**Global Education Approval Committee (GEAC)**

**Faculty-Led Study Abroad Program Proposal Form**

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# PROGRAM INFORMATION:

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|  **Program Leader Name:** |  |
| **Program Leader Relevant Experience:** |  |
|  **Program Name:** |  |
|  **Department/College:** |  |
|  **Term/Year:** |  |
|  **Program Location:** |  |
|  **New/Renewal Program:** |  New program |

**SECTION I: PROGRAM SUPPORT CONTACTS & PROVIDERS**

Provide details on individuals and entities supporting the program’s administration and logistics (administrative support contacts at VT, travel agency, program provider, etc.).

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List any individuals/entities who will provide in-country support and indicate what support they will provide. *Note: If intending to propose any volunteers to assist the program, all volunteers must be approved via the*[***Volunteer Appointment & Approval Form***](https://www.globaleducation.vt.edu/content/dam/globaleducation_vt_edu/documents/geac/GEO%20Volunteer%20Appointment%20and%20Approval%20Letter%20%281%29.pdf) *at least 30 days in advance of the program’s start.*

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Is there a master’s agreement or program-specific addendum in place with the host institution/program provider? If so, please upload a copy with your proposal submission.

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**SECTION II: PROGRAM DESCRIPTION**

Provide a complete, succinct program description. This description should include the following information:

1. What is the core educational purpose of the program?

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1. What student populations are served?

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1. To what majors/degrees and minors is program content is applicable? What Pathways or Destination Area requirements will it fulfill?

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1. If there are similar programs available on campus or abroad, how is this program distinct and what is its added value?

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1. How does/do the selected site(s) add relevance or value to the programmatic objectives and targeted skills?

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1. What advising resources are available to students to help them determine if the program will serve their educational goals? Identify academic adviser(s) within the department/school who will be informed of the study abroad opportunity and can support students in determining whether participation will advance their educational goals.

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1. Outline the program’s recruitment strategy to reach the students who could benefit from it, including efforts to attract diverse populations.

Recruitment of diverse populations can include collaborations with the [Cultural and Centers](https://ccc.vt.edu/) as well as the [Office of Inclusion and Diversity](https://www.provost.vt.edu/who_we_are/inclusion_diversity.html) in order to reach targeted student groups; identifying [student organizations](https://vt.edu/campus-life/clubs-organizations-involvement.html) that have a focus on diversity; reflecting a diverse showing of students in program marketing materials as well as including the university's [equity and access statement](https://vt.edu/equal-opportunity.html); including financial aid and scholarship information on program materials to help lower barriers to financial access; promoting the program through the First-Generation at Virginia Tech (1G@VT) student organization, First Gen Peer Mentor Program or other [First-Generation Student Support](https://vt.edu/admissions/first-generation-students.html) events and resources; designing study abroad programs and program materials with accessibility in mind along with consulting with[Services for Students with Disabilities](https://www.ssd.vt.edu/); referencing [IES's IDEA (Initiative to Diversify Education Abroad) resources](https://www.iesabroad.org/student-diversity-access) and [Diversity Abroad's resources](https://www.diversityabroad.com/) to name a few examples.

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**SECTION III: STUDENT PREPARATION AND EXPERIENCE**

1. Outline how students will be prepared prior to departure (it is recommended that this information be included in the syllabus).

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1. What introduction and orientation to the new environment will students receive once on site? It is recommended that this information be included in the syllabus.

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1. Describe the students’ engagement with the host culture as it aligns with the program’s goals. What intentional activities will students be encouraged to engage in with the host culture? What intentional activities will students be encouraged to engage in with the host culture? Be specific in detailing how students will interact with and learn about the host culture in meaningful ways.

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1. Describe the co-curricular global skills that students are expected to develop (e.g., ungraded language skills, intercultural competencies) and how these will be evaluated.

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# SECTION IV: ELIGIBILITY, APPLICATION, AND SELECTION

1. What are the eligibility requirements for this program and what is the rationale behind them?

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1. Outline the application requirements of the program [e.g., statement of purpose, (un)official transcript, letter(s) of recommendation, resume or CV, portfolio, interview, special such as SCUBA cert., other].

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1. Describe the selection process: indicate who will select participants and whether any applicant qualifications will be prioritized over others.

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1. How will eligibility requirements, application process, and selection criteria be communicated to students?

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**SECTION V: PRACTICAL MATTERS**

1. What are the student lodging arrangements for the program?

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1. What are the student meal arrangements for the program?

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1. Are all meals included in the program fee? If not, are economical nutritious meal options available to students? Estimated costs of meals not covered by the program fee should be shown in the “Estimated Student Costs for Participation” section.

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1. What are the in-country transportation arrangements for the program?

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1. Are there any extraordinary health, safety, or security risks of concern in the program’s location(s)? If so, what measures will be taken to eliminate or mitigate these risks?

Use the U.S. Department of State’s “International Travel” website: [https://travel.state.gov/](https://www.google.com/url?q=https://travel.state.gov/&sa=D&source=editors&ust=1627505671023000&usg=AFQjCNGAj_aWS-dyEUdPUwCo6acTFxffUg) to learn about safety and security information for your destination(s). Use the Center for Disease Control (CDC) website: [https://wwwnc.cdc.gov/travel/destinations/list/](https://www.google.com/url?q=https://wwwnc.cdc.gov/travel/destinations/list/&sa=D&source=editors&ust=1627505671023000&usg=AFQjCNGgCc9cW_-dlJRbMimKoucM23orfw) to learn about vaccine requirements and health considerations for your destination(s).

Identify risks in your destination(s) and your plan to mitigate those risks. Be sure to address best practices for public health, safety, and security in response to the current global pandemic.

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1. Is a visa required for the program’s leader(s) or participants? If visas are required, what is the time frame for applying for and receiving them? Please address both U.S. and non-U.S. citizens in your response.

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1. What is the minimum number of participants needed for the program to run, based on the budget and the projected tuition revenue/faculty compensation by the department? If applicable, what is the maximum number of participants that the program can accommodate?

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# COURSE SYLLABI

In addition to the standard required elements of a Virginia Tech syllabus, each faculty-led program syllabus should include the following\*:

* + - The number of contact hours and number of credits for the course
		- A description of how the student workload and activities translate into the number of credits earned
		- Specific learning objectives, including those for experiential learning components
		- The course assessment mechanisms and grading system, as they relate to both academic and experiential learning outcomes
		- A description of global skills that students are expected to develop (e.g., language, intercultural competence skills) and how these will be assessed
		- A description of pre-departure preparation and on-site orientation requirements and how these will be assessed
		- If there are any post-program requirements that support students in culminating learning and synthesizing their study abroad experience, a description of these requirements and how these will be assessed
		- The provision on site over the duration of the program of multiple and various opportunities to facilitate students’ reflection on their experience of the host culture
		- A statement of student behavior expectations, both personal and academic, including a clear, fair, and ethical policy regarding consequences of conduct violations *(See below for example text.)*

*\*If your syllabus is not in English, please clarify for the committee where this information is included.*

**Services for Students with Disabilities Syllabus Statement**

Students feel more comfortable approaching faculty for accommodations or help if they perceive that there is an accepting environment. A prime location for this message is through the syllabus given at the beginning of the semester. Examples of the statements that help establish this type of environment might include:

* + - 1. "If you are a student with special needs or circumstances, if you have emergency medical information to share with me, or if you need special arrangements, please make an appointment with me as soon as possible during my office hours."
			2. "Any student with special needs or circumstances should feel free to meet with me during office hours."
			3. "Any student who feels that he or she may need an accommodation because of a disability (learning disability, attention deficit disorder, psychological, physical, etc.), please make an appointment to see me during office hours."
			4. "If you need adaptations or accommodations because of a disability (learning disability, attention deficit disorder, psychological, physical, etc.), if you have emergency medical information to share with me, or if you need special arrangements, please make an appointment with me as soon as possible. Reasonable accommodations are available for students with disabilities. However, to be eligible for such accommodations, students should contact Services for Students with Disabilities (SSD, 310 Lavery Hall, www.ssd.vt.edu), via telephone 540.231.3788 (voice) or 540.213.1740 (TTY).

**Undergraduate Honor Code Syllabus Statement**

The Honor Code pledge that each member of the university agrees to abide by states:

“As a Hokie, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do”.

Students enrolled in this course are responsible for abiding by the Honor Code. A student who has doubts about how the Honor Code applies to any assignment is responsible for obtaining specific guidance from the course instructor before submitting the assignment for evaluation. Ignorance of the rules does not exclude any member of the University community from the requirements and expectations of the Honor Code.

For additional information about the Honor Code of Virginia Tech, please visit: ([www.honorsystem.vt.edu](http://www.honorsystem.vt.edu/))

**Personal, Behavioral and Academic Responsibilities Abroad Syllabus Statement**

Whether traveling with a group or independently, you are considered a Hokie wherever you are in the world, and will still be held accountable to the student code of conduct (and judicial system). Therefore, you should conduct yourself in a manner that reflects positively upon Virginia Tech and upon yourself embodying Virginia Tech’s [Principles of Community](https://www.inclusive.vt.edu/Initiatives/vtpoc0.html) and [Community Wellness Commitment](https://vt.edu/ready/well.html). In committing to study abroad, you are agreeing to abide by the rules and regulations of the [Student Code of Conduct](https://www.studentconduct.vt.edu/), the [Undergraduate Honor System](https://honorsystem.vt.edu/) or the [Graduate Honor System](https://graduateschool.vt.edu/academics/expectations/graduate-honor-system.html), your program's leadership, and/or the Global Education Office.

As a visiting student in a foreign country, you are subject to the laws of that country as well as the academic and disciplinary rules of your host institution/provider. You should strive to always conduct yourself in a manner that is respectful to your host country.

In the event that you do not comply with the outlined expectations, the university reserves the right to take disciplinary action, including dismissing a student from a program for reasons of unacceptable behavior. Financially, a student who is dismissed from the program will be treated in the same way as a student who withdraws from the program. If this happens, the dismissal will be without a refund, and all return expenses incurred will be the responsibility of the student. This may also result in academic or financial consequences, which are solely the responsibility of the student.

*[Insert syllabi here]*

# TENTATIVE ITINERARY

Provide a tentative program itinerary indicating locations and, to the extent known, course and co- curricular activities for each day in the program’s date range.

*[Insert tentative itinerary here]*

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# ESTIMATED STUDENT COSTS FOR PARTICIPATION

Complete the GEAC Faculty-Led Program Budget template. At the time of proposal submission, upload a copy of the program’s budget with cost estimates that cover all program elements (including estimates of any out-of-pocket student expenses such as air travel, meals not provided, immunizations, etc.). Also include applicable [VT Tuition and Fee rates](https://www.bursar.vt.edu/) as well as faculty compensation.

*[Your detailed Excel budget should be submitted in its original format, as a separate file, when you submit your proposal materials to the GEAC.]*

***Please Note: The best practice recommendation by the GEAC is for study abroad per diem rates not to exceed 50% of the*** [***State Department published rate***](https://aoprals.state.gov/web920/per_diem.asp) ***for the location of travel. Unlike business travel, study abroad travel is paid for by student funds. As a stewardship practice, faculty expenses should align with student costs for the program. Programs presenting more than 50% of the location's per diem rate should provide a stewardship justification in narrative form below.***

*[Insert justification here, if applicable.]*

# STEPS FOR FINAL PROPOSAL SUBMISSION

* Once your program proposal form and Excel budget are complete, email both files to your department head and college liaison for review at the department/college level.
* Following department head endorsement, the college liaison will provide feedback and request any needed changes. Once revisions have been made and the final documents have been approved by your college liaison, the proposal/renewal is ready to submit to the Global Education Approval Committee (GEAC).
* Navigate to this page: <https://sa.globaleducation.vt.edu/?go=GEACProposal> and click “Apply Now” to begin your GEO Faculty-Led Program Proposal and Registration. Upload and complete all requirements indicated prior to the university-wide deadline.
* Your college liaison will be notified that you have completed your program proposal or renewal and they will verify that your submission has college approval. The committee will begin the review process immediately following each priority and final deadline. Review will take approximately four weeks.

# STEPS FOR PROGRAM REGISTRATION

* As the committee completes review, you may continue planning and preparing for your program. You may launch applications while awaiting GEAC approval; however, student acceptances cannot be made until approval notification is received.
* You’ll have access to the main administrative requirements for Faculty-Led Study Abroad programs via your GEO Faculty-Led Program Proposal and Registration portal. To return to your portal to continue progress, login here: <https://sa.globaleducation.vt.edu/index.cfm?FuseAction=Security.AngLogin>, hover over the house icon and select your applicant home screen.