



University of Minnesota Duluth

DRAFT

International Short-term
Program Leader Handbook

Prepared by:
International Education Office
138 Kirby Plaza, 1208 University Drive
Duluth, MN 55812

<http://www.d.umn.edu/ieo>

Phone: (218) 726-7053
Fax: (218) 726-7352
Email: ieo@d.umn.edu

This is a draft document. Please send your comments and suggestions to
Leigh Neys at lneys@d.umn.edu.

Your feedback is appreciated.

Table of Contents	
Introduction	3
Acknowledgements	4
First Steps in Considering a Short-term Program	5
Why Lead a Program?	5
What Makes a Good Program leader?	5
Program Planning Resources	5
Important Program Considerations	6
Program Development	8
Shared Responsibilities between Program Leader(s) and the International Education Office (IEO)	10
Role of the Program Leader(s)	10
Role of the International Education Office (IEO)	10
Putting Together the Program Application	12
IEO Program Proposal	12
Determining a Program Cost	13
Understanding Payments	14
Recruiting Students	15
Promoting the Program	15
Program Publicity	15
Student Processes	18
Course Enrollment and Registration	19
Registration	19
Finances and Billing	19
Billing and Payments	20
Grades	20
Pre-departure Orientation	21
Pre-Departure Orientation	21
On-site	25
On-site Orientation	25
Risk Management Planning	25
Health and Safety	27
After the Program	29

List of Appendices
Under Development

Introduction

February 25, 2009

Successful international short term programs are a result of a collaborative effort between the program leader, the International Education Office staff, departments, colleges and the wider university. We are pleased that you are considering leading a program abroad. More and more, students at UMD and across the country are choosing Program leader-led programs as a way to incorporate study abroad into their curriculum without altering their graduation goal or straining their financial resources. Leading a program abroad is both challenging and rewarding. The purpose of this handbook is to provide a framework for developing your program, food for thought as you go through the process of developing the course, and information regarding the forms necessary for you to ensure that UT requirements are met.

The UMD International Short Term Program Leader Handbook provides an essential guide to Program leader and staff who plan to offer a program of study abroad for students at The University of Minnesota Duluth. Prepared by the staff of the International Education Office (IEO), the Handbook outlines the best policies and practices for study abroad programs and provides directions for the development of outstanding programs. This Handbook is in its first draft and we encourage you, as program leader, to send us your suggestions for information that would be helpful to include in future editions.

The International Education Office of UMD believes that UMD students must be prepared for living in the global society of the twenty-first century. For citizens to prosper in the global environment, they must empathize with the cultures of other people, understand the intricacies of international economics, appreciate the political conflicts caused by the clash of civilizations, and come to see how the rest of the world regards the United States. Studying abroad, even for a brief time, provides a rich opportunity to experience the cultural interchanges and master the skills so essential to effective international citizenship. Ideally, every student at The University of Minnesota Duluth should have a significant international experience.

UMD Program leader and staff international short term program leaders are essential to the integration of our students' academic formation with the global environment. Program leaders serve many roles in this process: Academic guidance, personal mentor, cultural interpreter, expander of horizons, pastoral counselor, among others.

This handbook provides information, offers advice and counsel for planning and implementing a high-quality short term international program. It explains the procedures for planning the program, outlines the responsibilities and expectations of the program leader, articulates expectations of the students, and provides advice regarding safety and crisis management. The Handbook was developed to provide solid information on how to develop the highest quality program possible and to ensure that the University's requirements regarding legal and financial liability are satisfied. The IEO staff is charged with ensuring that all programs abroad meet the criteria outlined in the handbook.

We hope you find the Handbook useful and we appreciate your feedback now, as you go through the process and after you return. This is a very fluid document that will hopefully fulfill the needs of Program leader leading programs (particularly new programs), the department, college and university. Please contact us at 726-8764 or at ieo@d.umn.edu with any comments or suggestions.

International Education Office Staff

Acknowledgements

This handbook is adapted from the NAFSA publication, *The Guide to Successful Short-Term Programs Abroad*. Additionally, it is a compilation of ideas from various international offices at universities across the United States.

We gratefully acknowledge the following resources:

- Program Handbook, Michigan State University
- Program Handbook, Penn State University
- Program Leader Handbook, University of Minnesota
- Program Leader Handbook, University of Tennessee-Knoxville
- Guide to Education Abroad for Advisers and Administrators, NAFSA: Association of International Educators
- The Guide to Successful Short-Term Programs Abroad, NAFSA: Association of International Educators

First Steps in Considering a Short-term Program

Why Lead a Program?

University-based, short-term study abroad programs are a growing part of the overall study abroad efforts of many university study abroad programs. Short-term programs enrich the curriculum, open new doors for students and provide an excellent professional development opportunity. Program leaders usually return to the campus with deepened convictions about the value of international study as an essential component of education and are eager to do it again.

What Makes a Good Program leader?

Program leaders are the key to the success of short-term study abroad programs. The most successful program leaders share a variety of traits:

- Flexible, cooperative and adaptable in nature
- Able to customize course content to take advantage of the location
- Experienced working with students outside of the classroom
- Experienced with the geographical area to visit
- Fluent in or have knowledge of the language of the country
- Eager to provide students with a kind of educational experience that generally can't be achieved in a UMD classroom
- In good health to handle the physical and emotional demands of the program both before and during
- Have organizing and planning skills
- Have recruitment techniques and enthusiasm—program leaders must be willing to speak with students to promote the program.
- Have leadership qualities and willingness to take charge in any situation where students need to be directed rather than consulted

Program Planning Resources

There are numerous resources available to plan and carry-out a short-term study abroad program. An outline of these resource types is provided below:

Program Providers and Vendors

These organizations provide on-site logistical and administrative support for a fee. Services needed from program providers and vendors can range from the purchase of group airline tickets to arranging all logistics. The assistance of an experienced organization can be very helpful in locating housing, classroom space, cultural tours, etc. Think carefully about what logistical and administrative assistance will enhance the program while keeping the cost as low as possible for the students. Program leaders are encouraged to utilize the services of program providers and vendors. A list of program providers can be found in the Appendix.

Past Program Leaders

The IEO encourages potential program leaders to contact others who have led trips abroad; they are some of the best sources of information and tips. Ask around the appropriate department for names of colleagues who have led trips, and/or ask IEO for names of program leaders who may have led trips to the same country or region. Talk

to as many people as possible and gather as much information as possible before deciding to lead a group abroad.

Administrative Offices

Sending students abroad requires active participation of many of the collegiate unit administrative offices, the business office, the financial aid office, and the registrar's office. The International Education Office has liaisons in each of the above mentioned offices to address program leader and student inquiries. The IEO facilitates communication among the offices for both the program leaders and students.

Students and Parents

The direct targets of the program leader activities are students and parents. Convincing students to go abroad is the easy task, but convincing parents that their child will be well cared for and safe may be even more important. It is easy to overlook parents in the flurry of recruiting efforts. Talking to parents and sending mass emails to parents with program information or reassuring them in troubled times is both effective and the right thing to do. The strategy to build institutional support among students is pretty simple. Do whatever possible to insure an ideal outcome for each and every student, and then ask them to help convince the next generation of students to follow in their footsteps.

On-site Contacts

On-site contacts can provide the most important link to the success of the program. On-site contacts are able to assist with program logistics, provide local expertise and help with translation if necessary. On-site contacts can be professional colleagues, personal acquaintances or travel professionals. The best way to make on-site contacts is to visit the location in person. It is integral to the success of the program that the program leader has personal experience in the program location. The University of Minnesota, through the system-wide Office of International Programs (OIP), provides funding on a competitive basis for site visits. Details can be found online at: <http://www.international.umn.edu/>.

Important Program Considerations

Before planning and developing a program, a few questions should be asked:

- Does the program fill a curricular need for the department?
- Does the program enhance a university major?
- Is there an existing program that already meets these needs?
- Does the program offer something unique that cannot be accomplished on campus?
- Will this program have a strong academic component?
- Is there a specific reason that this program should take place in the specified location? What is that reason?
- Does the time of year when the program is planned appeal to students? Is the length of the program appropriate for the academic content?
- Are seasonal costs, airfare, lodging, food, etc. higher or lower during the time this program will be offered?
- Is the political/economic situation stable in the country of destination?
- Is there a minimum GPA requirement for program participation? Class standing (i.e. upper division only)?
- What are the prerequisites required for language or other courses?
- What is the minimum level of physical fitness required?

It is essential that there are enough students to sustain the program; and the program leader will work with the IEO to determine an appropriate minimum number of participants. Program Leader(s) should consider:

- To whom will the course appeal?
- Is the appeal broad enough to attract sufficient students?

Secondary Program Leader

Another important consideration is adding a secondary program leader. IEO recommends that every program has a secondary program leader who can take over in the event the primary program leader cannot lead the group or must return early. In addition, the secondary program leader may also contribute to the cultural and/or academic component of the course. In addition, secondary program leaders can provide vital assistance in emergency situations. Secondary program leader options include UMD Program leader or staff members, non-UMD university Program leader or staff member or another appropriate individual as identified by the primary program leader.

Program Development

A well thought through program proposal make take up to one year from inception to completing the program. A short-term program planning timeline for both J-term and May/Summer session programs are included in the Appendix.

Items to consider when developing the program:

Course Approval

The first and most important aspect of designing a program must be planning what will be taught and the instructional gains from teaching it at a particular site. The program can have a single focus or can be multidisciplinary. The latter will require greater coordination, but may have a larger market. Like an on-campus course, a study abroad course must be centered on sound instructional objectives. Clear instructional objectives should provide a focus for the program activities. Developing a draft syllabus for the course is a good start.

Program leaders are encouraged to first seek approval of the program and course offering by their respective departments and chair. When considering the course offering, program leaders have three options for course development:

- Existing departmental course: By utilizing an existing course offering, program leaders by-pass the need for departmental curricular approval.
- Special topics course: Departments are authorized to offer certain special topics courses. Departments have existing umbrella course numbers for special topics courses. Please note, however, there are limitations on the number of times the individual special topics course can be offered. In order to add a special topics title, please see the VCAA website for forms and instructions (http://www.d.umn.edu/vcaa/semester_curric/curriculum/curr_forms.htm)
- Propose a new course. This option provides the greatest flexibility in designing the program. By proposing a new course, program leaders determine the course structure and intended outcomes. When considering proposing a new course, it is important to decide which department would be best suited to grant the credit. If the program leader has an expertise in a specific academic area, but the course content would be suited for another academic department, consider having a co-program leader propose the course in his/her department. New course proposals are reviewed by the appropriate department curriculum review committee. Instructions for new course proposals are available on the Vice Chancellor for Academic Affairs (VCAA) website at: <http://www.d.umn.edu/vcaa> for instructions and information.

Determination of credits

Determining credit for the short-term course: The standard used to determine credit load is one credit per week program length. IEO programs must have the same academic rigor as courses on campus. The University of Minnesota states, "Forty-five (45) hours of total effort is expected of the student per credit, and fifteen (15) of these must be direct contact hours." Contact hours include any time the students are engaged in achieving course objectives, such as attending lectures, participating in tours, and visiting museums. Readings and other work assigned should be comparable to that assigned for an on-campus course or similar credit value.

Site selection

The selection of a site for the program is crucial to the success of the program. Program leaders are strongly encouraged to have direct experience with the intended program site prior to leading the program. When considering an appropriate site for the program, keep in mind the course goals and objectives. Can these objectives be achieved at the intended site? If not, is there another suitable location? Also take into consideration language factors, transportation availability, accommodation availability, etc. Talk with colleagues who have had experience in various locations abroad and do research on suggested sites.

Time of year

The time of year the program is held is a major component of student recruitment and program expenses. Programs at UMD typically fall under three timeframes: J-term (winter break), Spring Break, and May/Summer sessions. When selecting the appropriate time frame for the program it is wise to consider factors such as:

- High tourist season: This can greatly affect program cost and site availability
- Weather: Does the proposed time frame lend itself to a pleasant environmental experience?
- Student availability: Programs that run in J-term and May session have had the most success at UMD

Program Dates

The exact program dates are critical for student interest, flight arrangements, and logistical reservations. The start date is defined as the date of arrival in-country which should be the first day of housing. The end date is the day of departure. The departure date should be when the academic portion of the program ends. Do not add extra days for personal site-seeing. This can be the students' choice but should not be included in the formal program dates. A program leader may stay up to four additional days on site for set-up and breakdown. These days may fall before and/or after the program dates, and must be included in the program budget. Program leaders are required to be with the group for the entire length of the program.

Cost

The cost of the program is largely determined by the factors mentioned in this section. Program site, time of year, and program length will all affect the overall program cost. Program leader salary (and additional program leader salary if there is one) and their expenses will also be included in the program cost. As students are the sole bearer of the program expenses, it is important to take into consideration their financial situation.

Itinerary

Do not plan the program so tightly that participants do not have the opportunity for self exploration, shopping, socializing, and doing what appeals to them. Students need time to experience the host culture to get the full benefit of being overseas. Consider 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 learning
- Exercises for focused reflection on learning experience
- Plans to connect with any UMD 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.

Students Outside the University of Minnesota

Program leaders can choose to open their program to students outside the University of Minnesota Duluth. These students follow the same application procedure as UMD students. The IEO works directly with the Office of Admissions and Office of the Registrar to ensure timely acceptance and registration for non-UMD students.

Shared Responsibilities between Program Leader(s) and the International Education Office (IEO)

The International Education Office and the program leader work in collaboration to design and administer the program opportunity. There are a variety of shared responsibilities between the IEO including:

- Publicity and promotion of the short-term international opportunity
- Program specific pre-departure orientations sessions
- Setting the program fee which covers all on-site expenses, including educational expenses
- Promotion of the program with assistance from IEO

Role of the Program Leader(s)

It has often been said in the international education profession that a program leader wears all of the hats of the university. The program leader is responsible for much of the communication regarding program budget, itinerary, travel and accommodation arrangements, site arrangements, assignments, and grading policies.

The program leader, in addition to academic responsibilities, conducts the following activities:

- Submit a complete program proposal that includes
- Establish the course designator through the appropriate department, course number and number of credits for the course
- Determine the minimum number of students needed to proceed with the program.
- Review of applications and final acceptance decisions
- Maintain contact with accepted program participants
- Arrange program specific orientation(s) for accepted participants
- Advise students of all changes in previously agreed upon travel, accommodations, or other course-related arrangements
- Contact the UMD International Education Office in emergency situations
- Post grades
- Financial accounting of program expenses

Role of the International Education Office (IEO)

One of the functions of the UMD International Education Office is to oversee short-term international programs. We welcome any program leader member with international contacts, experience, or interest to work with the IEO to develop a program. The International Education Office can assist you in the following ways:

- Supply all required forms for the establishment of the program, including program applications
- Edit and produce university-wide short-term program brochures and webpages;
- Process student application documents
- Conduct a pre-departure meeting for Program leader leader(s) and students. Information regarding the registration and payment process, international health insurance and safety and liability issues will be discussed
- Finalize the program budget and determine the final cost of the program (to ensure that all programs are self-supporting and to maintain a diverse and academically qualified list of study abroad course offerings)
- Request class number from general scheduling
- Register students (including non-UMD students) for the appropriate course;
- Prepare financial aid budget for students, as needed
- Secure reservations for program necessities (housing, airfare, transportation, etc.)
- Perform international funds transfer
- Obtain final budget approval through VCAA office
- Prepare Study Agreement approval paperwork for Registrar's Office
- Handle monetary transactions, including collection and disbursement of funds;
- Provide program participants with international health insurance coverage for the duration of the study abroad program
- Provide participants with pre-departure packet that includes health insurance information, emergency contact information and student handbook
- Provide program leaders with pre-departure packet that includes health insurance information, emergency contact information, individual student health information, individual student passport information, and course registration roster.
- Prepare and process program leader travel authorizations and reimbursements;
- Conduct post-program evaluations
- Offer workshops within the academic year that provide Program leader with training on program design, international resources, budget planning, policies and procedures, student conduct issues, risk and liability management and other fundamentals of international program leadership
- Provide Program leader with a comprehensive handbook that addresses all the above and includes more detailed information related to program planning and implementation, learning abroad administrative procedures, student conduct and other learning abroad issues

Putting Together the Program Application

IEO Program Proposal

Program leaders should meet with the short-term program coordinator in the UMD International Education Office, to discuss the proposal guidelines. The program proposal requires a formal application, as well as a course syllabus, itinerary, and budget.

The program leader and the International Education Office staff will discuss the proposed budget, logistical matters, program promotion, application procedures, payment procedures, and orientation, and make suggestions on how the proposal may be improved.

The program proposal includes:

- a. Signed program proposal application
 - b. Program proposal statement that includes the following information:
 - How will the course be enhanced by being taught abroad?
 - Do you have capability in the language to function effectively in the countries? If not, will someone with these necessary language skills assist you?
 - Specify the role of the program leader and assistant(s)
 - b. Course syllabus (including how students will be evaluated and cultural activities integrated into the course)
 - c. An itinerary (including nightly accommodation, mode of transportation if changing locations and daily schedule)
 - d. An abbreviated (no more than 3 pages) curriculum vitae for all non-UMD teaching Program leader
3. A program budget

Determining a Program Cost

In preparing a budget, please identify all costs to participants and develop a program price (in collaboration with the UMD International Education Office) that allows for an affordable, high quality program. Remember that because these programs are self-supported by student funds, it is highly advisable that you attempt to make the program as cost effective as possible.

What to do if there is money left over at the end of the program? The UMD International Education Office staff will accumulate the extra funds in the individual program account. Excess funds can not be returned to the students.

Essential Components of the Budget

Student/participant expenses:

- Accommodation
- Meals (not always included in budget, as students sometimes buy their own)
- Ground transportation and gasoline, chartered buses, public subways, buses, rental vehicles (as needed)
- Mandatory international health insurance (contact IEO for current monthly rate)

Other fees under this category could include: entrance fees (museums, cultural events, and cultural experiences), group tours, etc. Participants arrange their own airfare and may be required to pay for some or all of their meals. Books and any elective travel are also the responsibility of the participant. Generally, airfare, passport fees, visa fees, vaccinations, airport exit fees, gifts for hosts, and excursions outside of those planned by the program are not included in the program budget.

Program leader expenses:

- Compensation (pay at CE rate per credit or honorarium)
- Airfare
- Ground transportation (tolls, gasoline, international driver's license, etc.)
- Accommodation
- Meals
- Entrance fees
- Miscellaneous (could include orientation meals, program souvenir, participant badges, etc.)
- Instructional/administrative expenses
- Honoraria (lectures/demonstrations/workshops/cultural events and performances—including ground transportation costs)
- Supplies: mailing, photography, first aid kit
- Classroom/laboratory/library use onsite
- Emergency contingency fund (\$5 per student)
- \$400 per student International Education Office fee

Understanding Payments

Program Leader Expenses and Travel Advances

Program leader expenses are included in the program budget. Program leaders can either take an advance for non pre-paid expenses or request a reimbursement of those expenses (up to the amount included in the budget) after their return.

If a travel advance is granted, the program leader is required to document thoroughly all expenses and submit a travel reimbursement form within 15 days of end of travel. It is always desirable to make as many payments as possible via bank draft or wire transfer before a program begins. This action minimizes financial risk to both the program leader and the university, and reduces the amount of record keeping the program leader has to do during and after the program.

Payments for Program Expenses

Although the university discourages large travel advances, there are times when the only option to make miscellaneous small payments (i.e., museum entrances, bus fares, group meals) is to have the Program leader carrying the funds. If funds from a travel advance are used to pay program expenses, the program leader is required to document thoroughly all expenses and submit a travel reimbursement form within 15 days of end of travel.

Contracts for Services

A contract for services is needed in situations when a service provider (i.e., tour company, foreign university), provide services that are customized for the program. It can take four to six weeks for contract approval from Purchasing Services. It is imperative that you plan ahead as the program should not begin and no payments can be made until the contract is approved by Purchasing Services, assigned a contract number and returned to the department.

Program Leader Pay

Program leaders are paid on a per credit basis at the CE rate for their base salary. This honorarium is subject to full payroll taxes. The IEO financial coordinator can help find the appropriate CE rate. The program leader may instead elect to receive an honorarium at a lesser rate in lieu of the per-credit salary; this reduces the program cost for students.

Program leader salaries for programs that run during J-term incur a 7% fringe benefit charge, which is built into the program fee. Program leader salaries for programs that run during May or the summer incur a 20% fringe benefit charge, which is built into the program fee. This fringe benefit charge includes the university's share of payroll taxes and retirement contribution.

Recruiting Students

Promoting the Program

A program leader's experience, enthusiasm, and expertise about the program will be the strongest marketing tool. Don't be afraid to share this with students! Encourage students to begin their financial planning early. Once the program budget has been finalized by working together with the financial coordinator in the IEO, an official program cost will be determined and posted on the IEO website.

Program leaders are encouraged to maintain lists of prospective students including names, addresses (including e-mail), and telephone numbers. Stay in contact periodically to determine if any perceived barriers to the student's participation might be eliminated. E-mail them with important information about upcoming meetings or interesting details about your program. Make sure to contact students before breaks.

The UMD International Education Office, using information provided by the program leader, will produce a program brochure. Distribution can be any of the following:

- Bulletin boards on campus
- Information meetings and classroom visits
- Targeted academic departments
- UMD and the International Education Office web pages
- Emails to prospective participants
- Distribution in the program leader's classes and academic department
- Messages inserted in the UMD Statesman and Currents
- Bi-annual Study Abroad Fair, held in September and February
- Presentations to relevant student groups on campus

Leaders should communicate the following to program participants:

- What the program will cost
- What is not included in the cost (as detailed as possible)
- How much additional money participants need to budget
- When the application fee and deposit are due
- The final payment deadline

See sample flyers on in Appendix

Make every attempt to communicate all necessary information to students prior to the completion of the previous semester. If you plan to e-mail students between or after semesters, alert them so they can regularly check their UMD e-mail account.

Program Publicity

Program leaders should begin marketing the program at least one year in advance. Unless the program is full, continue marketing through November (winter break programs), February (spring break programs), or April (May and summer programs).

Furthermore, become acquainted with the recruitment, publicity, curriculum and administrative practices of the department's or college's previous study abroad offerings, particularly those of the previous year. If the program was successful, which of these

recruitment strategies could be duplicated? If the program was canceled due to insufficient applicants, what could be done differently?

Here are some great ways to recruit students for the program:

- Classroom presentations
- Send information to colleagues
- Participate in fall and Spring UMD Study Abroad Fair
- Department/College Program leader presentation(s)
- Department/College information distribution (i.e., flyers, emails, etc.)
- Electronic sources (i.e., MySpace, Facebook, etc)
- Program leader developed program website
- Professional List-Servs

Need more ideas? Check out the information below on publicizing programs:

Information Meetings

Make arrangements for and attend information meetings. The purpose of these meetings is to introduce prospective students to general aspects of studying abroad and the particulars about your program. Two or more meetings should be held no later than the semester prior to your study abroad program. Meetings before breaks are especially effective so prospective participants can discuss plans with their family. Contact IEO at least two weeks before the desired meeting date so publicity and announcements can be arranged. IEO may be able to provide a peer adviser (students who have previously studied abroad) and/or staff member support upon request. If a peer adviser is not available to attend your meeting, program leaders will be provided with a suggested outline of things to cover during the meeting.

Website

In addition to the standard IEO webpage for the program, IEO encourages program leaders to develop their own website for the program. Ensure that the wording on the site, particularly in regard to dates, costs, deadlines, etc., is the same as that on the official IEO website. Please note that the official program cost used to bill students will be posted on the IEO website.

Photos

Photos, especially group photos, can enhance the promotion of your program in printed materials, at information meetings and at study abroad fairs. Ask students permission to use their best photos (they will be flattered!) and select photos of students (identifiable as UMD students) in a variety of locations and in learning/intercultural settings.

Study Abroad Fairs

Participate in the two study abroad fairs held each semester (September and February). Invitations will be sent from IEO to program leaders in late spring (for September fair) and late fall (for February fair). Reservation is required.

Classroom Presentations

Announce the program in classes. Share information about the program with colleagues who can make announcements in their classes.

Display

Create a display to put up in academic advising offices, outside your office, or on college/department bulletin boards.

Personal Contact

Write letters, send e-mails, or personally contact students who are likely to find the program of interest. (Please note that UMD funds or program funds are not available for direct/bulk mailings.) Be available to counsel and assist interested students who have questions about the program or about the academic implications.

Past Participants

Involve students who have previously participated in the program, especially at information meetings. Prospective students are very interested in hearing another student's perspective; the testimony of past participants is one of the most effective marketing tools at your disposal!

Advisers

Inform and work with academic advisers who advise your target student audience. Communicate with your colleagues, including GAs, so they can help recruit.

Special Events

Attend special events on campus, especially events sponsored by the college or department (e.g. Bulldog Bash). Get involved in the college/department orientation planning to be sure the program is highlighted to incoming freshmen.

Student Organizations

Target specific student organizations that may have a particular interest in the program.

Statesman Newspaper

Contact the Statesman newspaper to see if they can write an article about the program.

Publications

Make sure the program is featured in the college/department communication and publications (e.g. e-bulletins, newsletters, magazines).

Benefits

Encourage students, in promotional efforts, to consider the multiple benefits of studying abroad: academic/intellectual, professional, intercultural, and personal.

Student Processes

Application

Student participants complete an application available in the UMD International Education Office or download at <http://www.d.umn.edu/ieo/programs/apply.htm>. This includes the following: non-refundable \$50 application fee, college transcripts, and a brief statement of interest. The IEO has a rolling admissions procedure, which means applications are reviewed as they are received. Once the application is received by IEO, student data is entered into a spreadsheet for the selected program. Then, the IEO performs an initial review of each application, ensuring the application is complete. Completed applications will be reviewed for the appropriate pre-requisites and GPA requirements. Incomplete applications will be returned directly to the student for completion.

Students from other University of Minnesota campuses and non-UM students
Both University of Minnesota coordinate campus students and non-UM students follow the same application process as UMD students.

Acceptance Procedure

Program leaders make the final acceptance decision. If a student has met the basic required qualifications for the program, the IEO sends a preliminary acceptance approximately two weeks after the submission of their application. The preliminary acceptance indicates that final acceptance is determined by the program leader. Students must also maintain the minimum GPA required for program participation. Some program leaders wish to interview program applications before approving the application.

Once a student has been accepted, they will be sent an acceptance packet that consists of five forms. These forms must be completed and returned to IEO within two weeks of receipt to secure confirmation in the program. The forms include:

- Release and Waiver
- Study Abroad Agreement
- Study Abroad Revision Request
- Emergency Contact
- Health Information

One of the forms, Health Information, is reviewed by a health care professional in the UMD Health Services Office. For those who have significant health conditions that might complicate travel or those traveling to areas where preventative medications should be considered, students are advised to make an appointment at the UMD Health Services Office or with their personal physician well before travel. Approximately three weeks prior to the program's departure, program leaders will receive a packet of forms, including a sheet informing you of students in your group who have particular health care needs. If none of your students have health issues of concern, you will still receive this general information. Not all students come to UMD Health Services Office, and occasionally, students are not forthcoming about their personal health care situation, so the IEO can only let you know about the health forms they have received.

Students with disabilities

We encourage persons with disabilities to explore opportunities abroad. Students can consult with the International Education Office and Disability Services staff to determine reasonable accommodations and plan for a successful study abroad experience. Information on accommodations overseas, forms to use in identifying a student's specific accommodation needs, typical disability accommodations, and interviews with students with disabilities who studied abroad are all available through the Access Abroad web site at <http://www.umabroad.umn.edu/access/index.html>.

Cancellation and Withdrawals

Participants who wish to cancel from their study abroad program must provide official notification by email. Include the reasons for cancelling from the program. Participants, not their home institution and/or power of attorney, are responsible for notification. Notification must come from the student's official University of Minnesota (Duluth), or home institution (if not a UMD student), email account. Cancellation is effective as of the date the email will be sent. However, participants will continue to accrue non-recoverable costs based on the Refund Policy below until official notification is received. Participants are responsible for all program fees until notification is received by the International Education Office. Institutions paying on behalf of the participant are responsible for all program fees until official notice of cancellation by the student is received by the International Education Office. It is the student's responsibility to also notify the institution paying their program fees of their cancellation from the program.

Course Enrollment and Registration

Registration

The International Education Office enrolls students for the program course(s) on December 1 for J-term program participants and April 1 for May and summer program participants.

Finances and Billing

Financial Aid and Scholarships

Students may apply for additional financial aid to meet costs related to courses established through UMD during J Term (late December–mid-January) and studies during May session (mid-May—early June) and Summer session (Mid-June through July). J Term programs are classified as part of the spring session and May, June and July programs are classified as part of the summer session for registration and financial aid purposes. J Term program participants must have a minimum of twelve credits (including spring course enrollment) to qualify for financial aid. May and summer program participants must have a minimum of six credits to qualify for financial aid. Students need to be prepared to pay for the program application fee and deposit prior to receiving financial aid for the program. Financial aid is distributed following the official UMD disbursement calendar. J Term financial aid is disbursed in mid-January and May session financial aid is disbursed in early June.

Once students have applied and are accepted into a Study Abroad program, the International Education Office works with the Office of Financial Aid and Registrar of the anticipated cost of the chosen Study Abroad program. If the program cost is estimated to be more than the average cost to attend UMD, students may be able to borrow financial

aid funds to help cover program expenses. If the Study Abroad program fee is lower than the current cost to attend UMD, the financial aid will be reduced. Students can never receive aid above the cost of attendance. The cost of attendance for the Study Abroad program is used to determine eligibility for additional financial aid to supplement the cost of study abroad. This aid is generally awarded in the form of loans, such as Ford Federal Direct subsidized and unsubsidized loans, Student Educational Loan Funds (SELF), and/or private bank loans. Grants and University scholarships administered by Office of Financial Aid and Registrar are not increased for the study abroad program. Most students' federal and state financial aid is not enough to cover study abroad expenses. Many students take out private bank loans to go abroad. Students can refer to the Financial Aid website at: <http://www.d.umn.edu/fareg> to view the Alternative (Private) Education Loan Guide for information on loans through private lenders.

UMD offers \$80,000 in scholarships annually to UMD students. Students can access scholarship information on the IEO website.

Billing and Payments

All students will be billed in the student finance billing system for their deposits and program fees. Students may pay by credit card to the student finance office but will be assessed a service fee. Student payments to the university are due according to the Student Finance Office published schedule.

Regent's Scholarship and Tuition Waivers

Applicants are unable to use the Regent's Scholarship and tuition waivers for short-term program fees.

Grades

Once the program has ended, program leaders post student grades online. Grades are due for all programs 3 business days after the final exam or project is required.

Pre-departure Orientation

Both pre-departure and on-site orientations are essential and provide the opportunity to lay the groundwork for a successful program.

Pre-Departure Orientation

The UMD International Education Office conducts a pre-departure orientation session for all short-term program participants that include: financial aid information, international insurance, class work, travel tips and a general study abroad handbook. It is mandatory that students attend orientation. IEO will hold general study abroad orientation sessions each year in: November (for winter break and spring semester programs); March/April (for summer, fall, and academic year programs).

Upon request, IEO will arrange meeting rooms for program leaders wishing to hold program-specific orientation sessions immediately following the general IEO sessions. In addition, program leaders are expected to plan, schedule and lead a minimum of one program specific orientation (immediately following the general IEO session or at a separate time) that specifically addresses the key program-specific details your students need to know. You will be contacted by IEO two weeks prior to the general orientation to determine whether you wish to schedule a program-specific break-out session.

The following topics should be addressed during the orientation:

Academic Expectations

- Academic goals of the course
- Courses abroad are just like courses taught on campus, students are expected to do all homework. There should be exams and/or final papers or projects, and grades are awarded.
- Tentative or final program schedule.
- Course materials that will be required. Can they get these abroad?

International Travel

- Site or program specific pointers based upon past experience in the location to which the group will travel.
- Do students need a passport and visa?
- Discuss your plans for international travel (to and from the site). Do you plan to let the students know your flight information should they want to book the same flight?
- Information about where to meet abroad and how to get there from the airport. Provide specific directions.
- Students should make a copy of the picture page of their passport and carry it separate from the passport. If a passport is lost, it is easier to replace it if you have a photocopy of the original.
- Students are also required to submit a copy of the picture page of their passport for the file in the IEO which could be faxed to you should they need it.

We strongly suggest that you encourage students to read all U.S. State Department information about the host country and any other countries they will be visiting. They can access Consular Information Sheets, Country Background Notes, travel and safety information, etc. at www.travel.state.gov. Another good source is the CIA page at

<http://www.cia.gov/cia/publications/factbook/> (click on flags, then on the country name to get to the information.)

Health Insurance

The University of Minnesota provides a health insurance and assistance plan to all students participating on University of Minnesota Study Abroad Programs. This is not an optional benefit; every participant on a University administered study abroad program will be covered by the CISI (Cultural Insurance Services International) insurance plan and the cost will be included in the program fee. Students and parents are strongly advised to become familiar with the CISI plan (see <http://www.umabroad.umn.edu/healthSafety/healthInsurance.html>).

Contact Information

- Information on how families can reach students in case of an emergency at home.

Local Culture

- Prepare students for what to expect by discussing accommodations, classrooms, etc.
- Show pictures, if you have them. Sometimes the participant's idea of where they will be staying might be more romantic than realistic.
- Provide information about local diet and eating patterns, including ways to accommodate students with special nutritional needs or preferences.

If students are living with a host family, outline expectations. What should they do upon arrival, what might be the host family expectation, and if the host family does not express expectations, should the student open the discussion with the host family to avoid misunderstandings? An easy way to begin the discussion would be to ask when they should be ready for meals, then just begin down the list. Topics to discuss might include: meal hours, eating outside of meal hours (are snacks allowed?), time they are to be expected to be in at night, whether to call if they are going to be late, use of the phone and/or computer, use of utilities - including water, and use of laundry facilities.

Health and Safety

- Discuss cultural differences; appropriate clothing, words or gestures that might not be appropriate, respect for the culture, etc. In other words a list of 'do's' and 'don'ts' that is tailored specifically to the city or region.
- Using a local map, discuss areas students should avoid. (Repeat this upon arrival.)
- Inform students that they should let you know if they wish to take side trips. You will need to know where they are going, when they are leaving and returning and how to get in touch with them. Should there be an emergency, you will know who is away and how to contact them. Note: If students plan to travel before or after, they are traveling on their own and you are not responsible for being with them.
- Region-specific health information such as the nature, prevention, and treatment of region-specific diseases; required and recommended vaccinations; water and food risks; and descriptions of persistent and epidemic diseases. If there are specific immunizations required, let the students know now, also giving them a time frame for getting these. Some may have to be done within a specific time frame to be effective. You may wish to distribute health information from the US Centers for Disease Control at www.cdc.gov/travel.html
- Inform students that, using the health form in the packet they receive from the International Education Office, it is their responsibility to inform you of any conditions that might affect them while abroad, as well as any disabilities for which accommodations are

requested. They should also prepare for any health conditions abroad by taking care of any medical needs prior to departure. (physical exam, eye exam, dental exam, etc.)

- General instructions for emergency medical situations such as using an emergency telephone system (like 911), calling an ambulance, a hospital or doctor, or an embassy or consular office. Some countries have a specific emergency number, similar to 911, and have information about this on the US consulate website, the host city website or the host country embassy website.
- Discuss how to locate routine and emergency professional medical help. Share the name, location and phone number of a hospital. To learn more about hospitals and medical care ask someone from the country or check http://travel.state.gov/travel/tips/emergencies/emergencies_1195.html
- How to pay for medical care. These charges are usually out of pocket but some hospitals have arrangements to pay Cultural Insurance Services International. Students can contact CISI for this information BEFORE they go abroad.

Alcohol and Behavior

In addition to posing a health and safety risk, alcohol abuse is the primary source of behavior problems and personality conflicts between group members no matter what the age of the participants. By addressing this issue in advance, you inform students of your concerns. Many study abroad Program leader leaders have commented that this proactive approach has been successful in reducing the number of alcohol-related problems. If you have a group of students of various ages it is equally important to have this conversation as perceptions of appropriate and inappropriate behavior vary with age. Getting these potential differences out early may help avoid conflicts later.

To begin, it is helpful to ask students to discuss the consequences of alcohol abuse, such as:

- Tardiness or poor attendance in classes and activities
- Negative student interactions as a result of alcohol-induced behavior
- Animosity and breakdown of community among members due to such behavior
- Poor reflection of group to local community/Program leader/contacts
- Undue stress to Program leader leader/resident director

Let the students discuss their perception of alcohol use in the host culture, comparing and/or contrasting with alcohol use in the United States. Share your knowledge of alcohol use in the host culture, comparing and/or contrasting this with the students' perceptions. In addition, remind students of the difference between alcohol use and alcohol abuse, stating the excessive drunkenness is not tolerated in any country and is considered an illness/addiction in most cultures.

Finally, review this conversation on-site, and a few weeks into the program. Be alert to group dynamics and immediately address any concerns you may perceive. It is always easier to talk with a student in an adult-to-adult conversation rather than to wait until the situation is out of hand and you have to speak as a disciplinarian to a child.

The Program leader should be certain to advise students of the legal age requirements for drinking. This is especially important in countries that have unusually severe penalties for underage or excessive consumption of alcohol.

Developing a Cohesive Group

Seasoned program leaders report their biggest challenges abroad are not public transportation strikes, fluctuating currencies or language barriers, but student behavior problems. Those who have successfully traveled with students for many years advocate discussing appropriate student conduct and behavior related problems in the pre-departure orientation as well as on-site.

To begin, reinforce the message that study abroad is an academic experience, and that academic responsibilities take priority over personal interests. Planting this idea helps to combat the unfortunate notion that study abroad is a “blow-off” opportunity.

Refrain from referring to the experience as “a trip” or “tour” but instead use the words “program” or “course” as they denote a difference between study abroad and a vacation.

Reinforce the message of students as “cultural ambassadors” and, like it or not, their conduct will not only be seen as representative of the United States, but also the state of Minnesota, this university and the program leader. Be honest with your students about how their bad behavior reflects poorly on you to your colleagues abroad. Discuss the fact that their behavior, positive and negative, impacts the group and it is the program leader responsibility to the group to deal with negative behavior. Most importantly, participants need to understand that the viability of a program rests in their hands. Offensive or indifferent behavior resulting in negative evaluations by colleagues abroad could lead to the cancellation of a program. Ask students to set behavior expectations that the group can agree upon. They might also decide on actions to avoid problems. For example, if they are concerned about individuals delaying the group because they are late, students can agree to check that everyone is awake at a certain time, or phone one another as a 'wake up' call. The students may also agree upon a group response to repeated offenses.

Ask students to discuss how personality conflicts can undermine the atmosphere of the program and ask them to determine procedures and methods for dealing with personality conflicts.

Other information to discuss:

- Jet Lag
- Shipping items abroad—don't bother; it's expensive and time consuming.
- Electrical sockets and voltages (your suggestions for whether or not a computer is necessary.)
- Weather
- Packing List—There is one in the Student Handbook that could be modified.
- Accessing their funds from abroad (ATMs are plentiful in almost every country and machines accept many different cards. Travelers Checks might be a good back up but are generally not necessary.)

Program leaders are encouraged to refrain from providing medical advice about medications, vaccines, or over-the-counter medications. This advice is certainly well-intentioned and given out of concern for students; however, travel recommendations change frequently. Best recommendations are connected to a student's own personal health history and it is important that all program leaders avoid giving medical advice to their students. Rather, this advice needs to be given by qualified health personnel, or from national or international reputable health agencies such as the CDC, WHO, etc.

On-site

On-site Orientation

An on-site orientation is key for participants to adjust to their new surroundings. Issues that should be discussed at the orientation include, but are not limited to, cultural norms and values, program expectations, and health and safety issues. On-site contacts can play a very important role in on-site orientations and program leaders are encouraged to incorporate local contacts in this activity. Also note that students feel overwhelmed after arriving in the foreign location and it is important for the program leader to include an appropriate amount of rest and reflection at this point if at all possible.

Risk Management Planning

Liability

When on university approved business, program leaders are required to have Cultural Insurance Services International health insurance. The cost of this insurance will be included in the program budget. Student participants are also required to enroll in the same international health insurance plan, facilitated by the UMD International Education Office. In addition, the UMD International Education Office requires each program participant to sign a Release and Waiver form. By signing the Release and Waiver form, students declare that they understand the education abroad opportunity is subject to the University of Minnesota policy on *Education Abroad Opportunities: Addressing Health and Safety Risks* and Procedure on *Preparing for Education Abroad Opportunities*. The IEO will maintain all necessary program documents for short-term program participants. In general, disclaimers are added to publicity and promotion materials to protect the program leader, the program sponsor (if any), and UMD against unforeseen changes in program arrangements.

As a condition of acceptance, to participate in an UMD study abroad program, every student has signed the Release and Liability Waiver. This statement lists expected behaviors and consequences for violation. In discussing conduct and discipline with students, please refer to this document. In addition, the International Education Office requests disciplinary violation checks from the Office of Student and Community Standards for all program participants. If a disciplinary violation exists, the International Education Office and the program leader will discuss the violation with the student and determine if the student will be able to participate in the program.

Addressing behavioral problems

The best way to handle disciplinary problems is to avoid them in the first place. On short-term study abroad programs, students are required to attend all classes and all excursions which are a part of the program itinerary. The only acceptable excuse for missing a class or an excursion is illness. Participants in a study abroad program are also expected to serve as ambassadors for both UMD and the United States. It is often difficult for students to understand what is expected of them in this regard, so it is important to stress these issues in the pre-departure orientation(s) and again upon arrival. Students need to be aware that behaviors with minimal or no consequences in Duluth may have major implications for the study abroad program. Topics to be included in these discussions include: appropriate dress, local laws, local mobility (which

neighborhoods in the area are safe), gender dynamics, youth/elder relationships, food and meal etiquette, and how to recognize signs of displeasure on the part of host country nationals. This information should be presented repeatedly to students – not just at the pre-departure orientation.

Seasoned program leaders will report their biggest challenges abroad are not public transportation strikes, fluctuating currencies or language barriers, but student behavior problems. Those who have successfully traveled with students for many years advocate discussing appropriate student conduct and behavior-related problems in the pre-departure orientation as well as upon arrival. To begin, Program leader directors should reinforce the message that study abroad is an academic experience, and that academic responsibilities take priority over personal interests. Planting this idea helps to combat the occasional notion that study abroad is simply a travel opportunity. Also, Program leader directors should refrain from referring to the experience as “a trip” but instead use the word “program,” as it denotes a difference between study abroad and a vacation. The concept of students as “cultural ambassadors” should be reinforced, emphasizing that their conduct will be seen as representative of the United States as well as the state of Minnesota and the University. Students need to be reminded that while the consequences of poor behavior at UMD reflect solely on themselves, their misconduct abroad will be attributed to the entire group.

Although it may seem like common sense, students may need to be regularly reminded to:

- Be polite and listen to one another
- Honor diversity and differences within the group
- Fight fair and attack the problem, not people
- Look for compromises

It can also be advisable to address sex and dating among program participants as well as with locals. Pre-departure discussion regarding the local culture's receptivity to public displays of affection, gays and lesbians, and other issues may help to alleviate misunderstandings. Program leaders should address any concerns about alcohol misuse and abuse up front. In addition to posing a health and safety risk, alcohol abuse is the primary source of behavioral problems and personality conflicts between group members. By addressing this issue in advance, program leaders not only inform students of their concerns, but also alert them to possible past problems that have had a negative effect on the program.

Money handling/Security While Overseas

IEO recommends the following money handling tips:

- Avoid traveling alone, especially at night.
- Exercise caution when strangers approach offering something to buy or to be a guide.
- Beware of pickpockets. A cute, sweet-looking child or even a woman with a baby can be a pickpocket. Beware of groups of children who create distractions so they can pick your pocket.
- Try to seem purposeful and confident when traveling.
- Be careful when using an ATM machine. Try to use only those ATM machines that are well lit and in a seemingly safe location. Withdraw only as much cash as you will need in the near future. Try to use ATM machines that are equipped with a “swipe” feature in order to avoid your card being eaten by the machine.

- Keep cash in a secure location. If carrying large amounts of cash, use an undergarment money belt.
- Make sure credit cards are returned after each transaction. Know where your credit card is at all times.
- Make a note of the credit card number and issuing bank, in case of theft or loss.
- Be discreet when paying a bill. Do not “flash” large amounts of cash.
- All participants should use the same common sense traveling overseas that they would at home, and they should be especially cautious in or avoid areas where they are likely to be victimized. These include crowded subways, train stations, elevators, tourist sites, market places, festivals, and marginal areas of cities.

Cell Phones

Program leaders are required to have a cell phone when leading a study abroad program. The use of a cell phone is crucial to the overall success of the program. A budget of USD\$200 is included in the overall program fee structure to accommodate the purchase of a cell phone and minutes. Program leaders are encouraged to purchase a cell phone at the program site. This enables program participants and on-site to contacts to reach you without having to dial internationally. The use of the cell phone is for program-related issues only.

Health and Safety

The safety needs of the participants and the program leader should be a priority when designing a program. To support a healthy and safe experience, the University of Minnesota provides a health insurance and assistance plan to all students participating on University of Minnesota Study Abroad Programs. This is not an optional benefit; every participant on a University administered study abroad program will be covered by the CISI (Cultural Insurance Services International) insurance plan and the cost will be included in the program fee. Students and parents are strongly advised to become familiar with the CISI plan. Information about the University of Minnesota required insurance is available at:

<http://www.umabroad.umn.edu/healthSafety/healthInsurance.html>

Responding to Emergencies

In case of an emergency, it is important that the course of action be based on accurate information. Emergencies can include medical or psychological crisis, missing person, arrest or detention of a participant, natural disasters, accidents, extreme misconduct, political unrest, lost documents, etc. While each emergency situation requires a unique action plan specific to the event, there will be some basic steps that help in assessing the situation and establishing an appropriate course of action. Crisis protocols follow.

The best advice in any emergency is to do what a reasonably prudent person would do.

Emergency/Crisis Protocol

1. Remain calm and calm others.
2. If you have not created a plan prior to the time of the emergency, develop a mental outline of what you need to do.
3. **KEEP A RECORD OF WHAT HAS HAPPENED AND YOUR ACTIONS.** While in the midst of a crisis it is easy to lose track of what happened, when, who was involved, what was done, etc. and it is very difficult to reconstruct it at a later date. You should keep the following no matter what the incident:

- a. When you make contact with someone, record who, when and the general conversation. Keep as detailed a record as possible.
 - b. Discuss with them where you can be reached, for how long, an alternate number or contact person.
 - c. Set a time when you will speak with them again and decide who will call whom. (Remember time zone differences.)
 - d. If you need to leave a message for someone, repeat b & c.
4. If the student has given permission for you to contact the parents or other emergency contact (emergency contacts ONLY are given to you by the IEO prior to departure) it is a good idea to speak with them. It is often comforting for them to know that someone is there and watching out for their son/daughter.

Keep in touch with IEO (218) 726-8764; after business hours (8.00-4.30 CST) contact the on-call staff member at (218) 310-6949.

After the Program

Congratulations on leading a successful program! Once you have returned from your experience abroad, we encourage program leaders to visit the program coordinator to discuss program details. It is much easier to reflect on the program experience immediately upon return, so do not delay the visit to the IEO. Jot down any issues to discuss including both the successes and challenges of the experience.

Program Evaluations

Approximately two weeks after the program end date, the IEO sends a program evaluation to each program participant. Results from this survey will be accessible to the program leader upon request. Information collected in the survey is very important to future program development. The IEO survey focuses on all aspects of program execution including academics and logistics.

Financial Matters

Contact the IEO Principal Accounts Specialist within five days of return to schedule an appointment to reconcile your travel advance.

Future contact with your students

Chances are that a program leader's mentoring and professorial relationship may be the most significant one during your students' careers. Assist them with their readjustment and possible reverse culture shock. Reassure them that as difficult as it is to adapt to an entirely new culture, it can be just as challenging to come back home after being away for any period of time. It is best to know what they might encounter in order to prepare for this adjustment period. They can expect to experience some measure of reverse culture shock. Remind them that the world at home didn't stop while they were gone. Upon return home, students may find they aren't the only ones who have changed during their absence. Everyone and everything else will have changed too! Remind them to take time to readjust slowly.

Suggest some of the following ways to use the interests and skills they gained abroad:

- Talk with students from the program or others who have studied abroad.
- Enter the International Education Office annual photo contest.
- Develop a Web site for the program.
- Share their experiences by working as an IEO Peer Advisor
- Participate in a Study Abroad Fair! Let students know how they can help staff your program's display.
- Work with international students by volunteering in the Office of International Students and Scholars.
- Talk about their experience to clubs and groups, including adults and children.
- Join international organizations and clubs.
- Continue foreign language or take courses with an international focus.
- Write for the Statesman, the Duluth News Tribune, or their local home paper.
- Continue studying the host country by taking related courses, reading international papers, viewing films and videos, writing research papers, etc.
- Volunteer to work in the community or on campus. Help organizations that support community service and development. Look for groups working with immigrants, refugees, or the aged so they can use their skills of listening, patience and empathy.

- Start thinking about when and how they can return abroad. They can participate in additional study abroad programs; apply to graduate schools abroad; apply for Fulbright Scholarships to study and conduct research; find employment possibilities while they were abroad; join the Peace Corps; or just return to visit host family & friends.
- Integrate the best of the two cultures. It is not necessary to give up one at the expense of another!

Post program meeting with participants

Meeting with students post program will help foster a sense of community among participants and also provide a valuable opportunity for marketing your program to potential participants.

Congratulations on leading a successful program and let the IEO know what it can do to better your program next year!