campus. **All approvals must be obtained from the "lead" Faculty Director's UMAIE Board Member prior to February 24, 2012.** Travel arrangements for an approved spouse/partner or family member, must also be requested by this date to be included in

the group arrangements (with the understanding that additional expenses will be paid by the Faculty Director or accompanying individual). Any accompanying individual approved after February 24, 2012, must make travel arrangements independently from Seminars International. **Costs for an accompanying individual, sharing a room, are typically in the range of 80 – 90% of the full student cost.**

When do I need to let students know what is happening day by day?

Since the itinerary has to be planned well in advance, the travel details will be in place and students will receive a day-by-day schedule during the orientation process. Further adjustments and refinements can be made later, and discussed at the post-arrival orientation. However, itinerary changes do happen while abroad and you should be sure to establish a consistent means of communication with your students.

How much should students be in class and how much free time should they be allowed?

Work toward a balance between class time and free time, with suggestions for good use of free time. This is a first time international travel experience for many students and they may need some direction, as they lack the 'tools' to travel independently. One Faculty Director distributed a list of museums, monuments, historical sites, churches, etc., which students explored in groups of two and three; later they reported on the visits in their journals.

How much do students and their parents need to know prior to the orientation process?

Periodic mailings, as possible, to students enrolled in your course are highly effective. They will appreciate hearing from you (and will be able to share this with their parents and friends). They will also be receiving information from Seminars International and the UMAIE Campus Board Member. (Helpful Hint: be sure to ask students to share information with parents or people who might like to know.)

Should I get foreign currency prior to departure?

Purchase of some local currency, prior to departure, is okay but usually not necessary. Since U.S. bank exchange rates are likely to be far less favorable; it is not a wise thing to purchase more foreign currency than will be needed during the first couple days. More specific instructions regarding finances will be in the Course Arrangements Binder.

V. OVERSEAS RESPONSIBILITIES

Immediately after arrival, students are likely to be filled with varying degrees of euphoria and panic, anticipation and anxiety. They often will have forgotten what they learned beforehand and why they are there. Your orientation session, held on-site as soon as possible following arrival, should review information they have already received about the program, policies and rules, the host country, etc. It should also give students a chance to get to know one another and you, as well as to discuss and examine again their expectations and motivations for going on the program and the educational goals you hope to achieve. This is the optimum time to lay things out as you intend them to be. You are never more likely to have their fullest attention than during the first days overseas. Obviously, the specific content of the orientation session will vary from program to program, country to country. General topics to be covered, however, might include:

- Program rules and policies
- Rules and regulations of the host institution (if applicable)
- Proper conduct and the consequences of improper conduct
- Information on the host country and its laws
- Cross-cultural coping and integrative skills
- Excursions, field trips, program schedules and itineraries
- Evaluation/grading policies
- Housing/roommates
- Local cuisine and customs
- Health issues

A. Providing Additional Materials

To the degree possible, it is always helpful to provide students with specific on-site information in handbook form, so they can carry this with them in their backpack. The ideal handbook might include:

- A map (homemade, hand-drawn, is fine) of the area around the locations where the course takes place
- The names and addresses of recommended places to eat nearby
- Places for buying food and drink
- Recommended shops for purchase of sundries, supplies, books, clothes
- Pharmacies, hospitals, banks, post offices, bus and taxi stations, etc.
- Cultural and historical landmarks, buildings, monuments, etc.

Complementing this written information, you might schedule a 'hands-on' tour of the program setting, pointing out important locations and points of interest (when applicable), churches and temples of specific denominations, and the public transportation systems. When applicable, you can prepare a specialized vocabulary list to aid students in buying what they need locally and having other practical needs met.

B. Setting up and Monitoring Living Arrangements

Whether your students are living in hotels, university housing, or with host families, you need to prepare a talk on the "do's and don'ts" of this new social environment. Try to provide culturally specific information concerning adjustments to family life (or the student culture) in the host country. It is important to convey to students that communications with the host family or other students are likely to be difficult at first and that they should be as polite, respectful, and patient as possible. Adjustment will take time, but the rewards of this situation are many. While there is a natural inclination for students to wish to "hang out"

with each other, it is important to stress the importance of trying to fit in with local social life, to make friends in the time available, and to reach out to the new culture.

C. Explaining Your Role and Course Expectations

Some students will see you as their lifeline to familiar security networks back home, while others will see you as a potential deterrent to their free and open taste of a new cultural smorgasbord. Defining a middle ground between these extremes should be one of your first objectives. It is here that boundaries need to be defined, limitations discussed, risks reviewed and, most significantly, information given regarding when and where you will be available and for what. In addition, you must emphasize what is expected of each participant and how important their behavior and cooperation is to the overall success of the program.

Again, caution should be taken not to mislead students or to over-promise things. Experienced directors say that sometimes the more faculty agree to do for participants, the more students will come to rely on them, rather than learning to take advantage of their new opportunities and relative freedoms. On the other hand, students do need and usually appreciate seasoned guidance and prudent counsel. Expectations and goals of students often prove unrealistic, in terms of their own capability and training, and in terms of what the program has to offer. One past participant commented, "Don't expect anything — your expectations, good or bad, won't be right, and you'll be disappointed." This overstatement contains some truth, of course, especially for students' intent, for example, upon becoming fluent in a language in three or four weeks.

D. Achieving Good Group Dynamics

Students will spend a good deal of time together as a group. The concerted overseas living and learning environment is quite different than what they will be familiar with from the domestic campus setting where individuals work out the life-style which best suits their personal resources, interests, and whims. It may therefore be useful to point out the importance of patience, sharing, and self-restraint in a group setting and to note the many ways in which study abroad is distinctly different from study in the U.S. This difference applies to general social behavior, as well as the classroom. It often doesn't hurt to remind everyone what they will *not* be able to do, along with what they can do, and try to keep a balance between the two. It is important to stress individual initiative. It is really important to challenge students to be open, flexible, and adaptive; to do their best to take maximum advantage of the new learning environment that will surround them overseas and to learn something they cannot learn on their home campus.

Each program group will have its own characteristics and particular tenor. Obviously, it is to your benefit to figure this out as early as possible in order to anticipate potential problems along the ways. Immature and vociferous students need to be reined in; silent, shy ones are encouraged to reach out. If you can, identify the natural group leaders and use them to solve some problems. There is no one way to achieve a common purpose, nor is it ever easy. Often students unconsciously expect the conveniences of home and a high service program — characteristics that in fact may be counter to the learning experience abroad as well as impossible to provide. When students nurse dissatisfactions, behavioral or morale problems for the group may develop. Many students who are used to acting independently may find a group context stifling, while other students may find the group context helpful. You play the major role in counseling students and in providing a perspective on situations that may arise, both during the Orientation Process and during the remainder of the program.

E. Assisting Students in their Cultural Adjustment

You yourself should of course be aware of the normal, predictable, but not guaranteed, phases of culture shock. Regarding culture shock and consideration of different lifestyles, foods, values, dress, etc., you should try to set the tone for understanding and accepting cultural difference. Your genuine interest in the culture, language and program should serve as an example to motivate students. If your group is like others in the past, it will contain students who are savvy about living and learning in a 'foreign' environment and have good coping skills, as well as, at the other extreme, some who have never visited a foreign country. Obviously, these differences in background and attitude can split the group into two or more camps. Therefore the wisest approach might be that of appropriating the more experienced travelers in ways that encourage them to work productively with less-experienced travelers.

Once students indeed become aware that they are in a 'foreign' social and cultural environment, they often become much more eager to fit in and not embarrass themselves. At the other extreme, there are students who will do everything possible to resist assimilation and giving up habits and values with which they are comfortable, especially if their new environment seems threatening. Encouraging students to immerse themselves in their new environment to the degree possible is of course an ideal worth pursuing. On the other hand, given the shortness of the time and the U.S. academic expectations which must be met, there are limits as to what can actually be accomplished, by even the boldest and most enterprising of students. Early efforts at building group thinking and morale can help lessen culture shock by directing attention to those goals that are achievable.

F. Integrating Excursions into the Main Learning Goals

While it is understandable that each student brings to the program a certain set of concerns and interests, it is still important to relate to them the reasons why all planned activities are important and are relevant to the success of the course for them. You are responsible for contextualizing the excursion within the cultural and academic milieu of the program. Attendance at all classes should be considered mandatory. A student should be excused only because of illness. Any student chronically late or absent from classes or excursions should discuss the situation with you and you should take appropriate actions. Under no circumstances can program participants be refunded money for an excursion in which they chose not to participate.

When necessary, students should be reminded that participation in excursions is an expression of interest and courtesy to the host country and that every student has a responsibility to act as an ambassador for the program and for UMAIE, despite possible feelings to the contrary. Embarrassing situations arise when special efforts are made to include students in special local activities, and few attend. Failure to attend such activities can be a serious disappointment for host nationals, and may compromise the status of the program, thereby making it more difficult to schedule worthwhile activities in the future.

You will be provided with on-site contacts, arranged via Seminars International. Become acquainted with these guides and other staff organizing the excursions, as well as with the specific terms of the contract made with the local operator on behalf of UMAIE. You are responsible for making sure the local operator fulfills the terms of its contract. An evaluation of the excursions and the local operator will be included in your final report; you will receive further instructions about this from Seminars International.

G. Advising Students

The fact that overseas teaching, learning, and academic/personal advising takes place in a 'foreign' cultural setting can be both liberating and threatening to students. The counsel you will be asked to provide is considerably more likely (than on the home campus) to address the 'whole person' of the student, rather than the more limited version which students generally share with faculty domestically. Responding to the intellectual needs of students, as well as the emotional and mental adjustment problems that some students develop, can therefore be a major challenge. It is also one that the average faculty member may not be fully prepared to deal with, without some serious forethought.

From years of experience in providing cross-cultural adjustment counseling to military personnel overseas, Dr. Brian Riedesel, Staff Psychologist at the University of Utah Counseling Center, suggests that the occurrence of mental health casualties can be reduced by following some basic guidelines designed to minimize the anxiety that comes with an unfamiliar setting. These include frequent communication with all members of the group, building group cohesion, establishing a sensible pacing of program activities to reduce fatigue, and sensitive leadership.

While most issues Faculty Directors confront may be fairly routine and can be satisfied with accurate information and foresight given to the group as a whole, deeper and broader questions are also very likely to arise for some individuals. The key is to challenge students to try to integrate what they experience outside the classroom into their primary educational goals for being abroad, not to see it as something extraneous to what "the program" asks or offers. The other key, however, is to make sure that those who are having trouble know that you are there to assist them in any way you can.

You will probably not have an 'office' in which to meet with such students, but you are nevertheless expected to be available to students on a regular basis and inform program students of your availability. At a minimum, you should try to be available to students before and after classes and there will always be places that can be used for private and small-group meetings.

H. Providing Health Care

Travel abroad can bring out a variety of minor illnesses and ailments – and medical catastrophes are always possible. You are not of course expected to function as the group nurse or medic. However, you should be prepared to give health care advice appropriate to the setting and be familiar with the local health care delivery system, as well as how students can obtain routine health remedies. Under no circumstances should you serve as "in-house pharmacist" by dispensing any kind of over-the-counter medicines or medical counsel. The pre-departure orientation on health issues should have informed participants about bringing their own supply of whatever they might need. Post-arrival orientation can provide an overview of how to treat minor health problems locally and what to do in the case of emergencies.

The location of the program is naturally a major factor in the health risks students may encounter. In all cases, health and medical care are important topics to be discussed as thoroughly as is necessary. The need for good personal hygiene should also be emphasized. Should a problem arise, the student should be advised to inform you as early as it becomes known, so that an informed decision can be made regarding treatment. While we do not realistically expect students to inform you of every cold or upset stomach, ailments that do not disappear in a few days should be reported. Prompt treatment may eliminate the need for hospitalization.

In most cases — e.g., colds, the flu, sore throats, and minor ailments — there is likely to be satisfactory treatment at local hospitals and clinics, again, depending on the location (and always sighted in advance). In the event of more serious injuries or illnesses, you should be prepared to accompany the student to a medical facility for care, having made pre-arrangements for someone to take over your leadership role in the interim. Fear and anxiety can often take a toll on students in an unaccustomed environment, making them unable to describe their own condition and symptoms accurately. You will have to use your own discretion with regard to deciding on the appropriate medical treatment, hospitalization, (and sometimes surgery). Seminars International and the student's home institution should always be informed immediately if situations arise in which extensive medical treatment is required, Seminars International's local operator and on-site contacts will provide you with guidance and information.

I. Resolving Student Disciplinary Problems

Expectations for appropriate student conduct are based on the same general standards that are in effect on the home campus and must be communicated to students both before departure and should be after arrival. If additional rules are needed on site, you must go over this during the orientation session. In the event of an incident that involves academic or behavioral misconduct or a student's difficulty with local authorities, Seminars International and the student's home institution should be informed immediately.

Campus judicial procedures are impossible to replicate abroad. However, should an incident occur, you will want to proceed in a way that follows due process and will determine whether misconduct in fact really did take place. Evidence needs to be gathered carefully, and students need to have the opportunity to respond to the charges and the evidence. Hopefully the outcome of the procedures will be that the student learns from the experience and can participate in a positive way in the remainder of the course. You are encouraged to maintain as much oral communication as possible with the student. A written record, however, will afford the best protection should the incident be reviewed at a later date. In the most severe cases where dismissal is a consideration, consultation with the student's home institution and Seminars International must take place prior to taking action.

Overall, we urge faculty to consult with the student's home institution at any point during this process if there is a need. Some problems that arise are very similar to what the campus deans handle regularly, and the precedents they have experienced may serve as a guide. In cases where cultural factors may come into play or there are other complications, study abroad professionals may be able to identify others with relevant experience or expertise. If prior consultation with people stateside is not possible, you must proceed on the basis of your own authority. A full, written report on the reasons for the action must be prepared and submitted upon return. All expenses involved are the responsibility of the student. No refund for the remainder of the program should be expected in the case of dismissal.

J. Responding to Natural, Political, and Social Emergencies

As the on-site UMAIE representative, it is your responsibility to coordinate an appropriate response to any natural, political, or social emergency that may arise. A determination must immediately be made as to the level of risk confronting participants and what course of action is most prudent. A first step, if there is time and according to communications procedures established in advance, is usually to contact Seminars International and provide complete and accurate information about the nature of the emergency and how it has impacted the participants, or might.

An emergency involving the physical well being of participants clearly dictates a more rapid response than say, a national strike or political coup, where damage assessment can take a

more measured pace. The continuing role in emergency response situations is for you to act as liaison with Seminars International, which will assemble a team of UMAIE home institution representatives to evaluate further response to the emergency, based on your recommendation. Once the situation on-site is stabilized, decision-making responsibility will be largely assumed by UMAIE.

K. Program Assessment

Student Assessment

As noted, prior to return, you are responsible for instructing each student to complete an on-line student evaluation form. This should help you in your own professional development as a teacher, and is invaluable to Seminars International, UMAIE, and your home institution in getting the broadest possible perspective on the program and thus deciding whether to offer it again. It is important that all students complete the evaluation.

For most students, the overseas experience will have been one of the most eye opening of their lives, and they will rave endlessly about its many positives. Most, upon reflection, will be able to reach a more balanced view, and will have really useful suggestions to make about improvements for the next time. Before or after students fill out their evaluations, it is sometimes very helpful to hold an informal group discussion to help them put their experience in perspective. For a few students, a sojourn abroad may end up being one long negative experience. Possibly, hesitant actions and in-grained attitudes prevented the desired openness and growth from having a chance, and they never got beyond the defensive strategies of coping with, but not really entering, the new culture.

Final Report

As Faculty Director, you will be asked by UMAIE and by Seminars International to complete an on-line course evaluation and travel logistic evaluation that gives your own professional and personal assessment of the relative strengths and weaknesses of the academic and the travel programming.

VI. POST-RETURN FOLLOW-UP AND CLOSURE

Formally, once you and your students have returned to your home campuses and you have completed your reports, your responsibilities come to an end. Having said this, it is also likely to be the case that further reflections on what the course accomplished (and perhaps didn't) on your part, and that of your students, are highly likely to be present in abundance. This thinking should of course become part of your report, as well as any thinking you can do about repeating the program in a subsequent year.

Second, if there is any way that other UMAIE Faculty Directors can be made aware of the experiences you had — such as doing an article for the newspaper or giving a talk — perhaps with your students; illustrated if you have photographs or videos — such campus sharing is strongly encouraged.

Third, if there is any way your students can be encouraged to think further about their time abroad, as it might impact their ongoing studies, personal development, and career aspirations, any efforts on your part will be greatly appreciated. It might be possible to challenge students to use their overseas experience in classes they are taking, in leading discussions or in writing assignments. Most, though not all students, will appreciate this sensitivity and recognition of what they have recently learned.

Finally, even though students on any given program will be drawn from a number of different UMAIE institutions — making a formal re-entry program may be logistically difficult to arrange — some course instructors in previous years have hosted a course 'reunion' or informal social get-together, as a means both of keeping the memories of this experience alive and of bringing some sort of satisfying closure to it.

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UMAIE/SEMINARS INTERNATIONAL FACULTY DIRECTOR TRAVEL GRANT PROGRAM

Applications are invited for travel grants made available through a program sponsored by the Upper Midwest Association for Intercultural Education (UMAIE) in cooperation with Seminars International, Inc. A maximum of \$3,000 is available to be awarded annually to support faculty research related to leading future courses for the UMAIE Consortium.

OBJECTIVES

- 1) To assist faculty of UMAIE member institutions to test their suitability for UMAIE course leadership, and to assist them in the acquisition of leadership experience and skills. **And/Or**
- 2) To assist faculty of UMAIE member institutions to become familiar with foreign settings and to develop indigenous contacts that might be helpful in planning new courses.

ELIGIBILITY

Any regular faculty member holding academic rank at a member institution of UMAIE may apply for a travel grant by submitting a written proposal to the UMAIE Board of Directors representative prior to April 1 of any academic year. A completed application must include:

- 1) A proposal, not to exceed three typewritten pages, specifying the nature of the course proposal that will result from the travel grant and how the proposed period of study will meet the objectives of the grant program.
- 2) A letter of support from the academic dean of the applicant's institution specifying the amount of institutional financial support that will be available to the applicant. The letter of institutional support should also address the likelihood that the applicant will remain in the institution's employment long enough to propose and direct a UMAIE course.
- 3) An itemized budget of how the travel grant will be accounted for in order to aid the UMAIE Board in justifying need and costs. Faculty are encouraged to consult with UMAIE's logistics provider, Seminars International, for assistance in determining these costs.

PROCEDURES

- 1) Applications should be developed in consultation with the institutional representatives to the UMAIE Board of Directors.
- 2) Applications must be received by the UMAIE Board representative by April 1 of the academic year previous to the proposed period of study.
- 3) Completed applications will be reviewed and selections will be made by the UMAIE Board at its spring meeting. Grant recipients will be given a date by which they must accept or decline the grant (normally June 1). If the person declines, the alternate will be notified.

PROCEDURES continued

- 4) Notification of grant awards will be sent directly to the applicant with a copy to the applicant's academic dean and UMAIE Board representative.
- 5) Grant recipients must submit a written report to UMAIE within two months of their return summarizing their objectives, discussing how their objectives were met (or not), and explaining what kind of a course they intend to offer in the future (and when), with a rough sketch of an itinerary and potential syllabus. Itemized original receipts must accompany this report. A copy of the report and receipts should also be given to the home institution.
- 6) Grant awards will take the form of a credit applied to the expenses of the travel that has been designated in the application. Travel arrangements will be made by Seminars International, Inc. Any institutional support funds will be dispersed directly to the grantee.

GUIDELINES

Decisions of the UMAIE Board of Directors will be governed by the following guidelines:

- 1) Does the applicant have the necessary academic qualifications to lead the type of course anticipated?
- 2) Does the proposed course represent a significant addition to the courses previously sponsored by UMAIE?
- 3) Is there a perceived need for the proposed course?
- 4) What effect would a grant have upon the equitable distribution of travel grants among member institutions?
- 5) Is the amount requested accounted for or justifiable?

OBLIGATIONS

- 1) Grant recipients may choose to accompany one of the UMAIE sponsored courses. Grantees will have no leadership responsibilities for the course, but their level of participation in the course is expected to be appropriate to the objectives of the travel grant program. Grantees may depart from the group for brief periods with the understanding that such deviations are for the purpose of work on the course they plan to propose.
- 2) The UMAIE board expects that travel grants will result in proposals for future UMAIE courses.
- 3) The UMAIE board is under no obligation to approve a course proposal that was developed under the support of a travel grant.

UMAIE Travel Grant Proposal Rubric

Checklist:

___ Proposal, not to exceed 3 typewritten pages, specifying the nature of the course proposal that will result from the travel grant and how the proposed period of study will meet the objectives of the grant program.

___ A letter of support from the academic dean of the applicant's institution specifying the amount of institutional financial support that will be available to the applicant. The letter of institutional support should also address the likelihood that the applicant will remain in the institution's employment long enough to propose and direct a UMAIE course.

___ An itemized budget of how the travel grant will be accounted for in order to aid the UMAIE Board in justifying need and costs. Faculty are encouraged to consult with UMAIE's logistics provider, Seminars International, for assistance in determining these costs.

Rubric (Maximum—16 Points)

Clear and Specific Proposal—relates the itinerary to the anticipated course (1-3 points)

Clear and Relevant Itemized Budget—the proposed expenditures are justifiable (1-3 points)

Geographic Need for UMAIE (1-3 points)

Disciplinary Need for UMAIE (1-3 points)

Anticipated Student Interest (1-3 points)

First-time UMAIE faculty (yes=1 point)

Name	Proposal: Clear and Specific (1-3 points)	Itemized Budget: Clear and Relevant (1-3 points)	Geographic Need for UMAIE (1-3 points)	Disciplinary Need for UMAIE (1-3 points)	Anticipated Student Interest (1- 3 points)	First- Time UMAIE faculty (yes=1 point)	Total (Maximum: 16 points)

UMAIE Course Policies

Dear Faculty Member,

Thank for your interest in proposing a UMAIE January Term or May/June Term Abroad course. UMAIE courses offer a unique opportunity for undergraduate faculty by working with students from different campuses. These students may have diverse learning styles and academic perspectives, adding variety to the teaching experience. Because travel professionals manage all travel arrangements (transportation, accommodations and budgets), faculty are free to devote the bulk of their energies to teaching and learning.

Please take some time to read carefully through the *UMAIE Course Policies and Guidelines for Proposing a Course*. They will assist you in the development of solid programs, which are both strong academically and feasible abroad. Be sure to submit copies to your UMAIE Board Member by the deadline set by your home institution.

If you have any questions regarding the development of your course, please contact your UMAIE Board Member.

UMAIE COURSE POLICIES

1. UMAIE courses are not simply travel courses, but *study-travel* courses; thus the learning goals of the course must determine the locations to be visited. The UMAIE Executive Committee has the authority to disapprove proposed course initiatives that are either too extensive or without academic justification.
2. In selecting courses, the Board is guided by the following principles:
 - ♦ **Quality offerings:** Courses must meet or exceed the minimum academic standards for regular on-campus J-Term courses at the sponsoring institution. Each member institution is expected to screen its proposals before submitting them to the Board to ensure their quality.
 - ♦ **Experience in the proposed location:** At least one director is expected to have first-hand experience in the areas to be visited.
 - ♦ **New/innovative courses:** The UMAIE Board encourages new (first-time) directors and courses. It also encourages courses of an innovative nature.
 - ♦ **Program balance:** The overall slate of UMAIE course offerings in any one January Term is expected to represent a range of countries and disciplines.
 - ♦ **Universal representation:** If possible, each school should have at least one course offered during January Term.
 - ♦ **Shared opportunity:** Course ownership by any one school or director is discouraged. This means that if two schools are both proposing similar courses in any given year, the school that has not recently offered such a course or that is offering such a course for the first time will be given preference.
 - ♦ **Proportional representation:** Schools that have generally enrolled the most students will be allocated a greater number of courses.
 - ♦ **Reasonable numbers:** UMAIE does not offer more courses than can be expected to attract participants.
3. The January Term is a discrete unit of study. Faculty directors may not require preparatory work prior to the end of the fall term or summary work after the beginning of the spring term.

Required reading for the program will be listed on specific course descriptions so that students may begin reading during the holidays. Required written work should be finished by the time student's return to the United States.

4. Each course requires contact hours equal to the minimum required on the faculty director's home campus. Required readings should clearly relate to the evaluation of the academic content of the student's work. The UMAIE Board requires an essay, final examination or some other form of writing that synthesizes in a meaningful manner the relevant experience of the course. All UMAIE courses require letter grades.
5. The primary faculty director must be a regular faculty member from a participating UMAIE institution. If enrollment warrants a second director and the primary director cannot locate one from an UMAIE institution, it may be possible for a qualified regular faculty member from a non-UMAIE institution to accompany the course. These exceptions will require UMAIE Executive Committee approval.
6. Faculty directors are responsible for academic arrangements such as lectures, site visits and interviews. Seminars International will handle travel arrangements, guided city tours and ticketing for cultural events. It will also assist with other program arrangements as needed.
7. Faculty directors must help promote their courses and recruit students. They are expected to be proactive in promoting their courses, providing additional course information and encouragement to enroll students.
8. Faculty directors **must participate** in the UMAIE orientation for students held in November, which lasts the **full** day. Directors meet with their students for the afternoon, and should treat this session like the first day of class. Directors are responsible for giving a detailed introduction to the course and locations to be visited, course requirements, day-by-day activities and most importantly, provide the cultural background for a successful intercultural experience. Seminars International provides travel itineraries, hotel addresses and other logistical information.
9. One faculty director must accompany the group from the point of origin and be with the group for the duration of the course. Any exception to this policy would require UMAIE Executive Committee approval. **If faculty directors wish to extend their stay at the conclusion of the course, they must notify Seminars International no later than October 15, and pay any additional charges.** If directors do extend their stay, they must personally see that group members are safely on the return aircraft.
10. Faculty directors must submit grade reports to the UMAIE Secretary at the Prior Lake office of Seminars International no later than one week following the return of the course to the United States. Director's evaluation and financial reports are required within two weeks of the return.
11. Since the faculty director's expenses are pro-rated among the paying participants, a minimum enrollment of 16 students is necessary. If fewer than the number enroll, Seminars International, in consultation with the faculty director and the Executive Committee member from the faculty member's school, will decide on the feasibility of rearranging the program for a smaller group. Ten days prior to the enrollment deadline, courses with five or fewer registrants will be canceled to allow those students to transfer to another course while there is still space available. Co-directed courses normally require an enrollment of 20 to 26 students.
12. Non-student applicants are accepted on a space available basis subject to the faculty director's approval. They must **apply and register** at the institution of the faculty director.

Guidelines for Proposing a Course

General Guidelines

- Each course should have a well-defined focus, whether disciplinary or inter-disciplinary, and should correspond to the director(s)' areas of expertise.
- Pre-requisites should be appropriate to the course objectives.
- Faculty who propose are encouraged to be mindful of the intended audience(s) – majors, non-majors, or both. Courses that are designed with an audience in mind— general student body, required major course—will require less recruiting and have a higher number of applicants.
- Faculty who intend their courses to satisfy their institution's general education or departmental requirements are encouraged to have proposals reviewed by the appropriate home campus department or committee prior to submitting the proposal to UMAIE.

Setting and Achieving Academic Goals

- The intellectual challenge of the course, its scope and the work required of students correspond to the proposed level of the course.
- The focus of a short-term off-campus course should reflect accurately and completely the activities involved. The integrated syllabus should clearly define how site visits and other activities enhance the learning objectives of the course. Expectations regarding non-traditional or experimental activities should be clearly described.
- Each course must have academic integrity and coherence, and be directly tied to the sites visited. Evidence must be provided to the **integration** of course readings, lectures, site visits, independent study and research, and intercultural activity. If students are expected to carry out research projects, faculty should ensure that libraries or other research facilities are available and adequate.
- The intellectual challenge of the course, its scope and the work required of students should correspond to its proposed level. The type and amount of work required of students should be appropriate to the focus and level of the course, but be compatible with living and traveling conditions. The amount of assigned reading should be similar to what is required in on-campus short-term courses during the January Term or summer.
- Pedagogically successful programs usually schedule a short presentation or inter-active assignment early in the program. While directors cannot require academic work before the end of the previous semester, pre-departure readings and/ or assignments encourage students to engage with the course material and intercultural experience before they depart.
- The means of evaluation are realistic, adequate and articulated to students and in the proposal. Faculty must make clear their expectations and describe precisely how they will grade students.

Logistics and Travel Planning

- Directors are encouraged to consider carefully the number of sites they propose to visit, their geographical proximity to each other, and the time spent traveling between them.
- Courses must provide a minimum of 20 days that are scheduled academic activities or course related travel, plus two days identified for travel to and from the overseas site. A maximum stay abroad is 26 days. The additional days may allow for unstructured course time.
- There should be a thoughtful attempt to balance course lectures, site visits, and unstructured time. These programs are exhausting, both to faculty and students. Think about jet lag and long bus trips, both of which can add to fatigue.
- Faculty should also try to balance between the different models of site visits; for example, scheduling three museums in one day will produce tuned-out students by the afternoon.

- All courses must provide frequent opportunities for student groups to process and reflect, in an informal setting, their observations and reactions to the cultures they are experiencing.
- Courses should also provide unstructured course time periodically throughout the program.
- If a home stay experience is part in the program, the following standards must be considered, including:
 - actual accommodation for student (e.g. private bedroom or private or shared bath?);
 - meal arrangements;
 - access to kitchen/laundry facilities;
 - number, gender and age of current occupants;
 - distance of home from classroom or academic meeting space, and transportation issues (if relevant);
 - orientation for host families and formal "meet and greet" session between host families and students;
 - stipends
 - any home stay rules, including curfew, alcohol or tobacco use, etc.

UMAIE Course Proposal

The intent of this course proposal is to show the integration of course content, onsite activity, intercultural learning and reflection, providing verification of what you want students to learn from the course, how they will learn it, and how the learning is connected to the sites you will be visiting.

This proposal must be submitted to the UMAIE Board Member and reviewed by the appropriate oversight committee, as determined by your home campus. If approved, this proposal will be forwarded to the UMAIE Board of Directors for review and approval in December, and may be submitted to curricular review committees at other UMAIE institutions. It is, therefore, important to be as *detailed* as possible about course goals, teaching methodology, and how these are supported by the off-campus site(s). It is understood that the syllabus may need to be altered as logistical arrangements and academic content is determined out over the next several months.

I. COURSE DESCRIPTION

- A. Course title:
- B. Primary course locations (cities and countries):
- C. Program director(s), department or affiliation, home institution:
- D. Have you directed this program before off-campus? If so, how many times?
- E. What distribution or general education requirements, if any, is this course designed to meet on your home campus?
- F. List any course prerequisites? (Please explain)

- G. Discuss and defend the direct correlation between the site(s) and course content. Ask yourself why it is imperative to carry the course out in this location(s). In the Integrated Syllabus below, you should discuss specifically how each site during the program off-campus relates directly to the curriculum and course goals and topics.
- H. If the program involves a home stay experience, describe:
- the length of the home stay
 - the organization and/or individuals responsible for arranging the home stays
 - the standards used to determine appropriate host families (see Guidelines/Travel & Logistics for a list of standards)

II. INTEGRATED SYLLABUS

UMAIE courses (and other short-term programs like them) set themselves apart because they attempt to integrate traditional classroom education with experiential learning and site visits. **It is very important that you demonstrate to the UMAIE Board and other curricular committees how the location and local resources enhance the learning objectives of the course.** Directors should formally identify lectures, readings, site visits, group discussions/reflection times and cultural activities that are required parts of the course, as well as unstructured course time. As contact hours must be equivalent to those on the home campus, identify the time spent in these activities.

The syllabus should include the following items.

- Course description of 100-200 words
- List the course goals and objectives
- Required readings, including books, articles or proposed contents of course packet.
- Evaluation. List and describe in detail each requirement such as participation, assignments, exams, papers, presentations, academic journals, or field observation reports that are used as the basis for the course grade. Proposals must also include:
 - The % of each requirement as it contributes to the grade
 - Class attendance policy, including how many absences will affect grades.

Notes:

- The UMAIE Board requires a final assignment (essay, final examination, paper) that synthesizes in a meaningful way student learning and academic achievement.
 - Evaluation methods should support and reflect the integration of course content and intercultural learning.
- E. Daily Integrated Syllabus: An acceptable Integrated Syllabus must be given in a daily format and include the following criteria. Be as specific as possible.
- The length of time** in each location. Courses must **provide a minimum of 20 days with scheduled academic activities or course related travel**, plus two days identified for travel to and from the overseas site. The maximum stay abroad is 26 days.

2. A balance of various **educational activities** (lecture titles or topics, readings, cultural site visits, group discussion/reflection time, cultural events, etc.). *Clearly articulate why these activities are part of the intentional cultural experience.*
3. Other **intercultural-orienting activities** (examples: required or recommended events outside of the course content; why you would attend a theatre performance during a non-theatre course). *Again, identify the link between these activities and the learning objectives of the course.*
4. The length of time spent in these activities. **Contact hours, defined as the time when students are engaged in the objectives of the course**, must be equivalent to or more than those on the home campus.
5. The amount of unstructured course time in each day.

III. TEACHING METHODS

- A. Language is critical to intercultural integration on every off-campus program, including English-speaking areas. How will you help students understand these linguistic differences that are a core part of the experience? List any language prerequisites for this course and specifics on any language teaching/learning that will occur during the course. If no language prerequisites exist, explain how participants will carry out their course work and interact with the local population and culture. Please be more explicit than just stating that everyone speaks English.
- B. What teaching methods and other pedagogical approaches are used and how do they facilitate the learning process to ensure that the course objectives are met?
- C. Estimate the percentage of the on-site teaching and guiding that you will do yourself. Will you be using guest lecturers? If yes, why and how are they used and how will you integrate them into the course?
- D. If there are two program directors:
 1. How will they share responsibilities?
 2. What experience do they have working together?
 3. Which one will teach the course if enrollment fails to reach 26 students?

IV. COURSE REVISION

If you have taught this course previously, please thoughtfully explain what changes you made based on the experience and student evaluations and why?

V. ENROLLMENT

- A. What enrollment do you intend for this course?

Note: A minimum enrollment of 16 is required for each course and the maximum enrollment is 26. A second director is required for enrollments of 20 to 26 students.

- B. How many students from your home campus(es) are you likely to enroll in this course? Explain the basis for your estimate, and how you plan to recruit students.

VI. PROGRAM DIRECTOR(S) INFORMATION

PRIMARY FACULTY DIRECTOR: [Name]

Home address:

Home phone:

Office phone:

Fax number:

E-mail address:

Training and experience in subject matter (if the course topic is outside your academic discipline, describe what training and experience you have to teach this course):

Experience in proposed location(s) and contacts you may have in the host country(ies)

Language(s) and level of proficiency:

Previous experience directing off-campus courses?

SECONDARY DIRECTOR (if any): [Name]

Home address:

Home phone:

Office phone:

Fax number:

E-mail address:

Training and experience in subject:

Experience in proposed location(s) and contacts you may have in the host country(ies)

Language(s) and level of proficiency:

Previous experience directing off-campus courses?

VII. PROMOTIONAL INFORMATION

If the proposal is approved, UMAIE is responsible for providing promotional materials to all the member campuses. Please note that this information will only be used if the proposal is accepted,

but because of the timing of the promotional material we ask that you complete this task as this time

To assist in this effort, please provide us with the following:

1. A one-sentence description of the course for the summary sheets.
2. A 200-300 word expanded course description for other promotional items, i.e., printed materials, and website marketing. Build on the course description from II.A of this proposal. Emphasize for students the academic course objectives, as well as how the experiential and intercultural learning components and location(s) relate.

1. Be flexible on the days of the week you can travel. This will assist in both airline availability and hotel availability.
2. Midweek travel (Monday-Thursday) is generally less expensive than weekend travel (Friday-Sunday), and airlines are willing to negotiate more midweek.
3. Be flexible on what airline you will use and the amount of connections. Airfare is a huge expense on international courses, and the best place to find significant savings if you are flexible. International carriers (Air France, Virgin Airways, British Airways, Lufthansa, etc.) generally are more willing to negotiate their fares down for groups, especially in the off season. Delta, whom has taken over the bulk of the Minneapolis market overseas and the partnership with KLM, rarely negotiates more than 4-8%. Thus, the probability increases that the non-stop flights are now going to be more expensive than a connecting flight through another US gateway.
4. Choose major cities to fly in and out of. Generally there is more competition in and out of the major cities, thus a better chance at a lower negotiated group rate.
5. Group set meals (pre-ordered menus) are more expensive than if giving money to students for meals to dine out on their own, or having a faculty member use group funds to take out to dinner mini groups of 5-6 students over the duration of the course, so that each student has at least one dinner with faculty. Breakfast is the exception as it is generally included in your room rate.
6. Where group dinners are to be included (welcome and final night are most common), dining at your hotel is oftentimes less expensive than at a local restaurant, especially outside of main cities.
7. If dining outside your hotel, choose a restaurant within walking distance to the hotel.
8. Use public transportation wherever possible.
9. Stay at a hotel off the beaten path away from the city centre, or just outside of the city. Hotel should still be easily accessible to city center by public transportation or walking. A fifteen to twenty minute walk is not unreasonable for students.
10. For a longer transfer, but within 3-8 hours, a private motorcoach is usually less expensive than individual train tickets for a larger group (i.e. Rome to Florence). For a smaller group, individual train tickets can be less than a private coach. Also consider a public coach between two cities, oftentimes the least expensive transportation option.

11. Limit the number of countries you'll visit on one course. The less transportation used, the less expensive the course.
12. When a private motorcoach is necessary due to accessibility, group your tours/visits that require a coach on one day, limiting the amount of coaches needed. Generally, coaches are confirmed on a ½ day (minimum 3 hour usage) or full day basis, not hour-by-hour or point-to-point.
13. Many cities have discounted museum passes that can be used, but often times they are permitted on consecutive days only. Review the museum passes online that are available, and group your visits accordingly.
14. If it is imperative to your course that you visit more than one country, map it out so that they are in geographic order. For example, Germany to Switzerland to France is preferable to Germany, France, and Switzerland. Try not to have a pre-set notion that you must start or end in one individual city, or return to a country once you've left it.
15. If visiting more than one country, for instance England and France, flexibility on the order you visit the countries may help. Airfare may be completely full to London around New Year's, but Paris is completely open, so you'd begin the course in Paris.
16. Avoid major cities around a national holiday, as hotel prices generally increase.
17. Where proper classroom space is not necessary, for instance summarizing daily activities or brief discussion on course subject, it is good to utilize hotel lobbies, hotel bars, restaurants, parks, etc. wherever possible in lieu of traditional classroom/conference space at the hotel to avoid booking fees.
18. Where classroom space is necessary for course objective, the breakfast room used privately will oftentimes suffice. However, the timing of your meeting must be later in the day while the breakfast room is not being used to take advantage of this, or on weekends when meeting space is less like to be busy, therefore offering better rates.
19. Limit the need for A/V if a traditional conference space is used for class. Even flipcharts cost extra to use.
20. Where a guide is not necessary to your course objectives, eliminate. In some cases, a guide is mandatory, but where it is not and you can tour a museum with a faculty member giving oration or using museum-provided audio guides, you'll save on cost.
21. Flexibility on what performance will be included, and on what date, allows for better seats and many times a better discount.

22. Use site guides rather than have one travel all the way from your hotel. In some countries this is not possible and a guide/tour manager is mandatory (Egypt, Morocco, etc.), but for instance going to Bath, England and meeting your guide there (referred to as a site guide or local guide) rather than having a guide travel with you all the way from London is always going to cost less.
23. If an entrance into a palace, town hall, parliament building, etc. is not needed, do not include. If your objective can be obtained from viewing from the outside, include the site as a panoramic visit only.
24. Include a panoramic city tour on your arrival into the city if a motorcoach is already being used for the transfer. Since the motorcoach generally has a minimum time requirement, you're already paying for much of the service anyhow. It is good for the students to familiarize themselves with the city on arrival, and cuts down the need for a full city orientation tour later.
25. If you have contacts in the cities you're visiting, it is sometimes worth asking them to host a dinner. Some organizations offer to do this at a nominal fee, some do free of charge.
26. Most courses will have twin occupancy rooms, but in some countries it is widely accepted to book triples or quad occupancy rooms for the entire group, generally a good source of savings for the students especially if a kitchen can be included as well. Cairo, Sydney, Oslo and Barcelona are examples of where this is possible.
27. Guest houses and full-service dorm type rooms or hostels can offer savings in some cities (examples are London, Paris, Barcelona, and especially in Scandinavian cities). This is not a strict rule as some actually can be higher than if you stayed in a hotel, and many times the booking terms are not acceptable (strict non-refundable deposits). However, where the terms are acceptable, this type of accommodation should be considered for student groups.
28. Utilize an overnight train/ferry with couchettes/twin bedding in lieu of a hotel room.
29. Minimum number of academic days is 20; maximum stay is to be 26 days. With better planning, deleting hotel nights can be a good savings. For UMAIE 2010 courses, the average stay was nearly three nights more than the minimum with 16 of the courses being at least three nights more than required.
30. Flexibility = savings in almost every aspect of the course.

Letter of Contract

Marketing and Recruitment

Program-specific marketing and the recruitment of students is a primary responsibility of the Faculty Director. You should expect to promote your program to students, with your peers, visiting classes, and using printed and e-publications as needed. Seminars International (the UMAIE Secretariat and Travel-Study Arranger) will visit each campus in February, April and again in September to help promote all UMAIE courses. You will be advised of dates specific to your campus and asked to participate as you can. Promoting your course early and getting students to apply on time will be vital to whether or not your course will operate this year.

In the initial proposal, each Faculty Director was to provide a one-sentence course description. This will be used for a promotional document sent to students on UMAIE campuses to promote all 2012 course options. Faculty Directors also provided a 200-300 word expanded description for the course, academic prerequisites for your course and a paragraph about personal training and experience to be used for an autobiographical sketch. This information will be used in the development of a detailed one-page course description document. The course descriptions will be provided to each UMAIE campus for the promotion of each individual course.

In addition to the information already received, each Faculty Director will need to provide:

- **Any additional prerequisites** that will give prospective students a better understanding of what your expectations are for a student applicant. In your proposal you were asked to provide academic prerequisites and most of you provided this and more. If you feel it is important to include any additional criteria you plan to use to select students for your course, this information should be provided. (For example: consider if you will give preference to upper-class students vs. second year students, if you will give special preference to those with specific majors, what the physical demands of the course will be and consider the possibility of a student with special needs participating in your course.)
- **A recent headshot photo.** This will be used for each course description and will be placed next to each autobiographical sketch. If you have directed a UMAIE course in the last two years we will have your photo. If you would like an up-to-date photo, please send it. A scanned photo is best but an actual photo will work as well.

Please send any additional prerequisite information and photos by January 5, 2011
to:

Megan Johnston-Spencer
Communications Coordinator
Seminars International
33 W. Monroe St., Suite 1160
Chicago, IL 60603
email: Megan@semint.com

Please include your name and your 2012 course title.

A draft of the course description will be sent to you for review and editing via e-mail or fax before final printing in March 2011. Seminars International will publish the course descriptions on the UMAIE web site (www.umaie.org) and provide each campus with originals for their copy needs.

Program Development

During February, a representative of Seminars International and a UMAIE Board of Directors member will meet with each Faculty Director to discuss UMAIE procedures (including the new orientation process described below), review itineraries and discuss travel logistics.

Academic Content

Faculty Directors are responsible for the academic content of the program, including the syllabus, book orders, printing, special visits, interviews, and lectures.

The January Term is to be treated as a discrete unit of study for which Faculty Directors may not require preparatory work prior to the end of the Fall Term or summary work after the beginning of the Spring Term. However, required readings may be listed on the course description.

Travel

All travel accommodation and logistical arrangements as well as ticketing for theatre and concert performances, will be made by Seminars International. Assistance can also be given for programming elements, if required.

At least one Faculty Director must accompany the group from the point of origin. If the course is being directed by two Faculty Directors, both must be with the group for the duration of the course. If Faculty Directors wish to extend their stay at the conclusion of the course, they must notify Seminars International of their plans no later than **October 3, 2011** and pay any additional charges. If Faculty Directors do extend their stay, they must personally see that course participants are safely boarded on the return aircraft to the U.S.

The UMAIE board does not encourage a Faculty Director's spouse/partner or family member accompany a UMAIE course. UMAIE's policy on this issue is to defer to the "lead" Faculty Director's home campus policy. Campus policies vary from campus to campus. All approvals must be obtained from the "lead" Faculty Director's UMAIE Board member prior to February 25, 2011. Travel arrangements for an approved spouse/partner or family member must also be requested by this date to be included in the group arrangements (with the understanding that additional expenses will be paid by the Faculty Director or accompanying individual). Any accompanying individual approved after February 25, 2011, must make travel arrangements independently from Seminars International. **Costs for an accompanying individual, sharing a room, are typically in the range of 80 – 90% of the full student cost.**

Enrollment - THESE DEADLINES ARE FIRM – THERE WILL BE NO LATE ENROLLMENTS ACCEPTED.

The UMAIE student enrollment period runs from April 18 to October 3. Student applications include a one page personal statement from the student explaining why he/she wishes to

participate. **Faculty Directors may require an unofficial transcript (when available from the home institution) or documentation of prerequisites and grade point average. Faculty Directors are responsible to ensure that students meet the prerequisites. These requirements must be clearly stated on the individual course description.**

The application process and timetable is as follows: Priority Enrollment – April 18, 2011 - The UMAIE Secretariat will send Faculty Directors all applications submitted by April 18. Faculty Directors must evaluate each application and applicant by **May 4, 2011. On or before this date,** Faculty Directors will be required to inform the UMAIE Secretariat (via fax or email) if a student is either in the course, wait listed, or if the student did not meet the prerequisites. The UMAIE Secretariat will inform each student of his or her status via e-mail by May 6, 2011. Applications submitted after April 18, 2011 will be sent to the Faculty Director on a bi-weekly basis and processed by rolling admission.

Please note the following when evaluating the enrollment applications:

- All students who apply on or before April 18 will be considered as having applied at the same time (i.e. there is no implicit advantage to being the first to apply for a course, either by lottery or early submission of the application).
- For applications submitted on or before April 18, half of the positions in a course are reserved to accommodate students from the Faculty Director's home campus (although faculty may select to not fill that quota).
- The Faculty Director will review the entire list of applicants and determine their status (either accepted in the course, on a wait list, or rejected for this course). For faculty who choose not to screen each applicant, the applications will be presented in the order that each institution wishes them to be reviewed.
- It is the intent of the UMAIE Board that the selection process honor the fact that the enrollments come from schools participating in a consortium, and that, once the home school's quota has been met or by April 18, the remainder of the students accepted into your course will reflect the consortium membership.
- Students with special needs must be evaluated based on the special needs procedures on the campus of the "lead" Faculty Director.

Budget

Courses directed by a single Faculty Director are based on an enrollment of 16 students; courses directed by two Faculty Directors are based on an enrollment of 26 students. If enrollment in a course is less than 16 or 26 respectively, the cost implications (including the possibility of reducing one director from a course scheduled to be directed by two faculty) will be determined by Seminars International in consultation with the Faculty Director and their campus UMAIE Board member.

Cancellation

On September 15, courses with fewer than ten (10) enrollments will be cancelled, allowing those students to transfer to another course while there is still space available.

UMAIE reserves the right to discontinue this course at any time before or after departure, should circumstances arise that warrant such a decision.

If it is determined the Faculty Director cannot fulfill the course obligations at any time between now and the departure date, they must notify their campus UMAIE Board Member immediately. Depending on the withdrawal date, the program will be cancelled or a replacement Faculty Director sought.

Orientation

This will be the second year of UMAIE's mandatory on-line orientation. You will not meet with the students in the Twin Cities as we have done in the past. There are three components to the new orientation approach:

- An on-line exam that each student must successfully complete during the month of October.
- A mandatory webinar style on-line meeting that will cover the courses specific information to be scheduled in November.
- An in-country orientation session upon arrival at your first destination.

We will have Jerry Stenger, Principal/Owner, In-tandem inc. work with you to develop your own on-line orientation session.

More information on this process will follow.

Evaluations

Faculty Directors will be asked to complete a travel arrangements evaluation form that is included in the Travel Arrangements Binder sent in December.

Students and Faculty Directors will be asked to complete an online course evaluation form. The form will be sent, via email, upon their return to the States. Faculty Directors will be responsible for explaining to the students the importance of participating in this online course evaluation.

Grades and Financial Reports

Grade reports will be due no later than February 1, 2012. Financial reports will be due no later than February 10, 2012.

NOTE: As of 2004 the Board requires letter grades for all courses.

Additional Questions

I wish to receive a student's unofficial transcript.
application.

YES
Please circle one

NO

I wish to review and screen each

YES
Please circle one

NO

Seminars International and UMAIE offer Faculty Director Travel Grants and UMAIE Board Member Grants each year for Faculty Directors/UMAIE Board Members wanting to learn more about UMAIE courses and specific destinations. If a faculty/UMAIE Representative receiving a grant wishes to participate in your course, would you be willing to have him/her accompany you?

YES
Please circle one

NO

Faculty Director's Signature

Date

Please Print Name

THE UMAIE MISSION STATEMENT

To provide high-quality short-term global education experiences in diverse locales and to encourage the development of intercultural values and understanding through intercollegiate cooperation and coordination of programming resources and expertise.



2012 JANUARY TERM ABROAD

Discovering the Origins of Evolutionary Thought: Charles Darwin, Ecuador, and The Galapagos Islands

January 1-26, 2012

Itinerary

Twin Cities/Quito	01/01	Cuenca/Puerto Bolivar	01/14
Quito/Mindo	01/04	Puerto/Bolivar/Guayaquil	01/15
Mindo/Cotopaxi	01/06	Guayaquil/Santa Cruz (Galapagos)	01/16
Cotopaxi/Quito	01/07	Santa Cruz/Isabela Island	01/19
Quito/Punta Ahuano	01/08	Isabela Island/Quito	01/24
Punta Ahuano/Riobamba	01/10	Quito/Twin Cities	01/26
Riobamba/Cuenca	01/11		

T3804

Price: \$6,155-\$6,455*

Charles Darwin was one of the most revolutionary thinkers of his time, and his work forever changed the way we think about the world. This course aims to familiarize students with Darwin and his work by examining his thought processes, reading what he read, visiting sites which were instrumental in the formulation of his theory, and gaining hands-on experience with the theory and practice of evolutionary biology and natural history. We begin the course in Quito, where we will explore the rich cultural, artistic, political and religious history of this area through walking tours of the city, visits to religious sites, and visits to museums. We will also read about and discuss pre-Darwinian natural philosophical thought and world views – including selections from William Paley, Thomas Malthus, and other scholars whose work Darwin read. In addition, we will examine scientific thought and methodology, specifically addressing the nature of scientific reasoning and its historical development from natural philosophy.

Upon leaving Quito, we will visit Inti Nan (the equator museum), the Mindo Nambillo Cloud Forest, the Cotopaxi Volcano (a young active volcano) and surrounding glaciers, the Amazon basin, and the Puyango Petrified Forest to study fossil evidence for evolution. We then travel to Guayaquil, for departure to the Galapagos Islands, where we will study how the islands played a part in Darwin's ideas, and will also learn about current work there which adds to our understanding of evolutionary processes. Throughout the course, we will study not only the scientific evidence that Darwin so meticulously provided to support his theory of evolution by natural selection, but will also look at modern biological techniques and discoveries that support his work. In this process, students will gain hands-on experience in the field, learning for themselves the power of the scientific method.

Physical Requirements: Students must be physically fit and able to participate in multiple mandatory hikes of 5-10 miles each at high elevations and in warm and humid conditions, and embark on moderately steep climbs on uneven terrain lasting upwards of 2 hours.

Comprehensive Fee Includes: Transportation and course arrangements as indicated, hotel and lodge accommodations in twin, triple and multi-bedded rooms, continental breakfast daily, 17 lunches, and 18 dinners. (subject to change)

Prerequisites: The course does not have any academic prerequisites.

Required Readings: Weiner, Jonathan. 1994. *The Beak of the Finch*. Alfred A. Knopf, NY.
Kardong, Kenneth. 2008. *An Introduction to Biological Evolution*, 2nd edition. McGraw-Hill, Boston.
Coursepack of readings and laboratory/field exercises.

Evaluation:	
Journal entries	20%
Field Notebook	20%
Field Projects	20%
Final Synthesis Paper	20%
Class Participation	20%

***Each home institution may have supplementary fees in addition to the price listed.**

Cynthia Norton, Ph.D., St. Catherine University
Amy Hilden, Ph.D., St. Catherine University

(651) 690-6631, cgnorton@stkate.edu
(651) 690-8826, abhilden@stkate.edu



Dr. Norton is a Professor of Biology and Women's Studies at St. Catherine University. She received her PhD in Biology from the University of Iowa in 1985. Although a biologist by training, she has taught many interdisciplinary courses including Foundations of Women's Studies, a course on courtship in humans and other animals, and The Modernist Moment in both 2006, 2008 and 2011. Dr. Norton co-led a course to Ecuador and the Galapagos Islands in January 2010. This is her 5th UMAIE course.

Dr. Hilden is Professor and Chair of the Department of Philosophy at St. Catherine University. She has taught the upper division history of philosophy course, Early Modern Philosophy (1600-1800), covering rationalism and empiricism, the Age of Reason/Enlightenment, and the rise of the modern scientific method. Dr. Hilden traveled to Ecuador and Galapagos in 2009 on a travel grant to plan the 2010 course, and co-led the course in 2010.





UMAIE
JANUARY TERM ABROAD APPLICATION

Application for January 2012

PLEASE PRINT OR TYPE ONLY

Application #:
 # in Line:
 Reg. Date:
 Reg. Time:

T# _____ Course Title _____

Proper Legal Name (AS IT DOES/WILL APPEAR ON PASSPORT)

First Name _____	Middle Name _____	Last Name _____	Birthdate _____	M or F
Institution _____ P.O. Box # _____ Student ID # _____				

Cell Phone # () _____ E-Mail Address _____

Year of Graduation _____ Major _____

Mailing Address (if living off campus)	REQUIRED: Mailing Address (after December 15, 2011)
Street _____	Street _____
City _____ State _____ Zip _____	City _____ State _____ Zip _____
Current Phone () _____	Phone () _____

Emergency Contact _____ Relationship _____

Home Phone () _____ Office Phone () _____

Are you a U.S. citizen? Y N Do you have a valid U.S. passport? Y N

Passport Number _____ Expiration Date _____

IMPORTANT NOTE: PASSPORTS MUST BE VALID THROUGH AUGUST 2012

If you have a foreign passport, which country is it from? _____

If you have a specific physical, psychiatric or learning disability and require accommodations or auxiliary aids in your living environment and/or classroom, please advise and discuss with your campus UMAIE Board Member at the time of acceptance to ensure your needs can be accommodated.

All students applying to participate in study abroad programs are required to disclose any disciplinary history with their institution, along with their disciplinary history at any other institution of post-secondary learning, if applicable. Have you ever been found responsible for violations of the student code of conduct at this or any other college or university? Yes (initial) _____ Please list all disciplinary incidents and sanctions incurred for each incident. (use a separate sheet of paper) No (initial) _____

Students may not apply for more than one UMAIE course.

Wait list students must cancel off the wait list before they can transfer to another course.

Your signature below verifies the following:

1. I have attached a copy of my valid passport, or a copy of my passport application form.
2. I have completed the prerequisites required to enroll in this course and have listed them on the back of this form.
3. I am not on academic or disciplinary probation and I authorize the staff of this institution access to my academic and disciplinary records.
4. I must cancel in writing and abide by the cancellation policies. (I realize that if I cancel after November 1, 2011, I may forfeit the entire cost of the course.)
5. I have read and will abide by the rules and procedures of the UMAIE Consortium as printed on the attached sheet.
6. I have written a personal statement explaining my reasons for wanting to participate in this course on the back side.

Signature of Applicant _____ Date _____

Signature of Academic Advisor _____

(NO SIGNATURE REQUIRED FOR STUDENTS FROM ST. CATHERINE OR ST. THOMAS)

Signature of Campus UMAIE Representative _____ Check # _____

(over)



UMAIE MEDICAL HEALTH QUESTIONNAIRE FORM

The purpose of this form is to determine your health history and any special medical needs you may have when you study abroad. Information provided will be treated confidentially. This form will be forwarded to your Faculty Director for the purpose of serving you as promptly and correctly as possible, should you require medical or counseling services during your term abroad.

To Be Completed By Applicant

Name (Please print as it appears or will appear on passport)	Student ID Number	Height	Weight	Gender F M
Course Name				
Are you generally in good physical condition? <input type="checkbox"/> Y <input type="checkbox"/> N	If no, please explain.			
Are you currently being treated for any medical/physical condition? <input type="checkbox"/> Y <input type="checkbox"/> N	If so, please explain.			
Are you a diabetic? <input type="checkbox"/> Y <input type="checkbox"/> N	Have you ever had epilepsy or other seizure disorders? <input type="checkbox"/> Y <input type="checkbox"/> N	Do you have asthma? <input type="checkbox"/> Y <input type="checkbox"/> N		
Do you have a heart condition? <input type="checkbox"/> Y <input type="checkbox"/> N	Do you have or have you had any eating disorders? <input type="checkbox"/> Y <input type="checkbox"/> N	If so, please explain.		
What diseases have you had in the past five years (if any)?				
Have you ever been treated for any emotional disorder? <input type="checkbox"/> Y <input type="checkbox"/> N	If so, please describe.			
Do you have any allergies to foods, medications, environmental factors, insects, etc? <input type="checkbox"/> Y <input type="checkbox"/> N	If so, what is the allergen and what happens when you come in contact with it?			
Are you taking any medication? <input type="checkbox"/> Y <input type="checkbox"/> N	If so, please describe.			
Do you anticipate needing any health care or counseling while abroad? <input type="checkbox"/> Y <input type="checkbox"/> N	If so, please describe.			
If there is any additional health information that would be helpful for the Faculty Director to be aware of during the study abroad experience, please describe on the back side.				
Applicants cell phone number _____				
Emergency Contact Name _____		Relationship _____		
Home Phone _____		Work Phone _____		

Medical Insurance

All students are required to be covered by a medical insurance policy while they are abroad. Please check your insurance company to see if your benefits extend to your stay abroad.

I am insured for any medical expenses which may incur while I participate in the UMAIE Program. This policy is with:

Insurance Company _____ Policy Number _____

I certify that all responses made on this Medical Report form are true and accurate, and I will notify my campus UMAIE Board Member hereafter of any relevant changes in my health that occur prior to the start of the program. I understand that this form is for information purposes only and in no way implies that UMAIE takes responsibility for my health.

Student Signature _____ Date _____

I hereby authorize the UMAIE Faculty Director to procure all necessary medical assistance while my son/daughter participates in this course and authorize any competent medical person to do all things reasonably necessary to treat any injury or illness which occurs during this course. I understand my son/daughter will be financially responsible for any medical treatment he/she receives.

Parent Signature _____ Date _____

(unless student is over 18)

**UPPER MIDWEST ASSOCIATION FOR INTERCULTURAL EDUCATION**

*Augustana College • Elmhurst College • Gustavus Adolphus College • Hastings College
St. Ambrose University • St. Catherine University • University of St. Thomas*

Congratulations! You have been accepted into the 2012 UMAIE January Term Abroad course you applied for. You will be receiving further course information from your Faculty Director, your campus study abroad office and the UMAIE office, so please continue to check your e-mail. Please notify Kathy, in the UMAIE office (Kathy@semint.com) if your cell phone number or e-mail address changes.

Questions regarding the course arrangements can be directed to the UMAIE office or to your campus UMAIE Board Representative. Faculty Directors are happy to respond to questions specifically related to the course content, required readings, etc. Their phone numbers and e-mail addresses are listed on the individual course descriptions.

The attached PDF file outlines "Steps to follow once you are accepted into a UMAIE course". Please read it over carefully, noting the dates and deadlines, especially the cancellation policy and the deviation policy. Consider keeping this e-mail on your desktop or somewhere you can easily refer to it.

Congratulations again and welcome to the 2012 UMAIE program!



Upper Midwest Association for Intercultural Education

STEPS TO FOLLOW ONCE YOU ARE ACCEPTED INTO A UMAIE COURSE

1. **DOWNLOAD AND RETURN THE HEALTH QUESTIONNAIRE FORM** – Download the Health Questionnaire Form from the website: www.umaie.org/once_accepted. Type in your information, print the form and return **two** copies of the Health Questionnaire form to your campus UMAIE Board Member before October 24, 2011.
2. **REVIEW YOUR PASSPORT AND SEND COPY** - Send one copy of your valid and signed passport to your campus UMAIE Board Member before October 24, 2011 if you did not do so with your application.
 - Passports must be valid **through August 2012**, or beyond if you are extending your stay. **Please check the date now!**
 - If you need to apply for or renew a passport, please do so immediately. The passport application and renewal process can take up to two months.
 - Penalties may occur if the passport copy is not turned in by **October 24, 2011**. For information about applying for or renewing passports please visit: <http://travel.state.gov/passport>.
3. **CHECK TO SEE IF YOUR COURSE REQUIRES A VISA** – If your course requires a visa it will be stated on the course description. A country specific visa application will be sent to you 2-3 months prior to departure.
4. **CHECK ON REQUIRED OR RECOMMENDED IMMUNIZATIONS** - Information regarding recommended and or needed immunizations can be found at the CDC website: www.cdc.gov/travel/. If you are traveling to a destination that requires an immunization, the UMAIE Secretariat will inform you in a timely manner. Please communicate with your personal physician at least 6 weeks before your departure to discuss any CDC recommended immunizations and to be sure you are up to date on all routine immunizations.
5. **MAKE DECISIONS REGARDING TRAVEL DEVIATIONS** - Course prices are based on group travel arrangements. Requests for travel deviations from the group arrangements must be made in writing to Seminars International (e-mail: travel@semint.com; fax: 312-332-5509). A service charge will be levied for all deviations. The service charge for requests received by Seminars International before October 3, is \$75; from October 4, 2011 until November 1, 2011 the charge is \$125. **After November 1, 2011, no deviations will be accepted.** Once the deviation has been booked, any changes may incur additional costs. Students who deviate are responsible for providing their own transportation to or from the actual course location abroad. **NOTE: Not all airlines allow deviations on group reservations.**

***Students from Elmhurst College, Augustana College and St. Ambrose University will receive further information on travel to Minneapolis/St. Paul or from your originating city.
6. **ORIENTATION** - will include a self-study and on-line quiz to be completed early Fall, a webinar on-line meeting in November and an on-site orientation session once abroad. More information on these components and the deadlines for completing them is available on the UMAIE website by clicking on the UMAIE Courses tab, then clicking on your course title and following the link to the orientation information. **FULL PARTICIPATION IN EACH COMPONENT IS MANDATORY.**
7. **NOTE COURSE CANCELLATION POLICY:**

No cancellation fee	Through September 15, 2011
\$500 cancellation fee	September 16 – November 1, 2011
\$500 + possible loss of entire course fee	After November 1, 2011
No refund	30 days or less prior to departure

All cancellations must be submitted in writing on the UMAIE Course Cancellation Form (download from the website: www.umaie.org/once_accepted.htm) and must be signed by your campus UMAIE Board Member. The date the form is signed by the Board Member is the official cancellation date.
8. **NOTE FINAL PAYMENT PROCEDURE:** Accepted applicants are notified of the final price during the last week of October. Students at Gustavus Adolphus College should bring their final payment to their International Education office on or before, Tuesday, November 1, 2011. Students from Elmhurst College should bring their final payment to their Student Accounts office on or before Tuesday, November 1, 2011. Students from other institutions will have their course fees billed to their student account. Please note the final statement will be sent the last week in October.



UPPER MIDWEST ASSOCIATION FOR INTERCULTURAL EDUCATION

Augustana College • Elmhurst College • Gustavus Adolphus College • Hastings College
St. Ambrose University • St. Catherine University • University of St. Thomas

UMAIE JANUARY TERM ABROAD AGREEMENT

Name of Student: _____

Name of Course/Program: _____

I, _____ (Student's Name), a student at _____ ("Institution"), will participate in a cross-cultural study abroad course ("Program") for January term 2012, offered through the Upper Midwest Association for Intercultural Education ("UMAIE"). I understand that participation in the Program is voluntary, and in consideration of being allowed to participate in the Program, I hereby agree as follows:

1. **Risks of Off-Campus Study.** I understand that participation in the Program involves risks not found in study on-campus, these risks include: traveling to and within, and returning from, one or more foreign countries; foreign political, legal, social and economic conditions; different standards of design, safety and maintenance of buildings, public places and conveyances; risk of pandemic and possible quarantine; housing that may be located in an area that is dangerous to my health and safety; travelling to and within, and returning from one or more countries which is the subject of a U.S. State Department Travel Warning; and other risks which may be described in course descriptions and other written information concerning this Program which I have received and reviewed. I understand that these and other risks are further described in the U.S. Department of State Consular Information Sheet and Travel Warning, accessible at <http://www.travel.state.gov/travel/>. I have made my own investigation and, knowing the dangers, hazards and risks involved in my participation in the Program, I am willing to accept these risks.
2. **Independent Activity.** Although UMAIE sponsors this Program, I understand that neither UMAIE nor any of the Faculty/Program Directors 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 Faculty/Program Director's 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 UMAIE liable for any injuries to my person or property or any other losses that occur during my participation in the Program.
3. **Disclaimer of Liability.** I understand that neither UMAIE nor the Institution represents or acts as an agent for, and cannot control the acts or omissions of, any host institution, home stay, hotel, transportation carrier, tour organizer or other provider of goods or services involved in the Program. I understand that UMAIE and the Institution are not responsible for matters that are beyond their control. UMAIE, the Institution, their Board of Directors, employees and agents are not responsible or liable for any injury, damage, loss, expenses, or delay which I incur as a result of my participation in the Program including, but not limited to: (1) any injury, damage, loss, accident, delay or other irregularity in goods or services involved in the Program, or which may be caused by the defect of any vehicle or the negligence, default or omission of any host institution or home stay; (2) any losses or expenses due to sickness, weather, strikes, hostilities, wars, natural disasters or other such causes; or (3) any disruption of travel arrangements, or any consequent additional expense that may be incurred therefrom.
4. **Early Departure.** If I decide to leave the Program before completing my course of study, I will provide UMAIE with advance written notice of my intention to leave the Program. If I leave the Program prior to its completion, UMAIE has no liability to provide or arrange for transportation, housing, dining or other services to me in connection with my early departure.

5. Standards of Conduct.

A. I understand that each country has its own laws and standards of acceptable conduct, including dress, manners, morals, politics, drug use and behavior. I recognize that behavior violating those laws or standards could harm UMAIE's relations with those countries and the institutions therein, as well as my own health and safety. I will become informed of, and will abide by, all such laws and standards for each country to or through which I will travel during the Program.

B. I will comply with all rules and regulations issued by UMAIE, Faculty/Program Directors or any coordinating institution. It is within the Faculty/Program Director's discretion to determine that my violation of such rules and regulations warrants my termination from the Program. **In that event, I may be sent home at my own expense.** I agree that UMAIE has the right to enforce its rules and regulations, in its sole discretion, and that it will impose sanctions, up to and including expulsion from the Program, for violation of these rules and regulations or for any behavior detrimental to or incompatible with the interests, harmony and welfare of the Program or other participants. If I am expelled from the Program, I consent to being sent home at my own expense with no refund of fees. **I also agree that I will: (a) not buy, sell or use illegal drugs at any time, (b) not engage in abusive use of alcohol, (c) participate in all classes and scheduled activities unless ill, and (d) abide by dress and cultural codes suitable in the countries visited.**

6. Program Changes. UMAIE may, in its sole discretion, determine that circumstances within a foreign country may require the cancellation of the Program within that country. UMAIE will provide me with as much advance notice as possible of its intention to cancel the Program in which I will participate. I also understand that UMAIE, the on-site coordinators or the foreign government may prematurely terminate the Program. I understand that UMAIE's fees and Program charges are based on current airfares, lodging rates and travel costs, which are subject to change. If I leave or am expelled from the Program for any reason, there will be no refund of fees already paid. If the Program is cancelled or prematurely terminated by UMAIE I will not be refunded any fees except those that UMAIE can recover. I accept all responsibility for loss or additional expenses due to delays or other changes in the means of transportation, other services, or sickness, weather, strikes, computer problems or other unforeseen causes. If I become sick or injured, I will, at my own expense, seek out, contact and reach the Program group at its next available destination. UMAIE bears no liability for any losses or claims incurred by me in connection with my own early termination from the Program or UMAIE's termination of its participation in the Program. If I decide to remain in the foreign country after receiving notice of UMAIE's intent to terminate the Program, I bear complete responsibility and liability for my own care and safety.

7. Health and Safety.

A. I have consulted with a medical doctor with regard to my personal medical needs. There are no health related reasons or problems which preclude or restrict my participation in this Program.

B. I am aware of all of my applicable personal medical needs. I have arranged, through insurance, to meet any and all needs for payment of medical costs while I participate in the Program. I recognize that UMAIE is not obligated to attend to any of my medical or medication needs, and I assume all risk and responsibility therefore. If I require medical treatment or hospital care in a foreign country or in the United States during the Program, UMAIE is not responsible for the cost or quality of such treatment or care.

C. UMAIE may (but is not obligated to) take any action it considers to be warranted under the circumstances regarding my health and safety. I hereby authorize UMAIE and/or Faculty/Program Directors to procure all necessary medical assistance while I participate in this Program and to authorize any competent medical person to do all things reasonably necessary to treat any injury or illness that occurs during my participation in the Program. I agree to pay all expenses relating thereto and release UMAIE, its employees and agents, from any liability or any actions.

D. In the event of an emergency, UMAIE is authorized to contact and release information to _____ (person and relationship to me) at _____ (current phone number) about any and all aspects of my participation in the Program. Such information may include, without limitation, information about my medical condition, my behavior while participating in the Program, and payment of expenses and other costs associated with my participation in the Program. This authorization is valid through the term following return from the Program.

8. Indemnification. I agree for myself and on behalf of my heirs and successors and assigns agree to release, indemnify and hold harmless UMAIE and the Institution, and the past and present trustees, officers, employees, students, and agents of each from any and all loss, cost, damage, liability or expense (including reasonable attorneys' fees) resulting in or arising from my participation in the Program (including periods in transit to or from any country where the Program is being conducted).

9. Program Charges. I am responsible for any and all required payments and charges applicable to the Program. I understand the Program's cancellation policies and fees and agree to abide by them. I have read, understand and will abide by the terms of the **UMAIE Policies and Procedures** and the **Policies and Procedures** from my home institution.

10. Health Insurance. I am insured for any medical expenses, which I may incur while I participate in the Program.

11. Photographic Likeness Release. I authorize UMAIE and its agents to record photographs or other portraits or likenesses of me while participating in the Program on video tape, audio tape, film, photographs, or any other medium in use, reproduce, modify, distribute, and publicly exhibit such recordings, in whole or in part, without restrictions or limitations for promotional purposes. I further consent to the use of my name, voice and biographical material in connection with such recordings or photographs.

A. I release UMAIE, and its past and present directors, officers, employees, students and agents from any liability by virtue of any blurring, distortion, alteration, optical illusion, or use in composite form, whether intentional or otherwise, that may occur or be produced in the recording process, or any unintentional misspellings or inaccuracies and waive any right that I may have to inspect or approve the finished recordings or photographs.

B. If due to private circumstances I cannot allow the use of my likeness, I may officially notify UMAIE of such, in writing, and that request will override this Release.

I have carefully read this UMAIE January Term Abroad Agreement (this "Agreement") before signing it, and I have received good and valuable consideration for signing it.

This Agreement shall be effective only upon receipt of my application by UMAIE, and shall be governed by the laws of the state of Minnesota, which shall be the forum for any lawsuits filed under or incident to this Agreement or to the Program.

Student Signature:	Date:
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Each of the student's parents/guardians must sign this Agreement if the student is under 18 years old, (19 years old if enrolling through Hastings College).

I, (a) am the parent or legal guardian of the above student; (b) have read the foregoing Agreement (including such parts as may subject me to personal financial responsibility), (c) am and will be legally responsible for the obligations and acts of the student as described in this Agreement, and (d) agree for myself and for the student to be bound by its terms.

Parent/Guardian Signature:	Date:
Parent/Guardian Signature:	Date:

Check here _____ if the student has only one parent/guardian.

Make a copy for personal records.

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