

Harper College
Faculty Education Abroad
Handbook
Fall 2016

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Fall semester, 2016

Dear Faculty,

Welcome to the *Harper College Faculty-Led Education Abroad Handbook!*

Education Abroad programs offer students the opportunity to see the world through an educational experience that enhances student knowledge far beyond what they would learn by studying in classrooms here at Harper. Faculty committed to developing and leading Education Abroad programs have a unique opportunity to build a program and see it come to fruition in an expanded classroom enhanced by the people and culture of another country. A crucial part of your role is to assist the students in drawing the substantive connections among different aspects of the academic term. This personal involvement in constantly helping the students synthesize what they have learned, and are learning, is critical to the program.

This manual has been developed to assist Harper faculty interested in designing and managing Education Abroad experiences for students. As you might imagine, building a successful Education Abroad program is no simple task! It involves developing not only the academic structure of the program, but also requires attention to such concerns as legal issues, travel and physical logistics, risk management, financial considerations, Harper College policies and procedures, as well as specific considerations related to the country in which the program will be offered. This manual is designed as a guide to acquaint you with the application process and support services available to you as you work through the various issues you will need to address to ensure a successful experience for everyone participating in the program.

Planning for an Education Abroad experience begins 14-18 months before taking students overseas. These pages will give you an overview of the process at Harper College so that you can articulate your vision within your department's goals as well as the college-wide discussion on international education. This manual also contains a discussion of the forms and procedures you will need to complete in order to move your project forward.

Through collaboration with faculty, our goal is to run high quality programs that meet the academic and personal needs of the student and the curricular needs of Harper College. Whether you are starting a new program or have been running your program for years, we strive to give you the support that you need to have your program run successfully. We support programs through the processing of applications, helping you develop your budget, and the advising and counseling of students.

Please meet with me at your earliest convenience so we can begin the exciting journey of creating a unique Education Abroad experience.

Best wishes for a successful planning process,

Dr. Richard F. Johnson, Director
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Education Abroad Learning Environment: Value Added

As evidenced in recent research on learning abroad¹, students learn differently when taught the same subject matter on campus as compared to an Education Abroad environment.

Academic development and intellectual growth

Education Abroad can...

- provide a new perspective on possible majors through exposure to coursework based in different cultural frames of reference and/or taught by local instructors
- expose students to academic content not available on our campus
- contextualize learning by linking it to local realities (including community engagement and service learning) and related global dimensions
- provide guided reflection on different ways of knowing and thinking
- provide structured opportunities for comparative analysis, critical and creative thinking, and problem-solving
- enhance students' country-, region-, and culture-specific learning through pre-departure, on-site, and post-program interventions focused on geography, history, politics, literature, etc.
- motivate students to begin or continue learning a foreign language by exposing them to structured situations, inside and outside of the classroom, which will significantly facilitate the development of language skills in the context of culture
- engage students in research projects with local students and faculty
- provide opportunities for students to give presentations about their Education Abroad projects/experiences on our campus
- stimulate students' sense of curiosity through engagement with the local culture

Personal growth

Students can develop personally by...

- forming meaningful relationships and friendships with local people through home stays, local clubs, volunteer opportunities, etc.
- reevaluating their values, vocation, and personal ethics, facilitated by reflective journaling assignments and structured reflection sessions
- expanding their comfort zone in a context of balanced challenge and support so as to enhance their ability to (inter)act in unfamiliar situations
- experiencing a sense of self-efficacy by mastering and reflecting on difficult situations
- reflecting on issues of personal identity and interdependence in a global context
- developing a sense of social responsibility through engagement with local communities

¹ Sutton, R. & Rubin, D. (2004) "The GLOSSARI Project: Initial Findings from a System-Wide Research Initiative on Education Abroad Learning Outcomes." *Frontiers: The Interdisciplinary Journal of Education Abroad* 10: 65-82; and Sutton, R. S., & Rubin, D. L. (2010). "Documenting the academic impact of Education Abroad: Final report of the GLOSSARI project." *Paper presented at the annual meeting of NAFSA: International Education Association*. Kansas City.

Professional development

Education Abroad programs can . . .

- provide opportunities for students to meet professionals in their chosen field of study so they may learn how to relate professionally with culturally different individuals (in labs, businesses, professional organizations)
- integrate internships, service learning, community engagement and other opportunities for experiencing local work life
- offer pre-departure and post-program frameworks designed to help students make connections between learning on Education Abroad experiences and their potential career paths
- provide opportunities on site and post-program for students to reflect on skills learned and knowledge gained
- provide structures for exploring future professional direction

Skills for engaging with individuals from a variety of cultures

Education Abroad programs can facilitate intercultural learning by . . .

- enhancing students' self-awareness and understanding of their own culture by providing opportunities to compare and contrast host country customs, values, and traditions with their own
- allowing time for structured and unstructured encounters with local people and customs in a variety of contexts
- providing opportunities for exposure to, interaction with, and reflection on the everyday aspects of the host culture
- encouraging students to experience the world through the eyes of the other culture by exposing them to the literature and arts of the local culture
- preparing students for the intercultural experience through pre-departure orientations, readings, and other media
- helping students realize and articulate their intercultural learning and identity development through post-program reflection
- requiring attendance at regularly scheduled on-site reflection sessions during which critical encounters with the host culture may be analyzed
- helping students make connections between the host country's culture, society, history, politics, and arts

On-campus internationalization of Harper College

Our students' international learning experiences add value to the on-campus experience by . . .

- infusing the classroom with the various cultural perspectives to better prepare students for Education Abroad and be more receptive to global or comparative perspectives of returned Education Abroad students
- building on faculty's regional expertise and connections to identify suitable locations and partner institutions, linking Education Abroad to faculty development, and expanding existing institutional links and networks
- including student research on Education Abroad programs
- linking faculty and student expertise gained through Education Abroad with strategic initiatives at the college, thus making Education Abroad programming sustainable

Program Development Considerations

Planning Calendar and Deadlines for Faculty-Led Education Abroad Programs

Program Development and Early Recruitment: 14-18 months prior to travel

- Meet with Director of International Education for initial planning
- Consult with department chair/program coordinator and division dean, then compose proposal
- Meet with Director to submit proposal
- Once program is approved, finalize program details and contracts, as needed
- Develop enrollment plan with Director
- Develop marketing materials to promote the program
- Obtain all materials in this manual and any others needed
- Make sure the site and student accommodations are safe, of sound quality, and meet the needs of Harper students

Advertising and Recruiting: 9-12 months prior to travel

- Distribute program flyers and advertise your program
- Participate in Education Abroad Open Houses (fall and spring)
- Have your first recruitment meeting
- Meet with the Director to discuss final plans, including budgets, deadlines, etc.
- Arrange QuikPay deposit payment tab for program with Director and Business Office

7-9 months prior to travel

- Continue to recruit
- Have a second recruitment meeting, if necessary
- Meet with Director to finalize budgets and deadlines to run or cancel the program.
- Consult with Director to investigate group airline tickets, if not working with vendor

5-7 months prior to travel

- Participate in a mandatory training workshop for faculty leading programs overseas
- Have third recruitment meeting, if necessary
- Review applications
- Finalize numbers for group airline tickets, if not working with vendor

Late Enrollment and Preparation: 1-3 months prior to travel

- Continue marketing and accepting students until the program is full
- Schedule orientation meeting(s).
- Confirm group size with Director.
- Students' final payments should be due at least 60 days prior to departure

Prepare for Departure: 1 month prior to travel

- Put together orientation packets.
- Coordinate rooming assignments.
- Conduct final orientation meeting.
- Have scheduled pre-departure lectures, as needed. It is important to hold at least one meeting of all participants, so that you can get to know the students and they can begin to get to know each other.

Day of Departure

- Arrive at the airport early and be prepared to greet students and parents as they arrive
- Coordinate “buddy” system among student travelers

Within two weeks of returning to campus

- Schedule a meeting in which to debrief the students (and pick up any final class work) after the program has run. Include Director and staff at this meeting.

Within one month of returning to campus

- Submit Final Faculty Report to Director.

Role of Re-entry

Taking students abroad as a defined Harper College group presents a lot of opportunities for faculty to engage with students around a particular course topic or theme, on site, and in a teaching as well as mentoring role. Since one of the goals is to try to move students to make stronger connections between the course content and the experience of being on-site, faculty are key to building that bridge.

The entire group, including faculty, will have a shared experience for much of their time abroad. Helping students process their experience after they return to campus and bring it into their Harper College experience is a key to a successful program. The Office of International Education can help coordinate events and activities so students can also share their experience with their peers who may be interested in going abroad.

First Steps in Program Development

The first step in the planning process of an Education Abroad program is getting the “great idea” for an Education Abroad experience. During the initial development stage, you should try to provide detailed answers to each of the questions in this section. Don’t worry about the details you haven’t worked out yet; just write what you know at this point. This step is meant to help you connect with resources to support your efforts. These questions are designed to guide you through the feasibility stage of program development and execution and to encourage you to contemplate issues that might not be apparent during the initial steps. Although some of the questions might not seem to be applicable to the specific programs you have in mind, an explanation of either the relevance or the irrelevance of each item is helpful in planning the entire project.

We ask that you complete this section as points of discussion **before** meeting with the Director and writing your proposal. These are the sorts of questions that department chairs/program coordinators and division deans will have during the initial approval stage. Answers to these questions will serve as a guide to the development of an impactful program.

Initial Program Design

- Does Harper College, the academic department, or the faculty have an agreement or link with an educational institution at the site of the program? Please explain the nature of the relationship. If not, what is the possible relationship, and how will it be cultivated?
- What, if any, first-hand experience do you have in the region/country and, if applicable, host country language?
- Is the program in a country that falls within the Office of International Education’s Global Region of Focus?
- Do you want this program made available to Illinois Consortium of International Studies and Programs (ICISP) colleges (this applies only to January and summer programs)? [Doing so allows students from other Illinois community colleges to participate in your program and can increase enrollment numbers.]

Program Development

- What is the educational purpose of the program?
- What are the objectives of the program?
- How will the program objectives be assessed?
- How will the program be monitored and evaluated?
- What are the admission requirements, other than a minimum G.P.A. of 2.5? Are there any prerequisites?
- Is this a program that can be offered every year? Every other year?

Curricular Connections

- Which academic course(s) will be taught in the program? [We encourage faculty to consider making the program a discipline-specific course (e.g., Art 105) as opposed to a Special Topics course.]
- What are the proposed student learning outcomes and how will they be met?
- Are Global Learning Outcomes included among the student learning outcomes for the course(s)? [All Harper College faculty-led education abroad programs are

- required to include one or more Global Learning Outcomes.]
- Is the curriculum of the course contextualized internationally?
 - How many hours of academic credit will be granted for participants?
 - Are syllabi and reading lists available for the identified course(s)?
 - How will syllabi, course materials, and assignments be disseminated? [All courses must have an accompanying Blackboard shell which will serve as a repository for all relevant student and parent information. **The Director of International Education must be enrolled in the Blackboard shell as an “Instructor.”** It is strongly suggested that students provide access to the Blackboard shell to their parents during their Education Abroad experience. Contact the Director if you need assistance with setting up this shell.]
 - What methods of instruction will be used?
 - How will the program’s learning outcomes be assessed?
 - How will grades/assessment results be communicated to students on a regular basis?
 - If more than one faculty will be responsible for instruction, what will be the responsibilities of each? [All programs that are NOT offered through the services of a third-party vendor (e.g., EF College Tours) require at least two faculty (a lead instructor who will serve as a mentor to a second faculty person). Student enrollment must be sufficient to cover the costs of second faculty person.]
 - Will there be field trips tied into any of the courses? Have these been identified and costs included in the program?
 - How will student performance be measured?
 - Will students need to purchase and bring all books and materials before leaving? Where and how will these be purchased?

Design for Learning

- What can students learn at the program site that they could not learn on campus at Harper College?
- How will the academic content relate to the chosen country/location?
- To what extent will students experience intercultural immersion?
- Will the overall concept of the program provide learning resources that students will be able to take full advantage of in the local environment?
- Will the experiential learning occur in a context that fosters academic excellence?
- Do you intend to integrate community engagement (e.g., service learning, volunteering), internships, and/or field research for credit?
- How will this Education Abroad program enhance the students’ course of study?
- What follow-up activities will be conducted after the students return?

Language – If Applicable

- What is the language spoken at the program site?
- Will the program be taught in English or in combination with a foreign language?
- If second language ability is required, will on-site training be provided?
- Is there a sufficient base of students within this institution who possess the proper language ability or interest to make the program feasible? If not, is this perhaps a program you may want to make available to ICISP institutions (for January or summer courses)?

Students

- Have you identified the student population(s) that this program is intended to reach? Explain why the target population is appropriate.
- Are the targeted students adequately prepared to participate in such a program? If not, what would it take to prepare our students to do so?
- What is the minimum (for Harper the minimum is approximately 12 students) and maximum number of students required?
- If there are an excessive number of applicants, what criteria will be used to determine who can participate?
- What plans do you have for re-entry activities?

Site Commitment Deadlines

- When will the program begin and end?
- When will the site and/or vendors require a definite “go”?
- When will the site and/or vendors require a down payment?
- By what date will the home stays or apartment/hotels need definite numbers?
- How is the proposed length of the program conducive to achieving the stated learning outcomes of the program?
- What other deadlines are required by the site, vendors, Harper College, marketing, travel arrangements, etc.?

Health and Safety Issues

- What are potential health or safety concerns at the selected site? Consider:
 - Health conditions present in host site
 - Political influences that could escalate to violence
 - Factors of the landscape
 - Cultural or other differences that may cause conflict
- How far away is the housing from the class site? Is it safe for students to walk alone? What other safety precautions must be considered?
- Will students have access to medical facilities? Are the facilities nearby?
- What provisions will be made for student safety?
- What kinds of resources (both training and personnel) are needed for you to feel risks to safety are adequately mitigated?

Programs in Countries with Travel Warnings

The Office of International Education generally will not operate or endorse programs in countries with U.S. Department of State Travel Warnings. In some rare cases, Office of International Education will consider programs proposed or occurring in countries with a Travel Warning. If such program were approved, it would be subject to the Office of International Education’s Travel Warning Waiver Application Process. Applications are available from the Director of International Education. Faculty program leaders should inquire with the Director of International Education as to whether or not a proposed program may be eligible for a waiver.

Costs

- What are the expected costs for
 - housing
 - local transportation
 - airfare
 - insurance
 - Harper tuition and fees
 - field trips
 - books and materials
 - food
 - spending money
 - other student activities
 - library use
 - internet access
- Is the estimated cost reasonable to market and sell the program?
- Will the site provide housing for faculty at no cost?
- Is a deposit needed? By when?
- Are there adequate provisions for fluctuations in exchange rates (i.e., will program costs be paid to the site in dollars, and will there be a cut-off date as to when there will be no additional changes)?
- How does the program impact students' financial aid?

Housing

- Will students live with host families, in dorms, apartments, or hotels?
- Have you visited the site and the housing facilities?
 - If so, do you have any concerns?
 - If not, why not?
- What can you say about the size, location, and cleanliness regarding student housing?
- What provisions are made for laundry?
- What is the proximity of the housing arrangements to the institution where classes will be held?
- Is transportation provided?
- Is there a cost for this transportation?
- Will students be required to have roommates? [All programs must provide a single bed for each participant with rooms of no more than 3 occupants.]
- What kinds of extracurricular activities are available?
- Are any meals included in the program?
- Will students be able to prepare meals or must they eat out?
- What will be the approximate cost of meals?
- Will students be expected to purchase an international plan for their own cell phones? [Typically, the Office of International Education provides each faculty person with a cell phone or reimburses the faculty leader for costs incurred due to the operation of the program. Students are encouraged to purchase additional coverage through their own providers to cover international service.]

PROGRAM PROPOSAL APPROVAL PROCESS

The Proposal

Successful proposals are those which have complete and detailed remarks in all relevant areas of the application. No proposal will be considered for approval by the Office of International Education unless there is an accompanying syllabus.

Department and Division Support

All proposals require two signatures: one from the appropriate department chair or program coordinator, and one from the appropriate division dean. These signatures confirm that the proposed program has been approved by the faculty member's academic unit, and that the proposal is considered a valuable academic program which will enhance the department and division's course offerings.

Deadlines for Submission of Proposal

Ideally, the planning process should begin 14 to 18 months in advance of the program's projected start date. The completed program proposal for a spring or summer offering is due to the Director of International Education no later than **February 1st of the year before** the program is expected to be offered. For programs that will be offered during the winter intersession (January), the completed program proposal is due to the Director no later than **March 1st of the year before** the program is expected to be offered. See Table 1 below.

After the Director reviews and approves the proposal, s/he will present programs to the Study Abroad Proposal Review committee, which is comprised of the Director, the Associate Provost, and 3 faculty members. The Director and Associate Provost may require a meeting with the faculty submitting the proposal prior to determining if it is approved. **Only after the Associate Provost has approved the program can outreach and recruitment for programs begin.** All approvals are provisional until the signature page has been signed by both the Provost and the President of Harper College. Ideally, a marketing and recruitment plan can be created during the summer session, and recruitment can begin in earnest in August and September.

Overview of Proposal Process for Faculty-led Education Abroad Program

1. Faculty schedule a meeting with the Director of International Education to discuss proposal. This meeting should be scheduled at least 14-18 months prior to the anticipated course departure date.
2. Read the *Faculty Education Abroad Handbook* available on the Office of International Education website.
3. Prior to completing the Faculty Education Abroad Proposal, faculty must consult with their Dean, chair and/or coordinator about their proposal. The Dean, chair and/or coordinator may have insights useful to the preparing the Proposal. (This step is separate from step 6 below.)
4. Complete the Faculty Education Abroad Proposal.
5. Meet with appropriate Department Chair or Program Coordinator for course approval and signature.
6. Meet with appropriate Division Dean for course approval and signature.
7. Meet with Director of International Education and appropriate Dean for submission of all application materials. The final program proposal for a spring or

summer offering is due to the Director of International Education no later than **March 1st** of the year before the program is expected to be offered. For programs that will be offered during the winter intersession (January), the final program proposal is due to the Director no later than **February 1st** of the year before the program is expected to be offered.

8. In conjunction with the Study Abroad Proposal Review committee, Director will review proposal and may recommend changes. Once the proposal is approved by the Review committee and the Director, it will be submitted to the Associate Provost for final approval. On occasion, an additional meeting between the Director, faculty leader, and Associate Provost may be necessary for approval. All approvals are provisional until the signature page has been signed by both the Provost and the President of Harper College.
9. Only after the Associate Provost has approved the program can outreach and recruitment for programs begin. Ideally, a marketing and recruitment plan can be created during the summer session, and recruitment can begin in earnest in August and September. Note: Programs cannot be advertised or marketed to students before approval by Office of International Education and the Associate Provost.
10. The Director will work with deans to get approved study abroad courses on the appropriate semester schedule.
11. Prior to departure, faculty must complete and submit Faculty Leader Information Packet. It is advisable that this form is prepared and submitted at the pre-departure meeting at which students turn in their Education Abroad Participation Agreement forms.
12. Faculty will be required to participate in a Faculty Leader Education Abroad Training.
13. Prior to departure, faculty must complete and submit Faculty Leader Information Packet.
14. Within two weeks of return from overseas, faculty must schedule a Debrief Meeting with students. At this meeting, OIE staff will administer a Student Evaluation survey.

Table 1. Faculty Proposal Submission Timeline

Term	Number of travel days	Travel Month(s)	Faculty proposals due
Winter intersession (spring)	10-15	January	February 1 (year prior)
Spring break (spring)	8-9	March/April	March 1 (year prior)
Summer Intersession (spring)	14-21	May - June	March 1 (year prior)
Summer	10-30	June - July - August	March 1 (year prior)

Table 2. Enrollment and Final Decision Timelines

Term	Enrollment	Go / No-Go
August (summer)	June 1	June 15
January	November 1	November 15
Spring: regular start	November 15	December 1
Spring: late-start / spring break	December 1	December 15
Summer (June-July)	April 1	April 15

Sample Program Development Schedule

For a program to be offered in spring 2018:

- faculty would begin conversations with Director and their department in spring and fall 2016;
- a signed and approved proposal would be submitted to Director by March 1, 2017;
- a marketing plan and materials would be completed by August 2017;
- the student application process would be completed by December 2017;
- the program would be delivered spring 2018.

Proposal Format

The following section offers an overview of what the Office of International Education expects to be included in a complete proposal. You may download and print this proposal template from the Office of International Education website (<http://dept.harpercollege.edu/international/facultyops.html>). The signature page must be included as the cover sheet of your completed Proposal for a Faculty-Led Education Abroad Program.

Incomplete Proposals will not be reviewed.

- Name of faculty leader(s)
- Department/Program/Division
- Contact information
 - Email
 - Work telephone
 - Cell phone
- Program Title
- Program Term / Dates
- Program Site(s)
- Program Overview and Objectives
 - Provide a brief description of the program and its educational goals (i.e., how the location, course, and planned activities fulfill the designated course outcomes and how the curriculum of the course is contextualized internationally). This brief description may be the same as that included on the signature page.
- Program Audience
 - Is enrollment limited to Harper College students? Or would you be willing to accept students through the Illinois Consortium of International Studies Programs (this applies only to January and summer programs)? Doing so allows students from other Illinois community colleges to participate in your program and can increase enrollment numbers.
 - What types of students (i.e., majors, programs, etc.) will be interested in this program? Who will be the primary market audience for this program?
- Program / Course Description
 - All credit through the Harper College Education Abroad programs becomes part of the student's grade point average.
 - All courses must have an accompanying Blackboard shell which will serve as a repository for all relevant student and parent information. **The Director of International Education must be enrolled in the Blackboard shell as an "Instructor."** It is strongly suggested that students provide access to the Blackboard shell to their parents during their Education Abroad experience.
 - Program Proposals need to be accompanied by **a detailed syllabus, including learning outcomes, student expectations, evaluation plan** for

student performance, required/recommended readings, and schedule of assignments.

- Vendor information
 - Provide detailed information on each vendor you will be using (e.g., drivers, accommodations, home-stay providers, excursions). This information should include names, company affiliations, payment requirements (i.e., bank transfer and/or account numbers) and estimated timeline of payments, and promotional information (e.g., website, brochures).

The following information will help in student advising and counseling:

- Will instruction be provided solely by the Harper College faculty, or will faculty or lecturers from host institutions provide instruction as well?
- If any courses are offered in a language other than English, what are the prerequisites for a student to enroll and how will student preparedness be assessed?
- What is the total number of credits per course?
- Are there pre-requisites for the course(s)?

For the following points, the Director of International Education can help with proposal preparation in guiding the faculty member through non-curricular issues. We do not have resources to make site visits, research hotels, bus companies, or undertake other logistics abroad. Strong partnerships with international organizations (EF College Tours, Worldstrides, CIEE) with whom you will work abroad can be the basis for proposals.

Risk Assessment and Logistics

- Provide a brief description of program environment, including information about the partner institution abroad, and logistical arrangements which address issues of health, welfare and security of students, including any issues about both health and safety which might compromise the program delivery and/or put students at risk; the plan for in-country safety and risk management; the recommendation for regular and emergency medical care; provide a contact with the partner institution abroad who can communicate in English with Office of International Education staff.

If not working through a third-party program provider who will customize the program, it is advisable that either the faculty member or an Office of International Education staff member has visited / will visit the proposed program site.

Student Recruitment Plan

List the key elements of outreach and how they will be implemented (e.g. posting on the Office of International Education/department websites, classroom presentations, printed material, electronic announcements, etc.). Using the template provided on the Office of International Education website, create a Counselor handout, which will be provided to all counselors as part of the marketing campaign.

- Are there specific timelines for outreach, application and payment deadlines, etc?

Detailed Itinerary

- Provide as detailed a schedule as possible at this point of development, including dates of orientations, coursework, suggested field trips, etc. This is particularly important to help students make decisions based on logistics and timing. It is also a central part of the application advising process.

Prior to departure, the following information will need to be filed with Office of International Education:

- Completed student applications with medical history, copy of passport, and emergency contact information. This information will be collected through the Terra Dotta application system.
- Faculty forms, including medical report, copy of passport, and emergency contact information.
- Itinerary with full addresses and contact information for each accommodation, and all travel information during the program (including name of company/organization and contact information).

Budget Development Considerations

The following guidelines should be utilized when planning an Education Abroad budget:

- Program costs must include faculty travel and accommodation. These are part of the total program cost and are therefore borne by the participating students.
- Total cost depends on a variety of variables including the length of time students are abroad.
- Many summer programs span at least two weeks, but there are a variety of on-campus / off-campus combinations which can be explored.

The following is a partial list of some of the items that are to be included in faculty-led program budgets:

- Housing for all students
- Tuition or fees charged by Harper College, universities, and/or other service providers abroad
- Meals for students/faculty/staff may be included
- In-country transportation (bus, train, etc.) for all faculty, staff, and students
- Museum or site entrance fees for all faculty, staff, and students
- Tickets for all planned excursions for all faculty, staff, and students
- Special expenses for planned activities or group meals not included above for all faculty, staff, and students
- Any program-specific supplies or materials that will be necessary for the course

Student Budget: Tuition, Fees, Estimated Additional Expenses

Education Abroad students pay the direct costs of the program fee as invoiced by the Business Office for Office of International Education and/or its customized program partner. An Education Abroad Budget Worksheet is provided as part of the proposal (<http://dept.harpercollege.edu/international/facultyops.html>).

Student Payment Procedures

Every student applicant receives from their counselor a budget which is specific to their program. The budget is included on the Counselor Handouts that faculty must complete upon acceptance of their programs. It includes not only the program cost, but also estimates for other items the student must pay for (e.g. round trip airfare, passport/visa fees, health insurance, personal expenses, etc.)

All Education Abroad students who meet Summer FAFSA requirements are eligible for Financial Aid. Scholarships and grants also available and students are told of these at their meeting with a counselor. These are also posted on the Office of International Education website. Financial Aid and scholarship funding is deposited into the student's account.

Any student who has not paid in full by the end of the month the program has started will have a "hold" placed on their account at Harper College. They also run the risk of being removed from the program without any compensation.

Budget Template

The following template is provided as a worksheet. Your budget should be as detailed as possible and incorporate all faculty expenses, including travel, within the individual student cost. You may download this worksheet from the Office of International Education website <http://dept.harpercollege.edu/international/facultyops.html>

Estimated number of participants _____

Student costs		
Transportation	Round trip airfare to destination	
	Airport transfers	
	Local transportation at Education Abroad site	
	Cost of faculty transportation included (per student)	
Accommodation	Cost per night X number of nights and total cost charged per student	
	Faculty cost distributed among number of students	

Faculty costs		
	Round trip airfare to destination (if not included in student costs)	
	Accommodation (if not included in student costs)	
	Airport transfers	
	Other (please specify)	

Other expenses		
	Entrance fees to museums, art galleries, and field trips	
	Other contractual services	
	Harper tuition and fees	
	Educational materials, including textbooks	
	Other (please specify)	

Approximate total cost to student: \$ _____

Implementing Your Program

Marketing Your Program

In order to create a successful marketing campaign for a program, you should consider various aspects of this continuous process. The campaign should aim at achieving the following three goals:

1. providing substantive informational material about the program to students and parents,
2. having a wide but targeted audience and multiple distribution channels, and
3. increasing the visibility of the program across campus, perhaps tied to an awareness and interest in international education.

Once all the program details (i.e., time, location, and content information) are available and finalized, there are several concrete steps you can take to begin marketing your program:

1. You must create a Counselor Handout and submit to the Director. This handout will be available to all counselors and becomes a vital part of the student's budgeting process. A Counselor Handout template is available on the Office of International Education website.
2. Create a flyer or brochure for your program. This document will serve as the principal means of advertising the program. The Office of International Education can assist with the production and distribution of flyers.
3. Maximize the online and campus media used by campus entities.
 - a. For online media, post the flyer on the Office of International Education (and World Languages, if program is tied to a language) webpage, Office of International Education and Harper Facebook pages, Twitter accounts and other social media.
 - b. For on-campus exposure, post the flyer on bulletin boards, sign up for a table at Hullabaloo, participate in all Education Abroad Open Houses and information sessions; go on classroom visits to targeted students/classes, and use word-of-mouth to promote the program. If this is a recurring program, make sure to include alumni in the marketing process as the Office of International Education is already using Education Abroad Ambassadors and they are invaluable spokespersons in your marketing campaign.

Please keep in mind that your marketing does not end once the students are recruited, but is an ongoing process which will continue well into the program duration and after its end date. Given this fact, the following have been the most effective tools in past recruitment: take photographs, video and written testimonials during and after the trip, build a strong relationship with the participating students as these individuals will serve as your best tool in marketing a future program. Since all of these efforts contribute to the Office of International Education' overall internationalization project at Harper, the Office of International Education can facilitate implementing any and all of these efforts.

Recruiting and Selecting Students

There are a multitude of reasons why effective recruitment is of the utmost importance for a successful faculty-led program. Enrolling too few students is likely to make the program prohibitively expensive, while too large a group can be difficult to manage. As you begin to design your program, consider carefully the optimal number of students for your program. (Typically, Harper faculty-led programs require an enrollment of 12 to be viable.) Take into consideration the goal cost, the number of faculty attending, the structure of the course, and the type of housing you intend to utilize. The program budget as described above will give faculty the minimum number of students required to deliver the program and meet costs.

Faculty Role in Recruitment and Selection of Students

After your program has been approved in writing, you have primary responsibility for recruiting and selecting students by . . .

- Providing information to target audiences through email, in-person communications, and other appropriate means
- Creating a Counselor Handout to be distributed to all counselors
- Ensuring that each applicant completes the application process through the Terra Dotta system
- Ensuring that all faculty in your department and other relevant departments are aware of the program and able to talk about it with students. If possible, provide handouts to colleagues that can be distributed in their classes
- Giving brief presentations in classes within your department and other relevant departments to provide students with basic program information
- Replying to student inquiries within a reasonable amount of time and making yourself available to answer questions about the program
- Assisting the Office of International Education with appropriate wording for flyers, website, posters, etc.
- Reviewing completed applications and selecting students for the program based on the pre-designated criteria

The Role of the Office of International Education

Office of International Education will provide additional support for recruiting students, such as:

- Designing and printing posters, flyers, brochures, and/or handouts
- Holding Education Abroad Open Houses (1 in the spring and 2 in the fall semesters)
- Assisting with information sessions, and/or classroom presentations as requested
- Creating a program webpage containing important details about the program
- Listing program on the Harper College Education Abroad Facebook fan page
- Replying to student and faculty inquiries within a reasonable amount of time
- Having regular advising availability to meet with interested students in person
- Offering courses on the appropriate semester academic schedule, in coordination with division deans or program coordinators
- Communicating pertinent health and safety risk information
- Maintaining and monitoring the Terra Dotta application system
- Meeting with students as part of the application process

Most Popular Recruitment Methods

- Classroom presentations by faculty member and/or Office of International Education staff in all relevant classes
- Presentations to relevant student and community organizations by faculty member and/or Office of International Education staff
- Displaying flyers and posters in high-traffic areas on campus and in the community
- Email messages to student lists
- Program webpage on Office of International Education website
- Education Abroad Open Houses and information sessions to provide information in- person to larger groups of interested students

Student Pre-Departure Meeting(s)

It is required that faculty schedule at least one pre-departure meeting with all students participating in the program. Topics that should be covered at this meeting include but are not limited to the following subjects:

- Precautions that one should take to prevent theft and physical harm.
- Behavioral and academic expectations from the College
- Up-to-date information on program schedules and itineraries, passports, and visas.
- Crisis intervention techniques.
- An awareness of the key issues in cross-cultural communication that will allow students to develop coping strategies in the new culture.
- Information including maps of the area, local transportation, hospitals, the American Embassy or consulate, etc.
- Information about foreign currency, transferring money abroad, credit cards, cash station cards, and money exchange.
- Detailed information on the “do’s” and “don’t’s” of living at the program site or with families. Information on the risks associated with Education Abroad (by contacting the U.S. State Department, the National Association of Foreign Education Abroad or NAFSA, etc.)
- What to bring, what not to bring, how to pack, etc.

The pre-departure meeting serves several purposes:

- To communicate expectations to students so they understand what behavioral and academic requirements they must meet
- To share the course syllabus, what books/materials to purchase, what readings need to be reviewed prior to departure, etc.
- For you to meet the students and for them to meet you and each other to begin building relationships prior to departure
- To share program-specific information, such as:
 - Itineraries and deadlines
 - Program-specific policies and behavioral expectations, including alcohol and drug policies
 - Travel and housing information
 - Medical and health information
 - Completion of any required forms
 - Refund policy

The program pre-departure session should be held at least **six weeks** prior to the departure date. It can be scheduled at any time after your group of students has been confirmed.

Completion of the Program Delivery

After each program occurrence, the program faculty are **required** to submit a written report on the program to the Director of International Education. A template for the Faculty Leader Final Report is available through the Office of International Education website (<http://dept.harpercollege.edu/international/facultyops.html>). This should be completed within the first month of the term following the program. Program evaluations will be distributed to students at a final debriefing meeting upon return and shared with the faculty.

Authorization for Continued/Repeated Programs

All programs are reviewed and their success evaluated upon completion based on a variety of factors, including student surveys and faculty final reports. All programs must be approved through the application process by the Director in order to repeat. Office of International Education reserves the right to discontinue a program if it feels that any issues from a just-completed program cannot be resolved satisfactorily. In such a case, the Director of International Education will meet with the faculty leader and write a report to the original approval signatories of the proposal.

Beyond Teaching: Faculty Roles and Responsibilities

It is a great task to take a group of students abroad, and one that carries many roles and responsibilities. As an Education Abroad faculty leader, you hold the role of teacher, guide, confidant, cultural informant, disciplinarian, community builder, and general overseer, to name only a few. Many of these responsibilities and roles are discussed below.

The faculty leader has overall responsibility for the Education Abroad program from the group's departure from the U.S. until its return. It is expected that the leader(s) will travel at all times with the group, including on all field trips and excursions. Weather and other factors can result in delayed flights, missed connections, and may require someone to act on behalf of the group. Some students may not have traveled abroad before and occasionally a participant has never traveled by airplane previously. For these reasons it is helpful, if not absolutely essential, that the leader(s) assume responsibility for their group from the beginning of the experience to the end.

Once at the destination abroad, it is important that members of the group understand some basic ground rules (e.g., punctuality, full participation in required group activities, respect for each other and all others associated with the program) that have been established to foster the best experience possible for all. Depending on the type of program (travel schedule, type of travel, number of participants to keep track of), it may be useful to establish a buddy system and count heads before all departures. During orientation, it is important to set clear, firm expectations and to remind students that they have chosen to participate in an academic course in another culture. Things are not supposed to be as they are at home and therefore will require special precautions, adjustments, and responsibilities. These need not be onerous, and students should not be made to feel overly intimidated by these challenges and ground rules, but they should be made aware of the special nature and requirements of this kind of learning in the places you are visiting.

Faculty are asked to keep the Director of International Education apprised of the program. Faculty should inform the Director of a safe arrival as soon as possible. In addition, faculty should check in with the Director on a regular basis, even if only to say everything is going well. On a typical program, faculty leaders inform the Director of the group's status by SMS (text) message at three points during the program: upon arrival in the host country, approximately halfway through the program, and upon return arrival in the U.S.

Faculty are also charged with promoting the healthy and lawful behavior of the group. Standards for this type of behavior will be outlined prior and throughout the program. The use of drugs or other risky or illegal behavior endangers not only individuals but also the group as a whole, and students should be cautioned that putting the program at risk will result in their immediate termination from the program, after which they will be advised to leave the country immediately. As an official representative of the College, the faculty leader has the authority to dismiss any student, in consultation with the Director, should a participant use illicit drugs, violate Harper College rules and regulations, the laws of the host country, jeopardize his/her safety and/or that of others, or the security of the

program. These provisions are included in the student study abroad application, which all students acknowledge when registering for Education Abroad programs.

The following are a few additional guide points and reminders to help contextualize your expanded role and responsibilities while abroad with Harper College students.

- You are the Harper authority overseeing this experience. Therefore, you should set certain personal standards of behavior, including:
 - Getting enough sleep and eating properly.
 - Avoiding intoxication, especially in front of your students. Remember that a crisis can happen at any time so you will need to be prepared to manage a situation at any given moment.
 - Maintaining your role as an authority figure. Even though you may share space and time with students differently than you would for normal courses, you are still the individual who will be evaluating their academic progress in the course.
- Although you will be working with and supported by program partners while in-country, the Office of International Education staff is also part of your support system while you are abroad. Do not hesitate to contact us if you need help, encouragement, or simply want to share one of those “light bulb” moments students so often have while abroad.
- Generally, by your default Harper College status you may be seen by the students, and perhaps others, as being the group leader. Be clear, at the beginning, about your responsibilities in this regard and make sure that students understand what the rights and responsibilities of the program partner are.
- Faculty should review the College’s Guide to Gender and Sexual Misconduct. As faculty and students will find themselves spending a lot of time together outside of class, it is important to set and respect boundaries, and to avoid actual or perceived incidents of harassment or other such misconduct. As an employee and representative of Harper College, you are required to report to the College any instances of sexual misconduct.
- Avoid giving students deadlines for coursework a week or more after the last day of the program. Beyond being an unacceptable practice for on-campus classes, this creates administrative complications. However, if a student has a legitimate reason for getting an “incomplete,” we will help you coordinate the grade processing.

Communication Protocol

The Office of International Education will establish a Communication Protocol with the faculty leader (and the Office of International Education in-country partner, if such

exists) prior to the start of the program. In the event of a reportable incident², the faculty leader will contact the Office of International Education regarding events including, but not limited to, major changes to itinerary, hospitalization, major injuries and/or trauma, crime, civil unrest, major natural disasters, or evacuation from the location if necessary. Incident Reports are available in print form or online:

https://publicdocs.maxient.com/reportingform.php?HarperCollege&layout_id=6

- You should confirm by phone (or SMS message) with the Director that all students have arrived at the program base safely. Telephone and/or email communication every week or 10 days – if even to say all is well – is required and allows the Office of International Education to respond appropriately when asked how a program is running – especially if asked by parents or college administration. Confirmation of safe final return to the U.S. is also required.

Emergency Planning

The faculty leader has overall and onsite responsibility for the safety of the program within the official program dates. To minimize the overall risks of a Education Abroad program and ensure due diligence in providing a safe program, an emergency plan should include the following elements:

- **Local Emergency Plans and Evacuation Locations**
The faculty leader will coordinate with the Office of International Education partner to create and communicate to participants a local emergency plan to include evacuation procedures and locations in case of emergencies.
- **Traveler Registration**
The faculty leader and all students enrolled on the program are required to register with the Department of State Smart Traveler Enrollment Program. The Office of International Education can assist with this process: <https://travelregistration.state.gov>

Please consult the *Faculty-Led Education Abroad Incident Response Handbook* for a full description of emergency responses and protocols.

Prior to Departure

Participants need to have full information regarding the risks of activities related to the Education Abroad experience in order to make a truly informed decision about participation. In our written information, in our advising sessions, and in oral presentations during pre-departure orientations we need to be obvious and direct in our warnings about risks participants may face so they can make an informed decision regarding their participation. Because they may have little experience traveling or living in another country, it is important to inform them of general health and safety precautions and specific precautions related to the sites visited. Office of International Education staff are prepared to provide this information, but it is important that the faculty leader is also informed and prepared to reinforce appropriate cautions and warnings during the duration of the program.

² A “reportable” incident is any incident which the faculty leader deems significant enough to warrant reporting. Such incidents may include, but are not limited to, use of alcohol or drugs, theft, assault of or by a student, injury, illness, or disruptive behavior. If the faculty leader is in doubt as to whether an incident warrants reporting, it is safer to err on the side of caution and report the incident.

Providing emergency contact information

The Office of International Education prepares a card with emergency contact information abroad (U.S. embassy phone number, "911" equivalent number, etc.) and at Harper College, including the Harper College Police Department. Two cards are given to each participant and each faculty leader, one to keep with them during the program and one to give to a family member or friend at home. In addition, where feasible, faculty leaders are provided with, or asked to acquire at the program's expense a cellular phone for use in an emergency situation. The mobile and home phone numbers of the Director of International Education will be provided to the faculty leader(s).

U.S. Embassies have an American Citizens Unit within their Consular Affairs Office charged with assisting U.S. citizens living and traveling in the country. Responding to injury/missing persons/arrests/stolen or lost passport is a primary concern of the unit. Within the diplomatic constraints imposed, the Department of State policy is to assist any U.S. citizen in trouble, and embassies routinely maintain lists of reputable attorneys, doctors, etc. in the event such services are required.

In an emergency, your first responsibility is the safety and well-being of program participants. Do whatever is necessary to obtain prompt medical attention, embassy intervention, and/or police protection.

In a medical emergency, make sure the student is taken to the nearest medical care facility. Assure the well-being of the remaining students before traveling to the medical facility to serve as the injured/ill person's advocate. In the event an affected student is unable to re-join the group, leave the student only with another authorized program representative. Never appoint another student to remain alone to supervise, manage, or monitor the treatment or other emergency response.

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

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

When you have done all you can to reasonable assure the students' well-being, immediately contact the Director of International Education.

The direct dial number of Harper College Police Department is 847-925-6330.

Health and Safety Abroad

While safety can never be guaranteed, it is expected that all parties (program faculty, students, and Office of International Education) take all reasonable steps to mitigate risks to health and safety. You should review the following to be informed about potential health and safety concerns:

- Consular Information Sheets are issued as a matter of course and are available for every country of the world. They include such information as location of the U.S. Embassy or Consulate in the subject country, unusual immigration practices, health conditions, minor political disturbances, unusual currency and entry regulations,

crime and security information, and drug penalties. (Visit <http://travel.state.gov> for more information.)

- Public Announcements are issued as required, and are a means to disseminate information about terrorist threats and other relatively short-term and/or transnational conditions posing significant risks to the security of American travelers. (Visit <http://travel.state.gov> for more information.)
- Travel Warnings are issued when the State Department decides based on all relevant information, to recommend that Americans avoid travel to a certain country:
 - The US State Department phone contact: 1-888-407-4747
 - Alternate number (when calling from overseas): 011-1-202-501-4444
- Additional resources include:
 - The U.S. Department of State website: <http://travel.state.gov/index.html>
 - The Center for Disease Control: <http://www.cdc.gov/>
 - Registration with the U.S. Embassy or Consulate in your program country through the State Department Smart Traveler Enrollment Program. This can be done online at <https://travelregistration.state.gov>

International Health Insurance

International insurance coverage is mandatory for all Harper College students who go abroad. Students must provide proof of international coverage for the entire duration of time planned to be out of the country as part of the study abroad application process.

Managing Student Behavioral Issues Abroad

Students abroad are subject to the behavioral standards of Harper College, as well as those imposed by the Office of International Education and the host site. As the faculty person in charge of supervising the program, you will implement academic or disciplinary violations on site while in the host country. All incidents of perceived student misconduct must be reported to Office of International Education. Incident Reports and a sample Behavior Reminder forms are available on the Office of International Education website (<http://dept.harpercollege.edu/international/facultyops.html>). In addition, you may utilize the online Study Abroad Incident Report (https://cm.maxient.com/reportingform.php?HarperCollege&layout_id=6), the Harper College student conduct referral process, and/or the Harper Early Alert Team (HEAT) referral process.

Given the nature of the abroad experience and the limited resources available to you, you are urged to take a strong and consistent approach on student misconduct during the course of program. If students exhibit behaviors that may cause harm to themselves, others, or cause disruption to the educational experience, you have a responsibility to respond and manage the behavior as best you can. If the behavior is egregious and/or can't be managed, you should consult with the Director of International Education to determine behavioral plans and at what point a student should be sent home from the program. If there is uncertainty about how to handle a particular situation, contact the Director of International Education for consultations. Remember to document incidents as soon as reasonably possible after they occur. For tips on documenting incidents, having difficult conversations, and how to file a student conduct complaint, visit: <http://harpercollege.edu/conduct>.

Proactive Prevention

- Refer to behavioral expectations in course syllabus and pre-departure orientations.
- Meet regularly with students and remind them of your expectations.
- Discuss the effects of alcohol on judgment and remind students to intervene with each other if they see a peer making a risky choice.
- As part of the student application process, students will be required to complete a Medical Release form, which is kept in strictest confidence for the protection of the student.
- Make sure your students are registered with the U.S. Embassy in the host-country. They will provide up-to-date travel warnings and public announcements to you via email. Office of International Education staff can assist with this process.
- Make sure students have emergency contacts for in-country assistance (hospital, police, etc.), including your cell phone number. You should also collect in-country contact for each student.
- Set and maintain appropriate boundaries with students.
- Make sure the students understand their own responsibility for their health and safety. Although no formal curfews are imposed on students abroad, there may be circumstances where you want to set parameters regarding student safety.
- You will be provided with a copy of the Harper College Student Code of Conduct. Every student who goes on an Education Abroad program is required to acknowledge that they have read and understood the contents. From their first

encounter with our counselors, we remind students that studying abroad does not automatically create a parallel universe regarding their behavior, whether academic or personal (i.e., they are not immune to consequences). Students can be dismissed from a program if, in a recommendation from the Harper College faculty and the program partner, s/he is not acting appropriately. The recommendation comes to the Director of International Education who will then consult with the Associate Provost.

- Please be familiar with the FERPA policy located in the College Handbook. You should communicate with employees of the College to seek assistance in addressing college behavior. You should refrain from gossiping or releasing information to any non-college employee unless:
 - There is an emergency situation where the student's health is at risk
 - You have been directed to release information by the Associate Provost or designee

When a Situation Occurs

- Follow procedures in the *Faculty Education Abroad Incident Response Handbook* to manage any immediate safety concerns.
- Consult with the Director of International Education, who will also report all incidents to the Associate Provost to ensure that medical, legal, and disciplinary occurrences are handled in accordance with institutional policy and procedures.
- For situations that are not emergencies, but still warrant a response, make sure you address the behavior or concern in a timely fashion and preferably with the individual directly in a private setting. This maximizes the opportunity for learning by letting the student hear directly from you how their behavior may have impacted others. If you decide *not* to confront a student about his/her behavior, at least one of these outcomes will likely follow:
 - You will continue to be frustrated and the student may not know why, and therefore is likely to continue the behavior.
 - The student may engage in more egregious behaviors if he/she thinks your boundaries can continue to be pushed. This can lead to safety risks or extensive disruption.
 - Other students may have a bad experience or may feel like they have to monitor the individual.
 - You determine that you wish you would have done something about it earlier, but then you realize that it is too late.
 - The student presumes the behavior is acceptable and other students may begin doing similar things.

In the event a situation develops that may lead to a participant's dismissal, the faculty leader should:

- Notify the Director of International Education as soon as you suspect a behavior may be cause for dismissal.
- Fill out an Incident Report, indicating that your recommendation is for dismissal and present it to the student, keeping a copy for Office of International Education. The student is not required to sign the letter to indicate acceptance of the dismissal action.
- Communicate to the student in writing that s/he is no longer allowed to participate in any official activities related to the Education Abroad program.
- In consultation with the Director and the student, arrange for the student's return.

Having Difficult Conversations

The following can be helpful as you determine how to discuss behaviors of concern with students:

1. Build rapport and explain why you want to talk to the student. Remember that you both have the same goal – for him/her to be successful in the program.
2. Describe (in detail) the behavior that occurred.
3. Describe the effects of the behavior – both on you as the instructor as well as on others in the program, including the student him/herself.
4. Ask the student why this may have occurred, and then listen to the student's perspective. Don't interrupt them, and don't get defensive.
5. Inform the student what your expectations are for the future. Ideally, this will just be reiterating what is already on your syllabus or in the [Student Code of Conduct](#).
6. Offer ways that you can help the student to be successful in changing the behavior. This is especially helpful to show the student that you want to help him/her be successful and stay in the program.
7. Describe what will happen if the student continues with the same behavior. Examples might include loss of privileges/participation, having to be more closely monitored, or being sent home.
8. Inform the student how you plan to follow up on the situation. This likely includes informing the Office of International Education of the situation.
9. Consider using a Behavioral Reminder to put in writing to the student what you expect. This minimizes the chances of miscommunications, or of the student forgetting what you discussed. A sample Behavior Reminder form can be found on the Office of International Education website: <http://dept.harpercollege.edu/international/facultyops.html>
10. Check in with the student later. Offer helpful encouragement as well as support to continue good progress.

Documentation

Document the situation. This is most easily done using the Incident Report form (print or online). When documenting situations, remember that these forms can be viewed by the student you are documenting as well as by others. Follow these guidelines from Student Conduct:

- Write about the facts: who, what, where, when, and how.
- Include the impact of the behavior. This can include things such as
 - Students left the room.
 - You felt scared for your physical safety.
 - 3 people reported being unable to concentrate for 30 minutes after the incident.
- Describe any attempts to intervene, discuss, or mitigate the issue and how the person responded to that.
- While your privacy will be protected to the extent possible, write as if the person you are referring might ultimately read the referral.
- Remember you don't want the individual to feel "sold out". Avoid:
 - Speculations and stereotypes
 - Opinions
 - Labels
 - Diagnoses

Documentation Checklist

Use the following checklist to ensure you have provided a comprehensive report.

1. About the Person – any known information about the individual
 - Harper ID Number
 - Course enrollment
 - Relationship to campus
2. Behavior/Basis – what has been observed/ the reason for referral
 - Actions
 - Words used
 - Tone of voice
 - Body language
 - Frequency – how often it occurred?
 - Duration – how long it lasted?
3. Context – the setting(s) for the behavior(s)
 - When
 - Where
 - Unique factors of the environment
 - Prior interactions with the individual
4. Details – any other relevant information
 - Names of any witnesses
 - Any other information that may be relevant
5. Effect – the impact(s) of the behavior(s)
 - Measures of disruption to teaching or learning
 - Descriptions of emotions felt as a result
6. Indicators of disruption to environments
7. Follow Up – any responses/attempts to intervene
 - Actions taken to intervene/address the behavior

- Responses from the individual
- Any documentation of the incident (e.g., medical or police reports)
- Anyone else who has been notified about the incident

Reporting

As it is impossible to list every situation that might come up, you are expected to use reasonable judgment in determining appropriate follow up on incidents. Here are some examples of appropriate reports/referrals:

- Local/Host Police:
 - Immediate emergencies affecting health or safety
- Office of International Education staff
 - All incidents of inappropriate student behavior as well as any of the other situations mentioned in this section, including those in the following bullet points:
- Harper College Student Conduct
 - Incidents of academic dishonesty
 - Violations of the Student Code of Conduct, including failure to comply with a college official, significant disruption, sexual misconduct, theft, etc.
- Harper Early Alert Team (HEAT)
 - When you are concerned that a student may engage in violence towards a person at some point

Dealing with the Impacts

Given the nature of the abroad experience, it is likely that one student's behavior can affect the experience of all. Here are some tips for managing or mitigating such situations:

- Ensure that students do not feel they need to babysit or monitor others. If a student becomes intoxicated or cannot care for oneself, other students should be seeking appropriate help.
- Encourage and facilitate dialogue about how students will interact with each other. Once a situation occurs, it is best to discuss it and clear the air, and discuss ways to prevent it from happening again.
- You may need to implement restrictions, room changes, or other such activities to minimize the chances of continued disruption.

IN CONCLUSION

The best way to understand another culture is to experience it, to connect with it for a prolonged period. This exposure also encourages a deeper understanding of our own cultures as we interact with and learn from others. In our increasingly interconnected world and global economy, the opportunity to study in an intercultural setting is a particularly valuable experience.

College students are urged to take advantage of Education Abroad programs to expand horizons and gain enriching cross-cultural experiences.