

FACULTY-LED PROGRAM PROPOSAL FORM

INSTRUCTIONS: Complete both sections thoroughly, using a separate form for each course proposed. This information will be used for administrative and departmental approval and to assist with budget preparation, logistical and administrative planning, and marketing purposes. TYPE ALL RESPONSES, using additional sheets as necessary.

School, department, registrar, and Academic Affairs approval is required for short-term, faculty-led study abroad programs. As in all course offerings at SUNY Cobleskill, the programs are offerings of academic departments, not individual faculty.

PROGRAM NAME: _____ LOCATION(S): _____

COURSE NUMBER and TITLE: _____ CREDITS: _____

OTHER COURSES ELIGIBLE FOR CREDIT: _____

LEADING FACULTY/STAFF: _____ ADDITIONAL STAFF: _____

COURSE TERM: Winter 20__ Spring Break 20__ Summer 20__

CLASS DATES: _____ TRAVEL DATES: _____
(incl. mandatory pre-departure and post-trip meetings)

PREREQUISITE(S): _____ MINIMUM GPA: _____

PROJECTED MINIMUM/MAXIMUM ENROLLMENT: _____

COURSE DESCRIPTION:

1. RATIONALE FOR TRAVEL: Explain why travel is integral to the success of the proposed course.

2. EDUCATIONAL OBJECTIVES AND OUTCOMES:

- Choose one cross-cultural skill from the [International Experiential Cross-Cultural Learning Evaluation Toolkit](#) rubric.
- Describe your expected outcome(s) from planned assignments relating to experiential learning abroad.
- Prepare assignments that involve reflection and will elicit responses that demonstrate skill development.

(The office of International Education (OIE) is available to assist with assignment development)

- The cross-cultural skill this faculty-led program will focus on:

| | |
|--|---|
| <input type="checkbox"/> Openness | <input type="checkbox"/> Cultural Self Awareness |
| <input type="checkbox"/> Cultural Worldview and Knowledge | <input type="checkbox"/> General Transfer of Knowledge and Skills |
| <input type="checkbox"/> General Connection of Experience to Personal Growth | <input type="checkbox"/> Understanding of Global Context and Impact |
| <input type="checkbox"/> Connection of Cultural Experience to Academic Context | <input type="checkbox"/> Effective Communication |

- The expected outcome will be:

- The assignment(s) reflection(s) students will complete will be:

3. COURSE INFORMATION AND ADVISEMENT: Attach the course syllabus to be used for each course offered, including assigned texts/readings and dates of pre-departure and re-entry sessions. *If this is a new course, it must be approved before advertising.* Be sure to demonstrate that the number of contact hours included in the course is sufficient to justify the number of credits, and that there is adequate out-of-class time for assignments and study time. SUNY policy stipulates 1 credit per week of a short-term academic program. See the Faculty-Led Program Handbook, page 8, for more guidance on credit assignment.

4. STUDENT EVALUATION and PROGRAM ASSESSMENT: During and after the program abroad, collect assignment data from students and use the [skill rubric](#) to determine the degree to which each student has approached skill development. Measurement of cross-cultural skill development will provide an assessment tool from international experiential learning in the curriculum.

After Program Review Is Complete

Once the program has been approved, the OIE will contact and assist the faculty member with completing arrangements for the program. These will include

- program logistics
- promotional materials/ application forms/classroom presentations and information sessions (each faculty leader should plan to conduct an information session in collaboration with the OIE)
- student application intake, review, and notification
- arrangements for fee collection and program payments
- student pre-departure orientation
- post-program report

REQUIRED SIGNATURES

SUBMITTED BY: _____ **DEPARTMENT:** _____

FACULTY LEADER SIGNATURE: _____ **DATE:** _____

CAMPUS APPROVALS: All signatures should be obtained before announcement and promotional activities; prior to approval, promotional material must indicate that program is pending approval.

DEPARTMENTAL APPROVAL:

Department Chair: _____
print name signature date

Dean: _____
print name signature date

ADMINISTRATIVE APPROVAL:

Registrar: _____
print name signature date

**Provost and
Vice President
for Academic Affairs**

print name signature date

OFFICE OF INTERNATIONAL EDUCATION (OIE) APPROVAL:

Executive Director: _____ **Date:** _____

II. PROGRAM DETAILS

The following items are designed to help you consider all components of a faculty-led academic travel program and will assist with logistical planning. Address each item as thoroughly as possible as it pertains to your proposed travel program. You can provide an attached document or materials from 3rd party vendors if you have them. **Feel free to contact [Study Abroad Coordinator](#), Office of International Education, for assistance.**

1. Program Itinerary

Give a comprehensive listing of all cities/countries to be visited with dates, even if they are not firm. Include every day of the program, including departure and return dates. Be sure not to plan your program so tightly that participants do not have the opportunity for self-exploration, shopping, socializing, and doing what appeals to them. They need time to experience the host culture to get the full benefit of being overseas. When possible, address how you will combine the following elements in your program:

- Instruction by local scholars and experts
- Opportunities for student interaction with members of the host culture
- Opportunities for experiential/service learning
- Exercises for focused reflection on learning experience
- Plans to connect with any Cobleskill alumni who are from the host country or currently working in the program vicinity

If using a co-sponsoring institution, consortia office, or other organization, make sure to check the quality and reputation thoroughly through a variety of sources. See the Logistics under Step-by-Step Guide to Program Development in the Faculty-Led Handbook for more detailed information regarding third-party providers. **Contact [Study Abroad Coordinator](#) for assistance.**

2. Activities Designed for Cross-Cultural Experiences

A service learning or cultural immersion component will add depth to the student experience. Describe activities or facets of the program's structure that will give participants the opportunity to interact with people from the host country and learn about their history/culture of the host country/city. This could include homestays, students from host country taking part in the classes, events planned for local and SUNY Cobleskill students, and volunteer opportunities. These experiences should be connected to the chosen cross-cultural skill to be developed. If the program will take place in a non-English-speaking country, discuss what measures will be taken to maximize the students' interactions with their hosts. Service learning resources for faculty can be found at Building a Better World (<http://buildingabetterworld.wordpress.com/>). **Contact [Study Abroad Coordinator](#) for assistance.**

3. Language Preparation

If the program will take place in a non-English-speaking country, indicate how students will be prepared with basic language skills prior to their departure and/or on-site. Students should receive some sort of an orientation to basic vocabulary in the language of the host country/city in order to meet and greet people, purchase food and other essentials, utilize transportation, and handle emergencies.

4. Course-Related Activities/Excursions

Describe activities that are integral to the academic program, mention where they will occur and how long they will last, and relate them to the course objectives. Also discuss any leisure/optional activities that are to be planned for the group.

5. Projected Number of Participants

Specify the desired minimum and maximum number of participants (students/non-students/staff) and indicate from where you expect to draw the applicant pool. Will the program be offered campus wide or only to a pre-selected group(s)? Discuss the rationale for your decision.

6. Proposal Deadlines

Most program proposals should be considered a year in advance. For Winter Session programs proposals should be submitted by January 1. Summer Session proposals should be submitted by August 1. This will allow the OIE to include your program in standard publicity/advertising conducted around campus and ensure that your course is included in the schedule of classes.

7. Program Affiliations

Provide a brief description of any institutions/agencies/organizations with which the program may be affiliated (including third-party program providers, research centers, schools, or NGOs) including its history and academic information (including accreditation status and academic programs, if applicable). Mention should be made of any counterpart associated with the affiliated institution who may assist with the program.

8. Program Budget

*Remember that this section should be completed concurrently with your program proposal in conjunction with the Office of International Education **and a final draft of your budget must be submitted along with your proposal.** Use the Faculty-Led Budget Calculator to list all anticipated expenses for the program, giving actual figures (even if they are still only estimates). Program leaders are encouraged to work with the OIE to develop a budget. Budget items to consider:*

- International airfare
- Local transportation (incl. gas, tolls)
- Student lodging
- Student meals
- SUNY Cobleskill faculty/staff expenses (lodging, meals, airfare)
- Entry to museums or other excursion sites
- Payment for local service providers (such as tour guides, drivers)
- Payment for service providers (AgroTours, CIS, etc.)
- Gratuities or gifts that may be expected for local service providers or institutions visited
- Visas or entry/departure taxes
- Health insurance covering all contingencies abroad

9. Risk Management

Refer to the SUNY Cobleskill **International Emergency Plan (IEP)** for detailed emergency procedures for faculty-led programs and **contact [Study Abroad Coordinator](#) for assistance.**

Travel and Living Arrangements: Outline the arrangements to be used for in-country travel and who will provide it. Discuss where the group will eat and sleep. If host families will be used, discuss

screening/selection procedures. Elaborate on meal arrangements and address provisions for adequate sanitation/food and water safety.

Health and Safety: The safety and security of our students and staff is of utmost importance. As such, we require that information be provided regarding steps that will be taken to protect students in the event of civil unrest or natural disasters to which the region is prone. Speak as well to other, more mundane risks, such as communicable diseases present in the area (e.g., malaria, hepatitis, avian flu), high crime rates, and unsafe local transportation students may use in their free time, etc. Discuss the safety measures that are in place for these risks. Travel as part of a study abroad program is not permitted to countries for which the U.S. State Department has issued Travel Warnings or for which the Centers for Disease Control has issued Travel Health Warnings. Provide information on the resources to which you would turn for assistance if a participant were in need of medical or psychiatric care during the program. Speak to the steps that will be taken to secure medical treatment for sick students and/or possible evacuation. Note: Faculty-led program participants are required to purchase comprehensive health insurance coverage that is valid abroad with no exclusions.

10. Programming upon Return to SUNY Cobleskill

Students' study abroad experiences should not end the minute they return to U.S. soil. Upon completion of the program, the Faculty Leader should plan to conduct post-experience classes or re-entry/debriefing meetings. Consider discussing students' reactions to the host country, the culture, the language, the food, and any unique experiences they encountered. Have them express their experiences by writing a post-program response paper or an article for the College website.

Faculty leaders should also give thought to opportunities to share/promote the faculty-led program experience. Examples may include a photo gallery and display, an art exhibit, a colloquium or other student presentations, or a documentary film. Projects should highlight the program as well as provide students with an opportunity to share the experience with faculty, staff, students, and the local community. **The OIE can provide support for these events upon your return.** Include information about potential events within this proposal.