

Faculty-Led Study Abroad Program Leader Handbook

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Introduction

We are pleased that you are considering leading a program abroad. Leading a program abroad is both challenging and rewarding. Successful international faculty-led programs (FLP) are a result of a collaborative effort between the program leaders, International Programs and Services (IPS), departments, colleges, and the wider university. Students at the University of Minnesota Duluth (UMD) and across the country, are choosing faculty-led programs as a way to incorporate study abroad into their university experience and to progress towards graduation if they are unable to study abroad for a semester or year.

University of Minnesota Duluth faculty-led study abroad 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 advisor, personal mentor, cultural interpreter, and many others.

This handbook 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 information about how to develop an outstanding program and to ensure that the university's requirements regarding legal and financial liability are satisfied.

We hope you find the handbook useful and look forward to working with you.

—International Programs & Services staff

Acknowledgments

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 Faculty-Led Programs Abroad*, NAFSA: Association of International Educators

First Steps in Considering a Faculty-Led Program

Why Lead a Program

University-based, faculty-led programs enrich the curriculum, offer new opportunities for students, and provide an excellent professional development experience for faculty and staff. 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

The most successful program leaders share a variety of traits:

- Flexible, cooperative, and adaptive in nature
- Able to customize course content and experiences to maximize learning in the program location
- Experienced working with students outside of the classroom
- Experienced with the geographical area of the program location/s
- Fluent in or have knowledge of the host language
- Eager to provide an educational experience that can't be achieved on campus
- In good health to handle the physical and emotional demands of the program
- Enthusiastic when speaking with students to promote the program
- Have leadership qualities, organization, and planning skills

Program Planning Resources

There are numerous resources available to plan and carry out a faculty-led study abroad program.

Program Partners, Providers, and Vendors

Program leaders may utilize the services of program providers and partner/host universities to assist with program development. These organizations provide on-site logistical and administrative support and expertise for a fee, to enhance and bring to life the program vision of the faculty leader. Services needed from program providers can range from the purchase of in-country group transportation and lodging to arranging guest lecturers and cultural activities to enhance the academic content and focus. The assistance of an experienced organization can be very helpful and allows program leaders to focus on academics and students.

In addition, a member of the program provider/organization can serve and fulfill the second program leader requirement at UMD. Using an on-site provider to fulfill the second program leader requirement significantly decreases the program fee. Think carefully about how logistical and administrative assistance can enhance the program.

Provider Criteria

Providers should be chosen based on appropriate criteria, including:

- Knowledge of and experience in the countries and cities where the program will take place
- Expertise in the academic field of the proposed course or activity
- Reputation as evidenced by recommendations of other educational institutions who have used their services
- Articulation and demonstration of safety protocols and the ability to provide guidance to participants on safety and security and cultural adjustment in-country, including an on-site orientation upon arrival and ability to provide support during COVID-19 complications
- Transparency in financial arrangements and disclosure of relationships with campus staff to avoid conflicts of interests and ethics violations
- Cost—it is important to recognize that experience, expertise, and the provision of appropriate lodging, meals, safe transportation, etc., are often more important than lower cost

Past Program Leaders

IPS encourages program leaders to contact their colleagues at UMD who have led programs abroad. They are some of the best sources of information. Each college has a representative on the Study Abroad Faculty Advisory Council who is charged with reviewing UMD faculty-led study abroad program proposals. Membership is listed on the [IPS website](#) and you can ask your college or IPS to find out who the current representative is. In addition, IPS can provide names of program leaders who may have led programs to the same country or region. Your department or college may also have information on experienced past program leaders. Talk to a variety of people and gather information before deciding to lead a program abroad.

Administrative Offices

Sending students abroad requires the active participation of many of the collegiate unit administrative offices, the business office, the financial aid office, and the registrar's office. IPS has liaisons in each of the above-mentioned offices to address program leader and student inquiries.

On-site Contacts & Site-visits

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 or travel professionals. IPS can provide information on the services that UMD's on-site affiliate program providers and partner universities can provide and you can find more information about our affiliates on the [Faculty-Led Programs webpage](#). It is integral to the success of the program that the program leader has personal experience in the program location. The University of Minnesota provides funding on a competitive basis for site visits. Details can be found [online](#). In addition, program providers and partner universities may be able to provide funding and/or resources when planning a site visit.

Important Program Considerations

Before planning and developing a program, ask yourself the following questions:

- Does the program fill a curricular need for the department?

- Does the program offer something unique that cannot be accomplished on campus?
- How will the course be enhanced by taking place in the desired location?
- How will the course count for students and contribute to their degree requirements?
- Does the program appeal to students? Who is your target audience? Will your program appeal to students outside of your target audience?
- Will you accept applications from other UMN campuses or non-UMN students?
- Is the length of the program appropriate for the academic content and how does it align with the UMD academic calendar?
- Is the political, health, and economic situation stable in the host country?
- Are there course prerequisites required? How will this limit your audience?
- Can the course be offered at both the Undergraduate and Graduate levels?
- Identify barriers to access for your program? What are the essential course/program requirements?
 - Programming aspects that might be of concern for students with disabilities when considering an international experience include mobility/transportation, housing, academic support services, meals/dietary restrictions, health (legality of medication, availability of medical support services/counselors), excursions, and/or overall pace of the program (e.g., physically rigorous, long days of lecture, and so forth).
- Can I be available throughout the year including Winter Break, Spring Break, and Summer to work with IPS on developing the program? Program leadership begins upon program approval, through program departure, and after your return.
- In order to make study abroad as financially accessible as possible to students, UMD follows a ratio of 10 students per 1 UMD program leader.
- It is essential that there are enough students to sustain the program. The program must have a minimum of 10 participants in order to run. Program leaders should consider to whom the course will appeal and if the appeal is broad enough to attract a sufficient number of students.

Program Development

A well-thought-out program proposal will take more than a year from inception to completion. We encourage early planning. Faculty-led program planning timelines are available [online](#).

Course Approval

The first and most important aspect of designing a program is planning the course and the instructional gains from teaching at a particular site. The program course can have a single focus or can be multidisciplinary. The latter will require greater coordination but may offer a larger target audience. Like an on-campus course, a study abroad course must be centered on sound instructional programming and student learning outcomes and provide a focus for program activities.

To start, think about the course you are planning to teach:

- Does a version of it exist already at UMD? If so, what are the learning outcomes? What is the content and pedagogy that facilitate it?
- Where do you want/plan to take this course? Why? What additional learning outcomes might you have for this version of the course? What additional content and pedagogy might facilitate it?

(can this map to UMD student learning outcomes?)

—This information was taken from Dr. Paula Pedersen, former UMD Director of Education for Inclusive Excellence & Professor of Psychology (retired 2020)

Program leaders must first seek approval of the course from their department and chair and follow any department or collegiate curriculum review and/or study abroad policies. When considering the course, program leaders have three options for course development:

1. **Existing departmental course:** It is important to discuss this option with your collegiate unit/department's curriculum committee. In some cases, it may need to go through an approval process to be taught abroad
2. **Special topics course:** Departments are authorized to offer certain special topics courses. Departments have existing umbrella course numbers for special topics courses. There are limitations on the number of times the individual special topics course can be offered. In order to add a special topics title, see the [Executive Vice Chancellor for Academic Affairs website](#) for forms and instructions.
3. **Propose a new course:** This option provides the greatest flexibility in designing the course. 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 credit. If the program leader has 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 [Executive Vice Chancellor for Academic Affairs website](#).

With any course, it is important to consider how it will fulfill degree requirements for students. This is also a marketing and selling point for students and their families when considering study abroad participation.

Liberal Education Requirement

All faculty-led programs that are approved through IPS and the Study Abroad Faculty Advisory Council (FAC), will fulfill the Global Perspectives liberal education category. Program leaders will need to articulate, in the program proposal, how their course and program contribute to the student learning outcomes for the Global Perspectives category. Note that the same rules for liberal education apply while abroad, so if the course is also approved to fulfill the Sustainability category, students will have to choose whether they want the course to count as Sustainability or Global Perspectives, as it cannot count as both.

It is recommended that program leaders consider submitting the course for additional liberal education program approval where appropriate. Liberal education course guidelines and the approval processes are located [online](#).

Study Abroad Program Learning Outcomes

IPS created the following program learning outcomes (PLOs) for participation in education abroad. IPS

assesses these PLOs through a Qualtrics survey that will be sent to all students one week before the end of the program. Please feel free to incorporate these PLOs into your program and course as appropriate.

By participating in a UMD supported study abroad program students will:

- Demonstrate self-confidence towards cultural experiences
- Demonstrate awareness of one's own cultural values and biases
- Demonstrate a global mindset and appreciation for cultural differences

Determination of Credits

Study abroad programs must have the same academic expectations as courses on campus. The University of Minnesota Duluth states, “For classroom delivery mode (assuming a 15-week semester)

- For lecture and discussion course components, 750 minutes will be scheduled, according to classroom scheduling guidelines, per credit hour. This typically is scheduled in fifteen (15) 50-minute periods. The course will be designed and expectations established so that the *average* student will need to study and/or engage in out-of-class learning activities an average of two hours outside of class for every hour in the classroom in order to achieve satisfactory performance.
- Study and/or engage in out-of-class learning activities include but are not limited to: completing online modules, reading text, viewing recorded lectures, completing assignments, synchronous or asynchronous discussion with the instructor or other students, taking exams, group projects, or service-learning.
- For course components such as laboratory, rehearsal, and studio, a minimum of fifteen (15) 50-minute periods will be scheduled, according to classroom scheduling guidelines, per credit hour. This component will be designed and expectations established so that the *average* student will need to devote an average of three hours total per credit hour to a combination of scheduled time and time to study and/or engage in learning activities outside of the scheduled time in order to achieve satisfactory performance.”

Contact hours include any time the students are engaged in achieving course objectives, such as attending lectures, participating in field trips, visiting museums, etc. Readings and other work assigned should be comparable to that assigned for an on-campus course or similar credit value. Program leaders will decide if the course will be graded on an A–F scale or S/N basis. Most use A–F.

UMD Credit Standards for Instruction and Student Work can be found on the [Academic Affairs website](#).

Some programs build in required academic activity pre-and post-program dates abroad. It is important to include this information in your course proposal, faculty-led program proposal, and when preparing your program budget. Program dates should include required pre-and post-work in the U.S. On the program webpage, we will break out the dates so it is clear to students when they will be abroad. Pre-departure orientations that do not include graded components of the course should not be included as “official program dates”.

Students must enroll in at least six credits to be eligible for financial aid in the summer. This can include any combination of courses during the May/summer term. Winter break programs are tied to

spring semester financial aid.

Site and Program Provider Selection

The selection of a site for the program is crucial to the success of the program. Program leaders must have direct experience with the intended program site prior to leading the program. When considering a site, keep in mind the course goals and objectives, language factors, transportation availability, time of year, accommodation availability, health and safety factors, etc. Program providers/organizations/partner universities are crucial to help plan the on-site logistics for your program. Program providers have the expertise and ability to assist you in arranging the on-site portions of your program so that you can focus your time on the students and academics. The UMN Global Programs and Strategy Alliance (GPSA) office supports [travel grants](#) for program leaders to visit their program site and work out on-site logistics prior to the program. GPSA requires that other funding/financial support be obtained in addition to the grant.

View existing [IPS affiliated partners](#) or connect with [partner universities](#) for information on the services they provide for custom programming.

International Travel Risk Assessment and Advisory Committee

The University of Minnesota encourages its students to participate in educational experiences abroad. To minimize health and safety risks, University policy requires special permission from the University's International Travel Risk Assessment and Advisory Committee (ITRAAC) prior to travel in specific circumstances and applies as follows to both students participating in, and faculty/staff leading the education experience. The U.S. State Department has issued travel advisory levels for all locations outside the United States. There are two types of Travel Advisories:

- **Country-wide Travel Advisories**—each country in the world has a designated advisory level from 1 (Exercise Normal Precautions) to 4 (Do Not Travel). The ITRAAC process will always refer to these as “Travel Advisories.”
- **Regional Travel Advisories**—select countries have within-country advisories that pertain to localities or sub-sections where higher levels of vigilance are recommended. The ITRAAC process will always refer to these as “Regional Travel Advisories.”

Prior ITRAAC approval is required when traveling to:

- Countries designated as U.S. State Department Travel Advisory Level 3 or 4; or
- Locations within countries designated as Level 3 or 4 by a Regional Travel Advisory.

[Check your destination on the Global Programs & Strategy Alliance website](#)

IPS will assist you with the ITRAAC approval process if your program falls into one of the categories above. Please speak with IPS right away so that approval can be obtained well before program departure.

Time of Year

Traveling during the high tourist season can greatly affect program cost and site availability. The weather of a destination can impact the general comfort of the experience. It is important to review and consider UMD's academic calendar dates before planning the dates for your program. IPS would consider running winter break and spring break programs, although the timeframes are much shorter and

should be considered when deciding the best time to run your program. Three weeks in-country, or more, is preferred for UMD faculty-led programs. Most study abroad scholarships external to UMD prefer program lengths of four weeks or more in the country.

Program Dates

The exact program dates are critical for student interest, flight arrangements, and logistical reservations. The start date is defined as the required date of departure from the U.S. to arrive on-site to begin the program. The end date is the day of departure from your program site and when the academic portion of the program ends. Do not add extra days for personal sightseeing. Students can choose to extend their stay, but this should be optional and not included in the formal program dates.

It is possible for you to require academic work before or after the program. Communicate your plans to IPS early and in the program proposal when possible. For the purpose of course set up in Peoplesoft, program dates should include required pre-and post-work in the U.S. On the program webpage, we will break out the dates so it is clear to students when they will be abroad. Pre-departure orientations that do not include graded components of the course should not be included as “official program dates”.

View UMD academic calendar dates: UMD: [TENTATIVE 2023-2024 Academic Calendar](#). Be mindful of program dates in the case that students enroll in on-campus/virtual courses before or after your program. For example, students need to take 6 credits or more in the summer to be eligible for financial aid, so a student may want to take your course during the May session and then an on-campus course in the summer session or vice versa.

A program leader may stay on-site up to a total of two additional days before and after for pre-and post-program logistics outside of the official program dates. These dates need to be communicated to IPS and must be included in the program budget. It is important to be mindful of additional days and expenses as this cost is passed onto students in the program budget/fee. Program leaders are required to be with the group for the entire length of the program.

Cost

Program site, time of year, program length, and program leader salary and expenses will all affect the overall program cost. Program leader salary, fringe, and expenses are included in the program budget. IPS charges an administrative fee per student which is included in the budget. The total budget is added up and divided by the minimum number of students to determine the program fee. Students are charged this fee in lieu of tuition. As students are the sole bearer of the program expenses, it is important to take into consideration their financial situations. Program leaders and IPS work together to determine an estimated cost to advertise to students as early as possible and this is revised to determine the final budget closer to the application deadline. It is important to have the estimates as accurate as possible as a significant increase in the program fee will deter students and may result in cancellations. IPS strives to provide study abroad opportunities and programs that are fiscally responsible without compromising the academic value and health, safety, and risk to the students, program leaders, and UMD.

Flight

Program leaders will want to consider whether or not group flights will be incorporated in their

faculty-led program. If a leader determines that a group flight is the best course of action, IPS will work with a local travel partner to make arrangements. Individual flights are another option. This will allow students to use any travel miles or flight voucher/refund toward their flight expenses. Program leaders can decide if they want to travel with students on the group flight or travel separately. Flights should not be purchased until it is confirmed that the program has met the minimum number of students to run. If leaders need to purchase their own airfare, IPS will notify and work with program leaders on the appropriate timeline.

Itinerary

Do not plan the program so tightly that participants do not have the opportunity for self-exploration, reflection, socializing, and personal interests. Students need time to experience the host culture and time for reflection to get the full benefit of study abroad and intercultural learning. 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 experiences

Non-University of Minnesota Duluth Students

Program leaders can choose to open their program to students outside of the University of Minnesota Duluth and the University of Minnesota. Other UMN students will apply like UMD students. People from outside of the UMN will follow a similar application procedure and a “Non-UMN student application link” will be added to the program website. All program participants must enroll in the class and pay the same program fee. This is in accordance with UMN policy.

Driving

In accordance with the UMN Education Abroad policy, program leaders are not permitted to drive students while abroad. Public transportation or licensed, bonded, and insured transportation must be used.

Students are not permitted to drive motor vehicles (including but not limited to electric or gas-powered scooters, motorbikes, motorcycles, and cars) while participating in an education abroad opportunity. This is stated in the *Release & Waiver* document they sign prior to participation.

Make sure to include vehicle/road safety in your pre-departure and on-site orientations, especially if traffic/driving happens on the opposite side of the road of the U.S.

Student Identity

International Programs & Services strives to provide study abroad programming that is inclusive and accessible to all students and we encourage participation in study abroad by students who identify with an underrepresented population. With this in mind, it is important to think about student identity early and how varying identities may be impacted through all aspects of the study abroad experience, and in particular, with your program, course, and location. Student health, safety, and well-being should be at the core of all program planning. IPS will provide resources and support to faculty in this area in collaboration and consultation with our colleagues in the Office of Diversity and Inclusion and other resources in the field of international education. Varying perspectives and experiences add immeasurable

value to the study abroad experience and should be woven into every aspect of your program, pre-departure through reentry.

UMD is a member of Diversity Abroad which provides a variety of training, resources, and support including country diversity climate notes. Contact the Associate Director if you would like to have access to these resources. <https://diversitynetwork.org/>

There is a [Student Identity](#) page on the study abroad website to encourage students to think about their identity and how that may be impacted by studying abroad.

Students with Disabilities

We encourage people with disabilities to explore and participate in study abroad. Students can consult with IPS and the UMD Disability Resources office to determine reasonable accommodations and plan for a successful study abroad experience. We encourage program leaders to think about access when planning the program and to be transparent about the daily itinerary and activities to help students find the best program fit. It is also recommended to explore alternative and multiple ways to achieve program learning outcomes. IPS will work with the student, Disability Resources, program leaders, and program providers to determine reasonable accommodation, as necessary, and to make sure that the program can meet the needs of and support the student. Information about accommodations abroad can be found on the [following webpage](#).

Program leaders are encouraged to think about potential barriers to access in your program at the proposal stage. Will you include a strenuous hike as a required excursion, or do you plan to have a “walking classroom”? What are the required learning outcomes of your course and are there other ways to achieve them? What if you learned that a student interested in your program had a physical disability or a student became injured during the program, for example?

Role of the Program Leader

Program Leader Instructional Responsibilities

1. **Submit the course for approval** through the appropriate collegiate unit curriculum committee and communicate the course details to International Programs and Services (IPS). Create a syllabus to include: student learning outcomes, course requirements, assessment, and daily itinerary.
2. **Coordinate course materials** for students (including books, course packets, journals, handouts, etc.)
3. **Make arrangements and ensure academic quality** for all activities while abroad including guest lectures, excursions, etc.
4. **Submit a photocopy of your passport and cell phone number** that will be used abroad.
5. **Participate in *all* aspects of the program while abroad:** orientation, excursions, guest lectures, site visits, group meals, and other planned extracurricular activities.
6. **Evaluate student work** and post grades online after the completion of the program.

Program Leader Administrative Responsibilities

1. **Attend all study abroad program leader meetings** focusing on program development, health, safety, and risk management procedures.
2. **Familiarize yourself with and follow all policies and procedures** outlined in the UMN Education Abroad policy pertaining to program leaders:
 - a. <https://policy.umn.edu/education/edabroad-proc03>
 - i. complete the program leader registry process, which includes the program leader acknowledgment form;
 - ii. complete the program leader health and safety training within 12 months prior to the program departure date;
 - iii. complete the program leader companion process, if applicable; and
 - iv. ensure programs have a) two program leaders; OR b) one program leader with an onsite partner who has agreed and is able to provide program support.
 - v. University policy requires students and faculty/staff traveling to locations designated as Travel Advisory Level 3 or 4 to seek special permission from the University of
 1. Minnesota International Travel Risk Assessment and Advisory Committee (ITRAAC). Faculty/staff leading the programs are responsible for completing the ITRAAC
 2. application; more information can be found at global.umn.edu/travel/approval. Guidance on when to apply will be given by IPS.
3. **Work with a provider/partner institution** whenever possible to assist with program administration and onsite logistics.
4. **Be available via email, phone, virtual video meeting, and in-person to work with IPS** on developing the program. This includes summer and winter breaks. Program leadership begins upon program approval, through program departure, and after your return.
5. **Actively recruit students** upon program approval until the application deadline. Provide content for promotional pieces and review by the specified due dates. Communicate program information to your department/college/advisors. Give class visits (virtual or in-person) in targeted on-campus classes and send targeted emails. Hold information sessions (virtual or in-person) and set up info-tables, as permitted, in your college or in the student center.
6. **Actively engage with students** to transform interest into application submission. Meet with prospective students and applicants to foster interest. Get to know students and set expectations early.
7. **Review student application materials in a timely manner.** IPS will email student application materials for you to review. It is important to provide a timely response so students can make arrangements.
8. **Welcome students to the program after approving application and upon student confirmation.** It is important to communicate with students to answer questions and build a sense of community within your program.
9. **Conduct at least one pre-departure meeting/orientation** for your program to prepare

students for their experience. A staff member from IPS will join a portion of your pre-departure orientation to discuss the ITRAAC petition, COVID, and share additional information.

10. **Complete the program leader acknowledgment** and registration process prior to departure.
11. **Serve as the onsite representative** of the program which includes 24/7 availability during program dates.
12. **Complete the Study Abroad Emergency and Safety Plan** and share relevant information with students prior to departure.
13. **Respond to incidents, accidents, illnesses, or emergencies involving program participants.**
In a timely manner, communicate the circumstances of any student incident or emergency to IPS via email or phone (dependent on the nature of the incident). After hours emergency phone: +1 (612) 301- CALL (2255).
14. **Implement a process to gather and access independent student travel information** during program dates (if applicable) so that program leaders or University staff can contact students in an emergency.
15. **Assume full liability** for a travel cash advance if provided; it will be provided by direct deposit within 10 days prior to your departure. You must close out the advance with IPS within 15 business days post completion of the program.
16. **Maintain budget while onsite** so that money is only spent on pre-approved, budgeted activities, speakers, and resources, excluding emergencies.
17. **Address any expenses attributed to an emergency situation** with IPS staff at the time of the incident.
18. **Document all program expenses**, maintain all related receipts, and complete a Chrome River reconciliation no later than 15 days after your return.
19. **Attend a post-program meeting** with IPS after your return to debrief: student incidents, program feedback, and your experience working with the onsite partner and IPS to make recommendations for future programming.
20. **Disclose to IPS any health or disability information** that may impact your ability to perform the essential duties of a Program Leader. This allows IPS and onsite partners to assist in the appropriate planning and accommodations and to facilitate program implementation and emergency response.

Program Leader Requirements

The University of Minnesota Education Abroad Policy requires that each faculty-led study abroad program have either:

1. A. Two program leaders; OR
2. B. One program leader with an on-site partner who has agreed and is able to provide program support for health and safety purposes

Significant program cost savings to students typically occurs when an on-site partner is used, instead of a second UMD faculty or staff member.

An on-site partner may contribute to the cultural and/or academic component of the course, or they

may fulfill duties only in the case of an emergency. If using an on-site partner, discuss the responsibilities of this role and ask if there will be a fee for such services. IPS has example contracts and wording to share with partners for their consideration and all program providers and staff must be appropriately contracted with the university, which IPS will advise on.

International Programs & Services Responsibilities and Support

IPS is responsible for implementing the Education Abroad policy for faculty-led programs and can assist you in the following ways:

1. Ensure compliance with the UMN Student Travel and Education Abroad: Health and Safety policy: <https://policy.umn.edu/education/edabroad>
2. Facilitate application processing, program budgeting, working with providers, student selection process, orientation, and marketing.
3. Provide a general handbook and resources for leaders and students.
4. Provide program development and program leader health and safety training.
5. Provide promotional materials (web page, posters per semester, digital monitor images, Zoom backgrounds, flyer template, Google slide presentation template, mass emails, social media, campus outreach, e.g. UMD Events calendar, MyU Stories, Bulldog Update, etc.).
6. Manage the online study abroad application and completion of required forms by students.
7. Manage student billing.
8. Assist with pre-payments for onsite services, submit faculty appointments, oversee the cash advance process, and assist with Chrome River expense reporting.
9. Enroll students and program leaders in *UMN* required health, security, and travel international insurance.
10. Assist with on-campus services, such as registration and financial aid.
11. Assist with program provider vetting and contracting to set up and pay for services abroad.
12. Provide 24/7 emergency contact, online health and safety orientation, student health and emergency contact information prior to departure, travel cash advance, post-program evaluation.
13. Register students and program leaders for USDOS Smart Traveler Enrollment Program ([STEP](#)).
14. Provide student assessment data on program completion.
15. Enroll faculty and students in Cultural Insurance Services International (CISI).

Study Abroad Program Proposal

IPS is available to provide resources and support throughout the program proposal process. Discuss study abroad program ideas with your college, department, IPS, and the Study Abroad Faculty Advisory Council members prior to submitting a proposal to make sure that you have your questions answered.

The program proposal includes:

- Faculty-Led Program Proposal application form with signatures (as applicable) from the

- appropriate Dean, Associate Dean, and Department Head.
- Program leader qualifications
- Academic course content: student learning outcomes and assessment
- Draft program itinerary which includes excursions, cultural, and academic site visits
- Program provider you will work with to arrange on-site logistics
- Program promotion content and recruitment plan

If you're interested in viewing an example of a well thought-out proposal, contact us.

Budget Considerations

You will collaborate with IPS to prepare a budget and program fee. In preparing a budget, identify all costs to participants. The program fee covers all on-site and educational expenses as well as program leader expenses and salary. Because programs are solely supported by student fees, it is important that you attempt to make the program as cost-effective as possible without sacrificing program quality or safety.

IPS is responsible for all aspects of study abroad program budgets, fees, and student billing, including program balances; retention of excess funds, as well as meeting program budget deficits. Program balances are not carried forward for recurring programs and cannot be returned to students. IPS invests in new program development and emergency funding where needed.

Essential Components of the Budget

Student expenses:

- Group flight (required for health and safety)
- Accommodation
- Ground transportation: chartered buses, public trains, and buses
- International travel, health, and security coverage (required)
- Study Abroad fee (required)

Other fees under this category may include entrance fees to museums, cultural events, and group tours. Some programs have participants pay for some or all of their meals. Generally, passport fees, vaccinations, airport exit fees, and excursions outside of those planned by the program are not included in the program fee but are instead listed as out-of-pocket expenses.

Program leader expenses:

- Salary: paid at an adjunct rate per credit or less (required)
- Fringe benefits: paid at the University rate (required)
- Airfare
- On-site transportation
- Accommodation
- Meals

Educational expenses:

- Entrance fees
- Lectures, demonstrations, workshops, cultural events, and performances
- On-site classroom, laboratory, or library use

- Foreign university educational services

Accompanying Spouse/Partner/Dependent

Due to the demanding nature of the program leader role, IPS highly discourages program leaders from having family members accompany them during the program. If this factor will prevent your ability to lead students abroad, please discuss your needs and family situation with IPS early.

If IPS and the program leader agree that family members will accompany the program, the UMN policy will be followed and companions will not be considered program participants and have no responsibilities to the university. All expenses related to an accompanying spouse/partner/dependent are the responsibility of the program leader. The program leader should notify IPS as well as the on-site provider if a spouse/partner/dependent is accompanying the program leader. This is necessary for planning and budgeting purposes, but also to comply with the UMN Education Abroad dependent process for program leaders.

Understanding Payments for Study Abroad Program Services

Payments for Program Expenses

It is desirable for IPS to make as many prepayments as possible for onsite services 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 must complete during and after the program. Leaders should work closely with IPS and the on-site program provider to complete payments on behalf of the program.

Contracts for Services

A contract for services or affiliation agreement is needed in situations when a program provider (i.e., study abroad organization, tour company, host university, lecturers) provides services that are customized for the program. Program leaders need to be involved and the first set of eyes on the contract. IPS handles the bidding and ensures payment while adhering to deadlines and requirements of the program and contract. It's imperative that you plan ahead as no payments can be made until the contract is approved and finalized.

Travel Advances

Program leaders may request an advance for non-prepaid expenses included in the program budget. The use of the UTravel card may greatly reduce the need for an advance. The type, number, and amounts of onsite expenses remaining to be paid during the program as well as available credit card or ATM services available, will determine the need to request a cash advance.

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, tips) is to have the program leader carry funds. If funds from a travel advance are used to pay program expenses, the program leader is required to thoroughly document all expenses and submit documentation and receipts

within 15 days of the end of travel. Unauthorized purchases made from program funds may not be reimbursable. Leaders should work closely with IPS to determine which expenses are to be paid and reconciled through the cash advance and which expenses are purchased through other methods and reimbursed through Chrome River.

Program Leader Pay

Program leaders are paid on a per-credit basis at the adjunct rate for their base salary. This salary is subject to full payroll taxes. In order to make program fees more affordable for students, the program leader may elect to receive a salary at a lesser rate in lieu of the per-credit salary.

Program leader salaries incur a predetermined 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 and goes directly to the Payroll office.

Program leader pay is divided across applicable pay periods during the program dates and paid out on the scheduled UMD payroll calendar.

Program Promotion

A program leader's experience, enthusiasm, and expertise in the program is the strongest marketing tool. Program leaders should begin marketing the program as soon as it is approved.

Program leaders must maintain lists of prospective students including names and emails as they collect them. Stay in contact with interested students periodically with important information about upcoming meetings or interesting details about your program. Make sure to contact students before university breaks (as it is an opportune time for students to talk to their families about studying abroad as well as work and save money over the break.)

Become acquainted with the recruitment, publicity, curriculum, and administrative practices of the department's or college's previous study abroad offerings. 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? Is your program open to other UMN campus students and people outside of the UMN? If so, reach out early to your colleagues at those institutions so they can assist you in spreading the word about your program and opportunity. Please note that anyone, regardless of their student status, must fully enroll in the course, participate in all aspects of the course and program, and pay the advertised program fee.

Classroom Visits / Presentations

Announce your program in classes. Contact your colleagues to make announcements in their classes and schedule and visit target audience classes. If your program has run in the past, encourage past students to visit classes, and share their experiences. **Our assessment surveys show that class visits are one of the most effective forms of spreading the word.** Students listen to faculty and peers, and having information and encouragement from both of you—is priceless.

Targeted Emails

Your department can pull a list of target major/minor email addresses. Throughout the semester, send students emails with teaser info, or details about your upcoming info sessions. Or see if your department can forward an email on your behalf. Be mindful of how many you send, but be sure to follow up and keep in touch regularly with students who express interest.

Information Sessions

Hold information sessions about your program. The purpose of these sessions is to introduce prospective students to the particulars of your program. Two or more sessions should be held prior to your study abroad program application deadline. Sessions before breaks are especially effective so prospective participants can discuss plans with their families. **Contact IPS at least two weeks before the desired session date** so publicity and announcements can be arranged. IPS may be able to provide staff member support as needed/requested.

Webpage

IPS will collaborate with you to create a web page for the program. This will provide information about the program location, itinerary, dates, costs, and deadlines, as well as the official program cost billed to students. Students will be able to complete an online application directly from the program webpage.

Flyer Template

IPS will provide a blank Google document with a branded study abroad image for you to print and share with students. You can copy/paste text from the web, or write your own, and add as many images as you like. This provides you the freedom to adjust content as needed (e.g. edit the doc to create posters to advertise info sessions or other events.) Don't include images of alcohol or activities not covered under the mandatory international insurance. Focus on the academic nature of the program, location, and excursions.

Posters

IPS will provide 25 posters per semester for you to hang around campus and in your department area. You will receive an electronic file to print additional posters at your expense.

Zoom Backgrounds & Google Slide Presentation Template Upon Request

If you are conducting courses over Zoom or want to host an info session over zoom, let us know if you would like a Zoom background image or a branded Google Slide presentation template.

Photos

Photos enhance program promotion printed materials, at information sessions, and online. If you have photos you can share with our office please do so. Also, ask students' permission to use their best scenic photos and shots of students portrayed in a variety of locations such as learning or intercultural settings. Provide high-quality, high-resolution photos of your location to IPS for use in promotional materials.

Display

Create a display to put up in academic advising offices, outside your office, or on college or

department bulletin boards.

Personal Contact

Send emails or personally contact prospective students. Be available to advise 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, at information meetings, class presentations, or tabling events. Prospective students are very interested in hearing another student's perspective. The testimony of past participants is another very effective marketing tool at your disposal.

Advisors and Colleagues

Inform and work with academic advisors who advise your target student audience. Present at department or college meetings to inform colleagues about the program. Communicate with your colleagues so they can help recruit.

Special Events

Attend special events on campus, especially events sponsored by the college or department. Get involved in the college or department orientation planning to be sure the program is highlighted to incoming freshmen. Host a study abroad event within your college. [Alworth Institute](#) Brown Bag presentations may be a good way to promote your program to drum up interest and to provide details after you return.

Student Organizations

Identify and target specific student organizations that may have an interest in the program.

Publications

Make sure the program is featured in the college or department communication and publications, such as bulletins, newsletters, flyers, and magazines. Contact *The Bark* campus newspaper to see if they can write an article about the program.

Social Media

Create your own social media accounts. Announce details and share stories and information about the program on social media (Facebook, LinkedIn, Instagram, SnapChat, Tik Tok, and Twitter) or others. Tag us @UMDstudyabroad or #UMDstudyAbroad. Send information through professional listservs. Consider collaborating with IPS on a Social Media 'take-over' while abroad. (Currently, we've found the most engagement with students on Instagram, and focus our efforts there.)

Participation in Programs

Program Participants & Student Companions

University policy states that only the official program leader(s)/assistant(s) and students fully enrolled in the program are allowed to participate in education abroad program activities. Restricting participation only to those participating directly in the teaching and learning process facilitates the University's mission to provide educational programs to serve and support its student population. This also

significantly decreases the liability to the University, given that all who are engaged in the program are totally focused on the class, the students, and the events at hand.

Students cannot bring friends or family members on the program who are not fully enrolled in the program. In very rare cases, exceptions may be made in consultation with IPS and the Office of International Health, Safety, and Compliance. In some instances, in consultation with Disability Services and IPS, students may be approved to travel with a personal assistant or another companion.

Student Processes

Application

Student participants complete an online application available on each program webpage on the study abroad website. Once the student submits the application, a non-refundable \$50 application fee will be charged to their individual student account. Once the application is submitted, an electronic checklist will be generated to collect a personal statement. IPS performs an initial review of each application ensuring the application is complete. Once an application is complete, the application is ready for program leader review and will be sent via email.

IPS has a rolling admissions procedure, meaning complete applications are reviewed as they are received. The Associate Director and Peer Advisors check for new applications and required forms on a weekly basis and more frequently as the application deadline approaches. IPS strives to process applications and documents within two weeks. The reviewing of applications and forms is a manual process with multiple steps. IPS has created an online guide and Loom video for program leaders to view applications and to assist students as needed.

You can [view your applications](#) at any time via UMN reporting. The following Loom Video and Google document walks you through the process:

- [Video walking you through the steps](#)
- [View Applications | Reporting Center instructions for Program Leaders](#)

Students from other University of Minnesota campuses follow a similar application process as University of Minnesota Duluth students. Non-University of Minnesota students must first submit a demographics survey online through the application portal. The information supplied is sent directly to IPS. IPS will complete the One Stop “guest admission application” on behalf of the student. The Office of the Registrar will use the information to set up the student as a non-degree seeking student. This action will enable the applicant to initiate their student account and obtain a University of Minnesota Duluth email address and ID. Once the setup is complete, the Associate Director will complete the program application for the non-University of Minnesota student. The student will then continue with the checklist procedure as stated above.

Acceptance Procedure

Program leaders confirm the acceptance of each eligible applicant after reviewing the student’s personal statement and transcript and based on the advertised program eligibility requirements: application deadline, GPA requirement, completion of prerequisite courses...etc. If a student has met the required qualifications for the program, an automated message is sent to the student stating that their application is currently “under review” and IPS sends the application to the program leader. Program leaders will be

provided an electronic copy of the applicant's personal statement and transcript.

If a student does not meet the advertised eligibility, IPS will still send the student's materials for consideration. If a student does not meet the eligibility requirements, it is up to the program leader to accept or deny the student.

Program leaders are encouraged to meet with applicants after they submit an application. Initial meetings with students allow you to set expectations and can provide insight on potential concerns or relevant student information early. It is very important to stay on top of the application process to keep students engaged so they continue to make progress on their application/post-acceptance paperwork. If you have any concerns about a student's participation, it is important to discuss this with IPS right away and we will work together with the appropriate offices at UMD (Office of Student Conduct & Conflict Resolution) to determine the next steps. All application decisions will ultimately be communicated by IPS.

Post-Acceptance

Once a student has been accepted, an automated email is sent to them indicating the acceptance. The student will be notified that a new checklist has been assigned to them which includes the *Confirmation of Participation* form and an *online health and safety module* with a quiz. The *Confirmation of Participation* form is due within two weeks post-acceptance and confirms and secures the student's placement in the program and initiates the billing of the \$400 non-refundable Study Abroad deposit. After the student confirms, their application is switched to the final status of "confirmed". Only "confirmed" students are considered in the final enrollment count for the program. If a student applies on the application deadline, they must be accepted, and confirm their participation by the 14th-day after the application deadline.

A final checklist is assigned once the student has confirmed which contains additional forms. The items must be completed before the student goes abroad. The items include a *Release and Waiver*, *Emergency Contact*, *Travel form*, *Health and Personal Wellness Information* form, and *Passport copy*.

Approximately three weeks prior to the program's departure, program leaders will receive an electronic file of student information including individual student medical conditions and needs. Not all students disclose information regarding their personal health conditions and needs, so IPS can only notify you of the health information that has been disclosed. It is very important to discuss health and safety information in the pre-departure meetings and orientation. IPS, the Assistant Director for Education Abroad Mental Health (Global Programs & Strategy Alliance), Director of International Health, Safety, and Compliance, UMD Health Services, and UMD Disability Resources can provide support and resources to program leaders and students as needed.

IPS will follow up with all students who disclose significant health-related items to fully understand the student's health needs while abroad and discuss/reiterate the steps needed to prepare for their program abroad. IPS will work with the student, insurance, our UMN system colleagues, program leaders, and on-site partners to ensure we are able to support the student.

Disciplinary Check

IPS checks and monitors conduct and disciplinary violations post-acceptance for students who apply to study abroad. IPS will share relevant information with program leaders and will conduct a meeting with

the student as necessary. IPS will consult and work with the Office of Student Conduct & Conflict Resolution and program leaders when offenses are serious and there is a consideration of denying the student's participation in the program and/or preparing a disciplinary contract prior to departure. Students who are placed on judicial probation during the term they plan to study abroad typically will not be granted acceptance, but these situations will be reviewed on a case by case basis. [Study Abroad eligibility can be viewed on the study abroad website.](#)

Cancellation and Withdrawals

Participants who wish to cancel from their study abroad program must provide official written notification (via email) of their intent to cancel to IPS. If program leaders receive this information from students, direct the student to also notify IPS and/or forward the communication to the Associate Director right away. Students can also cancel via their online application. Cancellation is effective as of the date the cancellation request is received by IPS.

Students are responsible for all non-recoverable costs that have been paid or allocated on their behalf at the time of cancellation in accordance with the [IPS cancellation policy](#). This looks different for each program. The closer to the program date that the student cancels, the higher the non-recoverable costs that they will have to pay. It is important that students realize this before making the decision to cancel as they could be responsible for the entire program fee and may decide to participate due to their financial responsibility.

Students will not receive a refund of the application fee. Students who cancel after confirming participation will not receive a refund of the confirmation deposit. The confirmation deposit for May and Summer programs cannot be billed until after January 1 the year the program will run due to tax purposes. If students complete the confirmation of participation form prior to January 1 and cancel prior to the billing of the \$400 deposit, they will still be responsible for that fee.

A refund appeal process is in place for extenuating circumstances and all appeals are reviewed by the Study Abroad Refund Appeal Committee.

Program Cancellation

Programs that meet less than 70% enrollment (the number of students in your budget) by the application deadline, will be canceled. For programs that meet 70% of their minimum enrollment by the student application deadline, program leaders have one additional week following the confirmation deadline (the 14th day after the application deadline), to increase their enrollment and/or adjust the program budget without increasing the advertised cost. If successful, the program will be viable to run. IPS fees will be refunded to students with active applicants for all canceled programs and the Associate Director will help students find alternative programs if possible.

In the event that the University of Minnesota Duluth cancels a program for reasons such as a natural disaster, U.S. Department of State Travel Warning, pandemic, etc., all active student application fees, deposits, and recoverable program fees will be refunded so students are not financially impacted. Students will be responsible for out-of-pocket personal expenses. IPS will review these situations on a case-by-case basis and consult with our insurance provider when appropriate.

Course-related Procedures

Registration

IPS requests study abroad course set up by the Office of the Registrar in line with Academic Affairs' deadline for new courses. Each study abroad course receives a corresponding FST/FORS designator which indicates the course is taught abroad. It is the responsibility of the department to set up the course in the program plan and APAS so students can earn the appropriate credit; the FORS/FST designator prevents this from happening automatically.

IPS will provide students with instructions on how to self-register around the same time as the open registration times at UMD. Students cannot register if they have a hold on their individual student account. Furthermore, any student not registered for the course prior to departure will not be able to participate in the program.

Students participating in winter break programs may need to register for more than 20 credits during the spring semester. Students can submit a [Term Overload request](#) for approval.

Canvas & Duo access for study abroad

Like on-campus courses, faculty can use Canvas to teach your study abroad course. Once the FST/FORS course has been set up by the Office of the Registrar, you should see your course in your MyU Teaching tab for the appropriate term.

Faculty have used online platforms like Canvas to assist with the teaching of the study abroad course and/or to communicate program-related information and requirements, and to house important documents and information. If using a non-academic/development Canvas site (not tied to PeopleSoft), you can manually add students and co-instructors to the Canvas site prior to student enrollment (aligns with UMD enrollment dates). Then, once the students officially register or become enrolled in PeopleSoft for the course, you can start teaching and communicating from the Canvas course site that is tied to PeopleSoft enrollments. Note: You can import what was already created/occurred in the development site if desired.

You can use tools outside of Canvas (e.g., Google groups, sites, docs, etc.) if you want to start communicating and collaborating with students before the PeopleSoft enrollments occur and get connected to the actual Canvas site. Consult with [UMD ITSS](#) to research the best resources to meet your instructional needs.

You and your students can use Duo authentication when traveling internationally, even without WiFi or cellular service. You will need passcodes in order to authenticate your identity. *Note: If you are traveling to a U.S. embargoed country, you may not use Duo.* It is recommended that program leaders and students generate *passcodes prior to studying abroad in the case that you have any trouble while abroad. Read more information about University access to Duo while traveling abroad on the ITSS website: [Duo: Use Duo While Traveling Internationally](#) *passcodes expire 120 days after they are created

Financial Aid

Students may use financial aid, if qualified, for study abroad programs. For registration and financial aid purposes, winter break programs are classified as part of the spring semester and May and summer programs are a part of the summer session. May and summer program participants must enroll in a minimum of six credits to qualify for financial aid. If the faculty-led program is fewer than six credits, students may enroll in another University of Minnesota Duluth course, on-campus or online. However, we do not recommend that students take online courses at the same time as their program abroad as programs abroad are intense and they may not find adequate time and access (consistent wifi) to succeed in both courses.

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 University of Minnesota Duluth disbursement calendar. Winter break financial aid is disbursed with spring semester and May/summer session financial aid is disbursed with the summer session. We encourage students to plan as early as possible for funding their study abroad program because often, students do not receive financial aid at all for may/summer programs, or a reduced amount that does not cover all expenses. Students are encouraged to view the financial planning webpages on the [Study Abroad website](#) and consult with [UMD One Stop](#) early on in the planning process.

IPS submits the final and official program fee and cost estimate to the Office of Financial Aid for all programs and students. This aid is generally awarded in the form of loans. Grants and university scholarships administered by the Office of Financial Aid are not increased for a study abroad program. The UMD One Stop Student Services office will review each student's FAFSA on file for the corresponding academic year and enter the financial aid budget revision for qualified students. Students will receive a revised E-FAAN report after the financial aid information is processed and they can accept and decline awards as needed.

Scholarships

The University of Minnesota Duluth offers study abroad scholarships. Inform and remind students of the available scholarships, which can be found on the [Study Abroad website](#). The University of Minnesota Study Abroad scholarship awards are based on a brief essay. The UMD Study Abroad Scholarship Committee, made up of faculty, staff, and students, scores the applications. Award notifications are emailed two to three weeks after the application deadline. Only University of Minnesota Duluth degree-seeking students are eligible for these scholarships. Students from other University of Minnesota campuses should apply directly to their home campus for scholarship opportunities.

UMD Diversity in Study Abroad Scholarship

The *Diversity in Study Abroad Scholarship* awards up to \$5,000 for semester programs or up to \$3,000 for short-term or faculty-led study abroad programs. This scholarship was developed for populations underrepresented in study abroad. We are committed to providing cultural study abroad experiences for students of all backgrounds and identities. Please share this opportunity with students. [View the scholarship webpage for details.](#)

Additional external scholarships are available. Applicants are unable to use the Regent's Scholarship and tuition waivers for faculty-led program fees.

Billing and Payments

International Programs & Services bills students for the study abroad application fee, deposit, insurance, and program fee directly to their UMD student account. Student payments to the university are due according to the One Stop schedule published online at [dates and deadlines](#).

Grades

Once the program has ended, program leaders enter student grades online. The same grading timeline policy applies for study abroad as it does on campus. If you will require pre- and post-academic work in the U.S., inform IPS of those dates and those will be used for course set up. If grades are not posted within three business days of the end of the program, an NR (Grade Not Reported) will be entered for the course. [An "NR" does not impact a student's GPA.](#)

If you do not post grades in this timeframe, you will need to follow the Change of Grade process outlined in the teaching resources from the [Office of the Registrar](#).

Orientation

Both pre-departure and on-site orientations are essential and provide the opportunity to lay the groundwork for a successful program. A staff member from IPS will join a portion of your pre-departure orientation to discuss the ITRAAC petition, COVID, and share additional information. Oftentimes, on-site partners will conduct an orientation/s when you arrive on-site. Make sure you clarify what they will cover and where you may need to fill in the blanks. On-site colleagues can provide a lot of the content and expertise for the important items students should know while in-country. On-site partners may also provide support, resources, and perhaps could actively participate in-person or virtually in your pre-departure orientation.

Pre-departure Orientation

IPS provides an online health and safety orientation for all program participants which students access in their online study abroad checklist. The orientation is delivered online and there are two quizzes that students must pass after watching/listening to the material. Copies of the information students receive is in the program leader's Google Drive.

The Global Programs & Strategy Alliance offers several [travel resources for faculty, staff, and students](#) to consider when traveling and studying abroad.

In addition, program leaders must plan, schedule, and lead at least one program-specific orientation that specifically addresses key details students need to know. The following topics should be addressed during the orientation:

Academic Expectations

Review academic goals, expectations, learning outcomes of the course, required course materials, the syllabus, and itinerary. Address any requirements pre-and post- in-country program dates.

International Travel

- Site or program-specific tips
- Passport and visa requirements
- Plans for international travel both to and from the site. Keep in mind some students have never been on a plane or have traveled internationally, so basic information on what they can expect at the airport and while traveling abroad is very helpful.
- Specific directions regarding where to meet abroad and how to get there from the airport.
- Transportation options and dos/don'ts
- Local traffic information for example: in England, traffic comes from the opposite way as in the U.S. so look both ways multiple times before crossing the street!
- Electrical sockets (adaptors) and voltages (converters)
- Suggestions for whether or not a laptop is necessary
- If necessary, recommend that students look into and obtain personal property insurance as this is not included in the international insurance included in the program
- Weather and how it affects program logistics and packing - share a packing list
- Accessing funds: whether ATMs are available and whether they accept a variety of credit/debit cards. The most widely accepted card is Visa, followed by MasterCard. Discover and American Express are accepted less frequently
 - Currency needs and exchanging money - will students need access to the local currency when they arrive? Should they exchange some U.S. dollars for the local currency prior to arrival?
 - Encourage students to read U.S. State Department information about the host country. They can access Consular Information Sheets, Country Background Notes, travel, and safety information at www.travel.state.gov. Recommend good guide books as well, for example, Lonely Planet. <https://www.lonelyplanet.com/> or others you have experience with.
- Food and meals, what can students expect to have access to while traveling, and when they arrive? What meals are included, what meals are not? Are there foods/water that should be avoided? Discuss any food preferences or allergies and what accommodations can be made, if any.

Contact Information

Discuss how you will communicate with students abroad and vice versa. Inform students how and when they will be able to make contact with their loved ones at home upon arrival in-country. Develop an emergency communication plan and test it on-site.

Life on-site, Food, Host Families

Prepare students for what to expect by discussing accommodations, classrooms, etc. Show pictures, if you have them. Sometimes participants' ideas 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 specific food sensitivities and allergies, nutritional needs, and preferences. This information is requested on the Study Abroad Health and Personal Wellness form and will be shared with program leaders prior to departure.

More and more students disclose having food allergies, sensitivities, and eat a vegan or vegetarian diet. It is important to understand the culture of the host country around these topics and have good communication with the host family or organization making the placements so that the families are not negatively impacted by being asked to fulfill an expectation that may be difficult or unreasonable/a financial burden. Also, so students are not put in situations where they would be unsafe due to the possibility of being exposed to or fed items they cannot or choose not to eat.

If students are living with a host family, outline expectations. Discuss customs and what participants should do upon arrival and share any host family expectations. Topics to discuss might include: meal hours, eating outside of meal hours or snacking, nightly curfew, whether to call if they are going to be late, use of the phone and computer, use of utilities including water, and use of laundry facilities, should they bring a gift from home for their family?

Health and Safety

Discuss cultural differences, clothing expectations in relation to location and places visited (for example what is appropriate dress for visiting a spiritual/sacred site), words or gestures that might not be appropriate, respect for the culture, etc. Create a list of ‘do’s’ and ‘don’t’s’ that is tailored specifically to the host city or region. Guide books and local experts/resources can be helpful resources to assist with this if needed.

Using a local map, recommend areas students should avoid. Repeat this upon arrival. A scavenger hunt is a great way to get students out and about in their first few days to find necessities and resources in the city and country they will be studying in and to become acquainted with their surroundings. Discuss where ATMs, grocery stores, places with Wifi, and where they may purchase a local sim card for their phone or a pay-as-you-go phone.

Personal Travel

Students are required to notify you of any personal overnight travel during the program, if allowed. 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. Determine the mechanism for how you want to receive this information from students and inform them of this process and requirement prior to departure. If students plan to travel before or after the program, this information is not required as you, UMD, and IPS are not responsible for students during this time. With this said, IPS requests students’ travel information to/from their study abroad program. You can use this [template](#) or create something similar to gather this information from students.

Health & Disability Information

Encourage students to share relevant health information with you and/or IPS prior to studying abroad so that we can help support them and provide relevant resources and information. It is each student’s responsibility to complete IPS’ *Health and Personal Wellness Information* form and inform us of any

conditions that might affect them while abroad, as well as any disabilities for which accommodations are requested. This information will be shared with program leaders in advance of the program. It is important that students prepare for health conditions abroad by taking care of any medical needs, and medication (e.g. ensuring enough medication for program duration, the legality of medication) prior to departure. Review each health form carefully and discuss any concerns with students early to prepare for their health and safety abroad. It is also important to inform your on-site partners of any relevant information to be sure that students have access to the care and accommodations they need.

IPS will follow up with students who disclose relevant health information to gain more information and to reiterate the resources available to plan for a successful and healthy study abroad program.

Share an emergency plan with students in advance and review and test it on arrival. Give general instructions for emergency medical situations such as using an emergency telephone system, calling an ambulance, hospital, embassy, or consular office. Some countries have a specific emergency number, similar to 911, which can be listed on the U.S. consulate website, the host city website, or the host country embassy website. Discuss how to locate routine and emergency medical help. Share the name, location, and phone number of the local hospital. Explain how to pay for medical care. Most medical charges are usually paid for by the student, out-of-pocket, but some hospitals have arrangements to bill the University's insurance provider directly. **Program leaders should not pay for student medical care with personal or program funds.** The reimbursement process with the insurance provider is complicated when the care is not paid for by the patient. Encourage students to become familiar with the insurance policy and resources in their online portal. All receipts should be kept and a student can file a claim and seek reimbursement from the insurance company directly. Students and program leaders have exactly the same insurance.

Discuss region-specific health information such as the nature, prevention, and treatment of diseases; water and food risks. Provide descriptions of persistent and epidemic diseases.

Program leaders are encouraged to refrain from providing specific/individual medical advice to students about medications, vaccines, or over-the-counter medications. This advice is well-intentioned; however, travel recommendations change frequently. Best recommendations are connected to a student's own personal health history. This advice needs to be given by qualified health personnel, or from national or international reputable health agencies such as the CDC or WHO or local experts.

Student Identity

What is the climate, culture, and history surrounding racism, sexuality and gender equity, and other populations that have been historically oppressed in the U.S., in the country/countries you will be visiting? Get to know your students and help them prepare for what they may experience or witness and how to be allies and support one another.

There is a [“Student Identity”](#) page on the Study Abroad website to encourage students to think about their identity and how that may be impacted by studying abroad.

UMD is a member of [Diversity Abroad](#) which provides a variety of training, resources, and support including country diversity climate notes. Contact the Associate Director if you would like to have access to these resources.

Consumption of Alcoholic Beverages

The University does not normally authorize its representatives to provide alcoholic beverages to participants as part of education abroad programs. However, participants who are of legal drinking age in the program country are permitted to drink alcoholic beverages in their free time if the participants do so responsibly.

If in discussion with International Programs & Services, you decide that your program warrants the optional consumption of alcohol for academic or cultural purposes, the University *may* authorize the arrangement of a visit to a winery or brewery in which case participants will be allowed (but not required) to participate in reasonable tastings. Discuss this with IPS early on in the planning process. The University may also authorize participants of legal drinking age to purchase and consume alcoholic beverages, if purchased by the participant, during a meal or social event otherwise sponsored by the program. Program leaders are not permitted to purchase alcohol for students.

Drinking that violates University policy, Affiliate policy, or local law, is a violation of the University Student Code of Conduct.

Alcohol and Behavior

Program leaders should address expectations and concerns about alcohol misuse and abuse upfront. In addition, what is the local culture surrounding alcohol consumption? In addition to posing a health and safety risk, alcohol abuse is the primary source of behavior problems and conflicts between group members. By addressing this issue in advance, program leaders can make expectations and consequences clear upfront so everyone understands what is expected while abroad. Many program 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. Discussing these potential differences early may help avoid conflicts later.

Ask students to discuss the consequences of alcohol abuse. This may include tardiness or poor attendance in classes and activities; negative student interactions as a result of alcohol-induced behavior; animosity and breakdown of group cohesion; a poor reflection of the group to the host community, program leader, and on-site contacts; and undue stress to program leader.

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

Review this conversation on-site. 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 wait until the situation is out of hand and you have to speak as a disciplinarian to a young adult.

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.

Meeting Locals, Dating, and Sex Abroad

Students are dating and having sex abroad. You can assume that some of your students are using dating apps like Tinder while abroad. What is the dating culture in your location and how do young people meet? What are the cultural norms surrounding dating and sex and what should students take into consideration when pursuing these things abroad? What about gender roles and same-sex relationships?

It is advisable to address sex and dating among program participants. It is important to have pre-departure and on-site discussions regarding the local culture's receptivity to public displays of affection, people who identify as LGBTQ, and gender identity. Your local contacts and partners and the Diversity Abroad country diversity climate notes are helpful tools if you are unfamiliar with these topics in your program location. In addition, feel free to contact staff in IPS and the Office of Diversity and Inclusion for additional support and resources. [The LGBTQ student identity webpage](#) has a list of resources.

Please review the [UMD webpage and resources regarding sexual misconduct](#) to familiarize yourself with the mandatory reporting role we play as faculty and staff and to understand what resources are available to students.

Developing a Cohesive Group

Seasoned program leaders report that 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 in the pre-departure orientation as well as on-site.

Reiterate 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 vacation/travel 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/world travel.

Reinforce the message of students as “cultural ambassadors” and that their conduct will not only be seen as representative of the program and UMD, but also the state of Minnesota, and the U.S. Be honest with your students about how “bad behavior” (define what this means to you) 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's 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 ahead of time. 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 personal conflicts can undermine the atmosphere of the program and ask

them to determine procedures and methods for dealing with this issue.

International Programs & Services staff is available to attend a portion of one of your pre-departure orientations to discuss study abroad-related items and any other information that you need support with. Please provide the Associate Director with your orientation details as soon as possible to request their presence.

On-site Orientation

An on-site orientation is crucial for participants to adjust to their new surroundings and to provide context and apply the information that you shared with them and that they have been learning about prior to departure. Issues that should be discussed include transportation and familiarization with the location of their program, accommodation, where they can purchase everyday items, cultural norms and values, program expectations, and health and safety. On-site contacts can play a very important role in on-site orientations and program leaders are encouraged to incorporate local contacts as much as possible. Students can feel overwhelmed after arriving on-site, therefore it is important for the program leader to include an appropriate amount of rest and reflection in the first couple of days.

Risk Management Planning

Risk Management Training

All faculty and staff leading a study abroad program are required to attend a session on risk, safety, and security aspects of traveling as a University representative with students, prior to the departure of their program. The meeting will cover important health, safety, and liability information, such as FERPA guidelines, legal considerations, emergency planning, and crisis management. We cannot avoid or prevent all risk when leading students abroad, but we can do our best to manage them when it arises. UMN Education Abroad policies can be found on the Global Programs and Strategy Alliance [GO SAFE](#) website.

Liability

As a condition of acceptance, to participate in a University of Minnesota Duluth study abroad program, every student has signed the *Release and Liability Waiver*. This statement lists expected behaviors and consequences for violation. Refer to this document when discussing conduct and behavior with students. By signing the *Release and Waiver* form, students declare that they understand that education abroad 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*. Additionally, every student must read and sign the *Supplemental Student Release & Waiver* specific to COVID-19. All policies can be found in the University of Minnesota Policy Library at [Policy | Student Travel and Education Abroad: Health and Safety](#). IPS will maintain all necessary program documents for program participants.

Behavior, Health, and Disabilities On-site

The best way to handle disciplinary problems is to avoid encountering them in the first place, but then to address them right away. Students are required to attend all classes and all excursions that are a part of the program itinerary. The only acceptable excuse for missing a class or an excursion is an illness. Students need to be aware that behaviors with minimal or no consequences in the United States may, in

contrast, have major implications abroad. Topics to discuss with students include alcohol, appropriate dress, local laws, local mobility (which neighborhoods in the area are safe), gender dynamics, youth/elder relationships, and food and meal etiquette. This information should be presented repeatedly to students.

If you encounter any academic or behavioral problems with students on-site, it is important to address these items with the student right away and work with IPS and the Office of Student Conduct & Conflict Resolution for support. If official disciplinary action or sanctions will be pursued, this process will be guided by the Director of the [Office of Student Conduct & Conflict Resolution | UMN Duluth](#).

Some students may not be comfortable disclosing their health or disability information on the study abroad health form or to IPS staff and they may come directly to you with this information during the program. In addition, students could develop serious health conditions and disabilities while abroad. If this occurs, UMD and program leaders have a responsibility to listen to the student's needs and requests and then work with the appropriate people and offices to determine the best course of action to support the student while abroad. Program leaders should notify IPS and relevant offices and organizations on-site, and at UMD, so we can offer support and guidance in these situations. IPS can also be the first point of contact and consult with experts at UMD on behalf of the program leader.

Offices that should be consulted with depending on the nature of the student incident include but are not limited to UMD Disability Resources, the Assistant Director for Education Abroad Mental Health (Global Programs & Strategy Alliance), Director of International Health, Safety, and Compliance, UMD Health Services, and UMD Office of Student Conduct & Conflict Resolution.

Money Handling and Security While Abroad

IPS recommends the following money handling tips:

Program leaders:

- Use your UTravel card whenever possible to pay for services and supplies on-site. This will avoid personal charges requiring reimbursement. Call the number on your UTravel card before you leave to let them know where you will be going and the dates. There may be blocks on certain types of UTravel purchases, so have another paying option available
- Avoid “lending” money to students or paying for things on students’ behalf. These expenses are not reimbursable through the University.

General tips for all travelers:

- Notify your bank that you will be traveling abroad and find out the best way to contact them if you have trouble accessing funds abroad. In addition, ask what fees you will be charged in regards to accessing your funds abroad. How much money can you take out/spend at one time?
- Discover & American Express are not as widely accepted abroad, so avoid using these cards
- Check your card expiration dates
- Avoid traveling alone, especially at night
- Exercise caution when strangers approach offering something to buy or to be a guide

- Beware of pickpockets
- Appear purposeful and confident when traveling
- Use ATMs that are well lit, in a safe location, and withdraw only as much cash as you will need in the near future
- Keep cash in a secure location. Consider the use of an undergarment money belt/pouch on the body and underneath clothes
- Make a note or copies of credit card information and issuing bank(s), in case of theft or loss
- Be discreet when paying a bill
- Participants should use the same common sense traveling abroad that they would in the United States. Extra caution should be exercised in areas where they are likely to be victimized, including crowded subways, train stations, elevators, tourist sites, market places, festivals...etc.
- Have a plan for what you will do to access funds in the case of an emergency/theft. Do you have the possibility of having funds wired from a bank in the U.S. to a bank abroad? An emergency credit card that is kept in a separate place from your everyday use? Do you have a friend on the program you could borrow and pay back in the case of an emergency? How long would it take for your bank to mail you new cards and where could they send them?
- View this Washington Post article on common travel scams: [How travelers can avoid common scams](#)

Cell Phones

Program leaders are required to have a cell phone when leading a study abroad program. Program leaders are encouraged to look into international calling with your existing phone plans, purchase a cell phone or local SIM card for your U.S. phone on-site. Program-related phone costs should be included in the program budget so look into these options early. This may not be required if your co-leader is on-site, will be with you and the students at all times, and has access to a phone to contact IPS in an emergency situation.

IPS has access to companies that provide cell phones for faculty and students studying abroad and this option can be explored ahead of time if interested. The benefits of this would be that student phone numbers can be programmed into the faculty member's phone ahead of time and will ensure that all students have working phones while abroad. Companies are also providing traveling routers/hot spots to provide wifi connections while abroad. [Cellhire](#) is an example of a company that can offer mobile phones and services for study abroad.

Think about how you will communicate with students and how they can communicate with you in the case of an emergency and if you will require students to have a cell phone with access to dialing, texting, and data. Some program leaders have found it useful to set up Facebook, We Chat, WhatsApp, and similar groups ahead of time so that everyone can communicate with one another. Keep in mind that these apps require wifi/data so another communication plan is necessary for when participants are not in wifi access areas or electricity goes out. Make sure to test your communication plan with students on-site.

United States Embassy Registration

IPS registers the program (including program leaders) with the nearest United States Embassy in the

host country for the program dates. Program leaders and students may receive periodic emails from the Embassy about the host country. Students and leaders are encouraged to enroll in this program for any personal travel outside of the program dates. Read any alerts received carefully and follow the guidance regarding any local emergency situations. Program leaders and students who are not residents of the U.S. are encouraged to register in a comparable program in their home country if available.

Health Insurance

When on university-approved business, program leaders and students are required to enroll in international insurance. The cost of this insurance is included in the program fee and budget. IPS will enroll all participants in the insurance. Remember to include additional travel days in the budget if you will be arriving early or staying after the program for program-related purposes and communicate these dates to IPS. IPS automatically enrolls participants 3 days before the first day of the program and 3 days after. Program leaders will be enrolled in the insurance after they complete the program leader registration process: [Registering Your Travel with Students](#).

Students are encouraged to extend or purchase additional insurance at their expense if traveling for personal reasons before and after the program.

Program leaders can also purchase additional insurance if traveling before or after program dates. In addition, if program leaders have a University medical plan through HR benefits, you already have international medical and evacuation coverage through [Redpoint](#) and would not need to purchase additional coverage.

Participants will receive an email from the international insurance company with policy and claim information. The University of Minnesota plan is available at [International Insurance for Travel Abroad: Global Programs and Strategy Alliance: University of Minnesota](#)

Program Leader Health

It is possible that you or your co-leader may experience illness or injury abroad and it is important to also take care of yourself and follow similar procedures as students. Program leaders and students have exactly the same health insurance and coverage.

If you experience an injury as a result of program participation, please notify the Associate Director, work with the international health insurance provider if care is needed and file a claim, you should also report any injury to UMD HR in the case worker's compensation is pursued or needed: [Workers' Comp/Non-WC | Department of Human Resources | UMN Duluth](#)

Preparing for Emergencies

The first step in being prepared for emergencies is to read through the *Risk Management Planning* section of this handbook and reference the information and resources provided in the in-person training session. This information will give you the tools to be prepared for responding to an emergency. The following steps should be taken:

- Create an emergency plan (Google form provided by IPS) and provide a copy/version to students

- Review IPS health and safety online resources and the student and program leader insurance policy and online portal to support students and how to respond in the case of a medical emergency: [Study Abroad | UMN Duluth](#)
- Share program leader cell phone numbers and the local emergency number with students
- Obtain student cell phone numbers
- Create a communications tree for students and test it on-site
- Implement a buddy system
- Advise students never to leave their residence without identification or money
- Designate primary and secondary meeting places in the case of an emergency
- In the case that wifi is not accessible, how will you communicate with students in the case of an emergency?

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 are some basic steps that help in assessing the situation and establishing an appropriate course of action. The best advice in any emergency is to do what a reasonably prudent person would do.

Responding to Emergencies Abroad

1. Based on the situation, the student's health and safety should be the first priority and ensure the best available care is provided to the student if needed
2. Description of the situation, to include, as relevant:
 - a. What happened?
 - b. Is the traveler in immediate danger? Do they feel safe now?
 - c. Where did it happen?
 - d. When did it happen?
 - e. Who was involved?
 - f. Who are the witnesses?
 - g. Who (onsite staff, home, officials, etc.) has been contacted?
 - h. What action, if any, has been suggested by authorities at the site?
3. Contact International Programs & Services/IPS for support and to inform them of the situation. a. If the incident is behavioral or a question of a UMD Code of Conduct violation, the Director of Student Conduct & Conflict Resolution will be involved and will lead the investigation and process, in consultation with the program leaders and IPS
4. Contact the international insurance company, if necessary
5. Communicate with other students if appropriate
6. Maintain contact with International Programs & Services
7. DOCUMENT everything in regards to the incident

COVID-19

For the most up-to-date information on COVID-19 and study abroad and international travel please visit our [website](#).

Program leaders should constantly monitor COVID19 and have up-to-date knowledge of what is required by their home and host country. This information includes:

- Vaccination requirements and boosters
- Proof of vaccination
- Testing upon arrival
- Quarantine requirements
- Testing upon return to the United States

After the Program

Once you have returned from your program, visit the Associate Director to discuss program details. Reflection on the program experience is easier immediately upon return, so do not delay the visit to IPS. Jot down any issues to discuss including both the successes and challenges of the program. In addition, IPS will request that you complete a program leader survey to share your experience leading a faculty-led program.

IPS student assessment of Study Abroad Program Learning Outcomes & program satisfaction

IPS emails a study abroad assessment to each participant one week prior to the end of the program. We encourage faculty to set aside time at the end of their program for students to complete the survey. The assessment remains open for four weeks. Results will be provided to the program leaders. Information collected in the assessment is very important to future program development and helps IPS assess [study abroad learning outcomes](#). Thank you for encouraging your students to complete the assessment and allowing them time to do so at the end of the program.

Financial Matters

Program leaders must contact IPS within 15-days of their return for cash advance reconciliation and assistance with Chrome River expense reporting.

Future Contact with Students

A program leader's mentoring and professorial relationship may be the most significant one during your student's academic careers. Assist them with their readjustment and 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. Remind them that the world at home did not stop while they were gone. Students may find they are not the only ones who have changed during their absence. Remind them to take time to readjust slowly and reach out to their support systems, IPS, and perhaps you and others in the program if they are experiencing any difficulties.

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

- Talk with students from the program or others who have studied abroad if they are

- experiencing any difficulties with adjusting to life post-program
- Visit the study abroad website for [“After you return” resources](#)
- Enter the study abroad annual photo contest
- Share their experiences by working as an IPS Peer Advisor, or Study Abroad Ambassador
- Assist with recruitment for future programs, we know students are most influenced to study abroad by their peers, faculty, and staff
- Work with international students by volunteering in the International Student Services office
- Join an international organization
- Continue foreign language study
- Continue studying the host country by taking related courses, reading international newspapers, viewing films, or writing research papers
- Volunteer with organizations that work with immigrants or refugees
- Think about when and how to go abroad again: participate in additional study abroad programs, apply to graduate schools abroad, apply for Fulbright Scholarships to study and conduct research, find employment opportunities, apply to the Peace Corps, or return to visit host family and friends
- Integrate the best of the home and host 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. Some program leaders have held simple coffee breaks, while others have hosted a dinner at their own homes.

We look forward to working with you to ensure you have a successful program and experience. Should you need anything or have any questions, don't hesitate to contact our office.

Sincerely,

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