CEHD Global Education Programs
Faculty Handbook

“The world is a book,
and those who do not travel
read only a page.”
— St. Augustine
Dear Faculty and Staff,

We are happy to provide you with a Handbook that you can use for developing your Global Education Programs. We started the 2017 Academic Year at the Dean’s Retreat with a group of individuals interested in sitting on the Global Education Committee. This group has worked diligently alongside the CEHD Global Education Office to prepare the materials and guidelines that are in this Handbook. We hope this clarifies processes. We will be happy to entertain any additional needs that you may have. We want you to be successful in improving cultural awareness and understanding among our students. Please review the Handbook for your next submission. Contact CEHDGlobalEd@tamu.edu for any assistance you may need.

We would like to increase our students’ international experiences, and we will be evaluating what constitutes an international experience.

Because we are accountable for the assessment of our global education endeavors, we must ensure that the University student learning outcomes are clearly represented and aligned with your submissions, syllabi and experiences. We must also ensure that vendors’ submissions are clear and aligned with their budgets. This requires that the budgeted activities be detailed, so please work with your vendors to have them do so.

Thank you for your diligence in serving our students regarding their global experiences.

Sincerely,

Beverly J. Irby
Associate Dean, Academic Affairs
College of Education and Human Development
CEHD Global Education Committee
(2017-2020)

Chair
Beverly Irby

Co-Chair
L. Blair Alexander

Members

Department of Educational Administration & Human Resource Development
Larry Dooley
Christine Mark
Helen Muyia
Judy Sandlin

Department of Educational Psychology
Monica Neshyba
Krystal Simmons
Angela Welch
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Department of Health & Kinesiology
Shane Hudson
Paul Keiper
Michael Sandlin
Jim Woosley

Department of Teaching, Learning & Culture
Mary Capraro
Robert Capraro

Ex-Officio
Suprena Bennett
Christopher Cherry
Patrice French
Bryan Fruge
Jill Hobbs
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The College of Education and Human Development (CEHD) Global Education Office believes a student’s global education experience can be one of the most enriching and inspiring experiences of their life, and we are dedicated to making a wide range of international opportunities available to the students of Texas A&M University. These unique global education programs are credit-bearing, and many of the courses offered will fit into specific degree plans within the different departments in the College.

We believe that faculty members play a crucial role in supporting global education and the overall student experience. Leading a CEHD Global Education Program gives faculty the rewarding opportunity to reach and connect with students outside their comfort zone in Texas. The results can mean a positive transformation of both faculty and students that will influence students beyond their time at Texas A&M University.

To facilitate more of these opportunities, CEHD has decided to collaborate with the University-wide office, Education Abroad. This means that faculty will now have access to the additional resources and assistance from Education Abroad, in addition to what continues to be offered by the CEHD Global Education Office! The CEHD Global Education Office will continue to receive applications, which will be reviewed and approved by the CEHD Global Education Committee. All approved applications will then be forwarded to Education Abroad.

This faculty handbook is intended to help faculty develop and then lead a CEHD Global Education Program. For further assistance, you can contact the CEHD Global Education Office at CEHDGlobalEd@tamu.edu. You may also find some resources on our website helpful: https://mycehd.tamu.edu/faculty/global-education/
Education Abroad
abroad@tamu.edu | (979) 845-0544 | Pavilion 1st Floor

Education Abroad is the University-wide office that supports student international experiences. They offer two levels of assistance to help faculty members develop Faculty-Led Programs: Standard and Limited.

CEHD has elected to receive Standard level service so that CEHD faculty members will have the most help possible in leading their global education experiences. Below is a simplified summary of the many services CEHD faculty can now receive from Education Abroad, organized by timeline. The full, official service agreement can be found here.

What can Education Abroad help you with?

1. Program Design Stage:
   - Answer questions about program requirements
   - Discuss your trip concept with you
   - Connect you w/ other faculty who have led trips to same location, if possible
   - Discuss vendors you have in mind
   - Suggest vendors they have contracts with (and provide their estimated cost)
   - Help you create a general itinerary
   - Create a general budget estimate (if you already have vendors, itinerary, and target # students in mind)

2. Application Submission Process:
   - Answer questions about application process
   - Submit your application to the Provost, coordinating board, Registrar, etc...
   - Get approval of Texas Higher Education Coordinating Board (THCEB), if necessary
   - Provide feedback to you about any needed modifications to your proposal

3. Following Application Approval:
   Administrative, Vendor, and Budget Preparations
   - Assign a specific Education Abroad advisor to be your point-person for questions
   - Help you with course changes and Program Modification Form, if necessary
   - Handle administrative issues with the Office of the Registrar
     - E.g. creating course attributes, coding courses, granting registration permissions to confirmed students
   - Negotiate vendor contracts that fulfill requirements of Provost Office and Contracts Administration
   - Determine logistics with your vendors
     - E.g., lecture/lab facilities, transportation, lodging, meals, equipment, field trips
• Finalize on-site arrangements and itinerary
• Create program budget based on vendor quotes, itinerary, and target # students
• Set up administrative requirements with the Academic Affairs Business Office
  o E.g., program account setup, processing invoices, paying vendors, approving the working fund abroad, any required Concur registration
• Pay the vendors based on contract and University policy

Advertising Your Program & Student-Side Issues
• Help you promote your program to students
  o E.g., classroom presentations, informationals, and college-level events
• Create a webpage for your program in the Education Abroad portal
• Advertise your program in their walk-in advising, student meetings, information sessions, brochures, and fairs
• Advise students on the process for applying, funding, and travel preparation
• Provide students w/ general financial aid information
• Create student application portal w/ all application materials
• Screen students based on your prerequisites (both academic and behavioral)
• Help you review and select students from the application portal
• Assist students with registering and Registrar processing, as needed
• Post fees to student accounts
• Monitor student payments
• Talk to Student Business Services about any student account issues

Preparing for Departure
• Collect student health information, medical authorization, and emergency contact information AND provide a copy to you
• Assist students w/ travel, visas, and other arrangements, if needed
• Purchase faculty airfare, as applicable based on guidelines of University, Education Abroad, and Concur
• Coordinate travel, visas, and other arrangements for other faculty on the trip
• Enroll you, fellow leaders, and students in TAMU System international insurance
• Assist you with risk assessment and emergency plans, based on itinerary
• Inform you about the Smart Traveler Enrollment (STEP) registration process with U.S. Department of State
  o STEP gives the latest security updates from the nearest U.S. embassy/consulate
• Provide student orientations for your program
  o Will discuss travel, finances, logistics, country-specific information, health and safety, and emergency preparedness
• Conduct a Trip Leader Briefing with you and other trip leaders
  o Will define roles and responsibilities of leaders and students, detail emergency protocols and procedures, address financial matters and responsibilities, explain the international insurance policy
4. **During the Trip:**
   - Serve as central contact point for any emergencies abroad (available 24/7)
   - Guide you and your students through emergencies
   - Notify you about CDC and U.S. Department of State travel alerts, information, or notices impacting your program location

5. **After the Trip**
   - Provide post-trip evaluations to assess the program
   - Connect other faculty to you who may be interested in leading a trip there too
Program Requirements & Application Process

All CEHD Global Education Programs must meet certain essential requirements:

- At least 2 CEHD faculty/staff leaders
  - If >30 students enroll, 3 CEHD faculty/staff leaders are required
- Student participation requirements are met (see p. 11)
- For every 1 credit hour, the trip must include 15 educational contact hours (e.g., a 2 credit trip must have 30 educational contact hours)
  - An educational contact hour is the time when the student is engaged in curriculum-related activities while abroad
- A complete application submitted to CEHDGlobalEd@TAMU.edu before deadline
  - Fall: October 1
  - Spring: February 1
  - Summer: May 1

A complete application consists of:

- Education Abroad Forms (download from our website)
  - https://mycehd.tamu.edu/faculty/global-education/
- A narrative response to questions on Proposal Evaluation Rubric (Appendix A)
- Description of any known risks and how they will be addressed
- Draft of the course syllabus (including 485, 491, or other individualized courses)
  - Must clearly specify how the experience will be imbedded within the course
- An itinerary that specifies what curriculum-related activities the students will engage in while abroad
  - *In the past, a vendor proposal with an itemized budget was also required. Faculty may still submit this if they wish, but this is no longer required because Education Abroad will help build the experience if the proposal is approved.
- Non-Teaching TAMU Faculty/Staff Form (Appendix B), if applicable

After a complete application has been submitted:

- The CEHD Global Education Committee will review all applications based on the Proposal Evaluation Rubric (Appendix A).
  - They will also use this rubric to determine CEHD financial support.
- If your proposal is approved, we will forward it to Education Abroad to be processed.
  - A liaison from Education Abroad will then contact the faculty leaders to finalize the logistics, funding, and other administrative processes of their global education program.
- If your proposal is not approved, we will give you feedback and resources to help your proposal move forward.
  - Applications that are revised according to feedback and before the final deadline may also become eligible to be routed to Education Abroad
Student Participation Requirements

Minimum Enrollment

All global education programs must be led by at least two CEHD faculty/staff leaders. For undergraduate-only courses, courses with both undergraduate and graduate students, or stacked enrollment courses, at least 10 students must enroll. For graduate-only courses, at least 8 students must enroll. For trips with >30 students enrolled, at least three CEHD faculty/staff leaders are required.

Note: The Student Withdrawal & Refund Policy can be found in Appendix D. Faculty are strongly encouraged to distribute these forms to students, as the student must review and sign them before enrolling.

Student Reflection Paper

Each student who participates in a CEHD Global Education Program is required to complete a reflection paper about the travel experience portion of the course. This reflection paper is an important part of the College process for ensuring the quality of global education experiences. Thus, faculty leaders are strongly encouraged to build it into their syllabi and student expectations. In addition, faculty could consider including this as part of the student’s grade. For Student Reflection Guidelines, see Appendix C.

Additional Requirements

• Most programs require a 2.5 GPR (some are higher) or upon faculty’s approval.
• Texas A&M-Blinn TEAM are eligible to participate in a CEHD Global Education Program.
• Students from universities within the Texas A&M University System are eligible to participate in a CEHD Global Education Program.
• Non-degree seeking students are eligible to participate in a CEHD Global Education Program and are required to enroll in the affiliated global education course(s).
• CEHD Funding priority will be given to CEHD students.
Student Application Deadline & Billing Due Dates

Application deadlines may vary per program, as some programs may close as soon as they have the required numbers, whereas others may need some extension. Most programs follow the trend of the following schedule:

<table>
<thead>
<tr>
<th>FALL TERM</th>
<th>SPRING TERM</th>
<th>SUMMER TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>March/April 1</td>
<td>October 1</td>
<td>February 1</td>
</tr>
</tbody>
</table>

Note: Faculty members cannot re-open a program in either of the following situations without express review and permission from the CEHD Global Education Committee and the Dean: 1) after the deadline or 2) if the program has been cancelled.

Student Billing Due Dates

Billing due dates are dictated by Student Business Services each year.
CEHD Financial Support

CEHD offers faculty and students assistance to support the success of global education programs. Specifically:

- 1st CEHD faculty/staff leader’s travel expenses will be covered by CEHD.
- 2nd CEHD faculty/staff leader’s travel expenses will need to:
  - be covered in student fees; or
  - be picked up by the department.
- 3rd CEHD faculty/staff member may be considered for funding by CEHD if the program has >30 student participants. The cost for the 3rd CEHD faculty/staff would need to be submitted with this application.
- CEHD provides support for students through program support funding. This will be determined through needs-based applications. Amount of support will vary based on yearly budgets.

No graduate students or undergraduate students may be taken on the trip as a trip leader, regardless of how their trip is being paid. No graduate or undergraduate student’s trip cost will be distributed to, absorbed by, or added to other students.

All faculty/staff members who are traveling with the group must be submitted to the CEHD Global Education Office on the approved application.

Before you apply, please discuss with your Department Head to ensure that the affiliated course(s) will be approved.
Accompanying Guests

There are two types of guests possible on Faculty-Led Programs, which have some financial implications outlined below.

**Type 1 Guest: Non-TAMU Faculty and Staff (Personal Guests)**

Effective immediately non-TAMU faculty and staff, meaning personal guests, will not be allowed to be included in any travel arrangements, travel planning, or financial transactions that are handed through the CEHD Academic Affairs and Finance and Administration offices. This means no vendor invoices or payment requests should include the non-TAMU faculty and staff. This also means no TAMU handled monies (i.e. working funds) should be distributed to the non-TAMU faculty and staff. No travel cards/DART cards can be used to pay for the non-TAMU faculty and staff.

All such financial transactions, payments, and plans for non-TAMU faculty and staff must be handled outside of TAMU.

**Type 2 Guest: TAMU Faculty and Staff**

TAMU faculty and staff members are allowed to travel with the officially approved group of students and the trip leader(s). Each will need to be noted on the Non-Teaching TAMU Faculty/Staff Form (see Appendix B).

CEHD will not cover any financial or travel arrangements for Type 2 Guests. These arrangements must be handled by the department in which the Type 2 Guest is employed. Furthermore, expenses for Type 2 Guests will not be distributed to, absorbed by, or added to the students’ costs.

Type 2 Guests are not official trip leaders. They should not be given any official roles of responsibility within the trip, such as the travel arrangements, travel planning, or financial transactions for the trip. TAMU handled monies should not be distributed to Type 2 Guests. In the case of an emergency, a Type 2 Guest can engage in some trip duties at the discretion of the trip leaders, but trip leaders should bear in mind that they are the ones primarily responsible for ensuring the safety of those on their trip.
Other Types of Education Abroad

Although all CEHD Global Education programs must be submitted as Faculty-Led Programs, it may be helpful for faculty to know of other existing program types that students may consider. Students have different needs for education abroad depending on their degree plan, length of program of study, expected graduation date, budget, and interests. An overview of several major program types is provided here:

- **Field Trip**: associated with an on-campus Texas A&M course; international trip comprises less than half of the course (50%); coordinated by a Texas A&M faculty or staff member; can be credit bearing or non-credit bearing

- **Faculty-Led Programs**: credit-bearing trip led by CEHD faculty; more than half of the course (50%) is taught overseas; typically taught in English; length varies; available in various semesters depending on faculty proposals and student enrollment

- **Exchange Programs**: created through an agreement between Texas A&M University and an overseas university; student live and learn in foreign country for one or two semesters; students enroll in courses at foreign university directly while retaining full-time status at Texas A&M University; limited programs offered during the summer

- **Affiliate Provider Programs**: “Students apply directly to a program provider, a sponsoring U.S. institution, or an international institution to enroll in coursework overseas and earn academic credit. Students have their coursework pre-approved so it will transfer back to Texas A&M and count towards their degree plan as pass/fail credit. Tuition and fees are paid to the provider or institution.”

- **Student Groups**: non-credit bearing; often for volunteer or service experience but can also be for conferences or competitions; often led by Texas A&M student organization; do not necessarily involve TAMU faculty or staff
Appendix A: Proposal Evaluation Rubric
Updated: 10/16/2020

Program Name: ____________________________________________
Program Location: __________________________________________

Please rate each program based on the following criteria.

1. The relative cost of the trip is reasonable based on the cost per student per day as compared to other trips during this trip cycle (e.g. total number of students, length of trip, and domestic or international/location)?
   
   1-Strongly disagree  2-Disagree  3-Undecided  4-Agree  5-Strongly Agree

Scoring for the following items:  1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, 5 = Excellent

2. To what degree is the trip associated with high-impact learning experiences for the students?
   High-impact learning experiences provide students with opportunity to: 1) apply, integrate, and synthesize knowledge from curricular and co-curricular experiences, 2) have diverse interactions with those different from self, 3) invest time and effort in purposeful tasks that result in learning, 4) express awareness of individual impacts of experience to self, others, and the larger world, and 5) interact with faculty, peers, and staff/advisors about substantive matters over extended periods of time.

   1  2  3  4  5

3. To what degree does the trip's location create and enhance a unique learning experience?
   Consider specialized trip activities that take advantage of the trip site's locale, language, history, and culture in ways that could not be replicated on campus.

   1  2  3  4  5

4. To what degree does the proposed trip enhance students' career benefits and lifelong learning?
   Lifelong learning refers to “purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills, and competence” (Lifelong Learning Value Rubric).

   1  2  3  4  5

5. To what extent does the proposed trip support and facilitate the development of intercultural knowledge, diversity, equity, and access?
   Consider to what detail the program provides students opportunity to enhance self-awareness through examining one’s own cultural rules, norms, and biases. How do programs intentionally expose students' different cultural worldviews, modes of communication, and other interactions?

   1  2  3  4  5

Total Score: ____________
Recommendation: _____ Approve _______ Not Approve
Score Explanation:
Appendix B: Non-Teaching TAMU Faculty/Staff Form

Updated: 10/16/2020

The purpose of this form is to notify Texas A&M University and the College of Education & Human Development (CEHD) that a TAMU faculty or staff member is accompanying an approved CEHD Global Education Program. This individual is not an official trip leader and should not be given any official roles of responsibility within the trip. This form is NOT for faculty or staff who are listed on the FTAF and have been approved for funding through CEHD, non-affiliated guests, spouses or family members, or graduate student employees.

Name of Global Education Program: ______________________________________________________

Name of Non-Teaching TAMU Faculty/Staff: ______________________________________________

Title: _______________________________________________ UIN: __________________________

E-mail Address: ________________________________ Phone: ___________________________

Dates Abroad: _______________________________________________________________________

Location(s): __________________________________________________________________________

Describe the employee’s role on the program abroad and how it benefits the students:
____________________________________________________________________________________
____________________________________________________________________________________

Travel Expenses: All financial and travel arrangements for this individual must be handled by their department. None of their expenses will be distributed to, absorbed by, or added to the students’ costs. Please note any sources of funding you intend to use to finance this individual’s participation in the trip (departmental funds, grants, etc.).
____________________________________________________________________________________
____________________________________________________________________________________

Preparation: Accompanying faculty/staff will need to complete the following steps before going abroad:
1. Complete a Concur Travel Request in advance.
2. Receive a University-paid travel card for travel expenses.
3. Coordinate with trip leader on payment of travel expenses.

Accompanying Faculty/Staff signature: _________________________________ Date: _______

Assoc. Dean Acad Affairs signature: _________________________________ Date: _______

Department Head signature: _________________________________ Date: _______
Appendix C: Student Reflection Guidelines  
Updated: 10/16/2020

General Guidelines
Your reflection should be typed (12-point font/double-spaced) on standard-sized paper (8.5 × 11”), and 3-5 pages in length. In the left corner of the first page, please type your UIN, the instructor’s name, your class, and the date, as follows:

Your UIN  
Dr. Thomas  
SPMT 220-550  
July 1, 2017

Prompt
• “Intercultural knowledge and competence represent a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.” Please think about your global education experience and reflect on how the experience affected your intercultural knowledge, skills, and attitudes. Use the steps below in the reflection cycle (Brown & Irby, 2001) to respond to the prompt.

• We will use the Intercultural Knowledge and Competence VALUE Rubric.

*Steps
1. Select artifacts that demonstrate success and growth in intercultural knowledge and competence.
2. Describe the circumstances, situation, or events related to the experience and address the Four Ws:
   - Who was involved?  
   - What happened?  
   - When did it take place?  
   - Where did it take place?
3. Analyze: Discuss your reason(s) for selecting the artifact and how it relates to your goals, expectations, skills, or professional beliefs and intercultural competence.
4. Appraise: Interpret the events; evaluate the impact and appropriateness of your action(s) in this international experience and how it may have changed you, and relate them to your professional values and beliefs in intercultural competence.
5. Transform: How do you plan to use what you have learned to improve your professional goals and take “next steps” based on this experience?

*References
Appendix D: Student Withdrawal & Refund Policy
Updated: 10/16/2020

I. NOTIFICATION PROCEDURES

1. Your request to withdraw from this Faculty-Led Program must be submitted in writing to Texas A&M Education Abroad by email (from the applicant’s TAMU email account). The date of the withdrawal is the business day during which a written withdrawal notice is received by Education Abroad. In the withdrawal notification, please include your reason(s) for withdrawing from the program such as finances, time conflict, academic reasons, or illness. Request to withdraw should be emailed to the education abroad advisor assigned to the program or emailed to abroad@tamu.edu.

2. If you are no longer meeting the program requirements (GPA, pre-requisites, etc.), are placed on academic probation, receive a student conduct violation, or are dismissed from your college/TAMU after confirming participation in this faculty-led program, you are responsible for notifying your education abroad advisor as soon as possible as you may be required to withdraw from the program.

3. After withdrawing from the program, it is your responsibility to withdraw from any course(s) related to the program to avoid any tuition charges or failing grade(s) being issued subject to the TAMU Refund Policy for Withdrawals and Dropped Courses.

4. If you withdraw from the program after you purchase your airfare, it is your responsibility to contact your travel agent or airline carrier regarding their refund policy. Education Abroad has no control over airline payment and refund policies and is not responsible for any financial penalty incurred as a result of withdrawal.

5. If you receive financial aid and withdraw from the program, you must contact the TAMU Scholarships & Financial Aid Office immediately, as withdrawal may affect your financial aid package.

II. WITHDRAWAL FEES

1. Once your application for a program is approved, you will have the opportunity to confirm or decline your participation in the program. By confirming your participation, you are financially committing yourself to the program and authorize Education Abroad to make program arrangements and vendor payments on your behalf. Should you withdraw AFTER confirming your participation, you will incur the following withdrawal penalties:
   a. $400 Confirmation Fee – This fee is non-refundable whether or not it has been posted to your account or paid in full at the time of withdrawal.
b. Non-Recoverable Expenses – You may incur additional withdrawal charges if funds are committed or paid on your behalf and cannot be recovered. You will be responsible for paying the balance of the non-recoverable expenses whether or not the deposit and remaining program fees have been posted to your account or paid in full at the time of withdrawal. Please note, the later you withdraw from the program, the higher the non-recoverable expenses are likely to be. Once the program has started all fees are non-refundable.

2. After a withdrawal request is received, Education Abroad will confirm receipt of your written request by email to your TAMU email address, review the program budget and work with vendors to assess your financial obligations. If Education Abroad has already paid or committed funds on your behalf at the time of withdrawal, you are obligated to pay the amount committed or paid by Education Abroad unless and until the vendor reimburses Education Abroad or releases Education Abroad from the financial obligation.

3. Any funds due to Education Abroad will remain on your TAMU student account blocking registration in future semesters and issuance of transcripts until such debt is reconciled or discharged.

4. If a global education faculty-led program is canceled due to unforeseen circumstances (i.e. natural disasters, war or civil unrest, if the program location is added to the TAMU Travel Advisory List, pandemic, etc.), all efforts will be made to recover any funds already expended on your behalf.

III. REQUESTING A REDUCTION OF WITHDRAWAL FEES

If you are facing a personal, financial, or medical hardship, you can petition to have the withdrawal penalty reduced. Please initiate the request through the education abroad advisor assigned to your program at the time of withdrawal by providing a written summary explaining the reason for the withdrawal with as much detail as possible regarding the hardship, and any supporting documentation as appropriate (i.e. a physician’s note). Please note that there is no guarantee that withdrawal fees will be reduced due to personal, financial, or medical hardship.

IV. STUDENT ACKNOWLEDGMENT OF WITHDRAWAL & REFUND POLICY

I have read and I understand this Education Abroad Withdrawal and Refund Policy for faculty-led programs. I understand that it is my responsibility to make the contents of this policy known to those who have any financial responsibility for or are otherwise financially involved in any program payments (e.g., parents, relatives, financial institutions, and the TAMU Financial Aid & Scholarship Office). I acknowledge that I am subject to the terms outlined above.

________________________  ____________________  __________________
Name                        Signature                     Date
Appendix E: CEHD Global Education Office Timeline
Updated: 10/16/2020

Below is an approximate timeline that the CEHD Global Education Office follows to help CEHD Global Education Programs be successfully approved.

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-15 months prior to</td>
<td>☐ Collect faculty-led program applications*</td>
</tr>
<tr>
<td>intended departure</td>
<td>*Faculty members who plan to lead a faculty-led program should submit complete application by the deadlines below:</td>
</tr>
<tr>
<td></td>
<td>Fall term: October 1  Spring term: February 1  Summer Term: May 1</td>
</tr>
<tr>
<td></td>
<td>☐ Share applications with the CEHD Global Education Committee</td>
</tr>
<tr>
<td></td>
<td>☐ If approved, route application to Education Abroad**</td>
</tr>
<tr>
<td></td>
<td>☐ If not approved, provide feedback to faculty member. Applications that are revised accordingly and before the final deadline may also become eligible to be routed to Education Abroad**</td>
</tr>
<tr>
<td></td>
<td>**CEHD Global Education Program applications will be routed to Education Abroad within one month of the application deadlines listed above.</td>
</tr>
<tr>
<td></td>
<td>☐ Send funding status and reference materials (funding notification email, Guidelines and Best Practices for CEHD Funded Global Education Experiences, Reflection Guidelines, Intercultural Knowledge Value Rubric and Integrative Learning Value Rubric) to faculty leaders</td>
</tr>
<tr>
<td>9-14 months prior to departure</td>
<td>☐ Share funding information with the College Business Office and Education Abroad</td>
</tr>
<tr>
<td></td>
<td>☐ Assist in promoting the program</td>
</tr>
<tr>
<td></td>
<td>☐ Advise students on the program</td>
</tr>
<tr>
<td>30 days of return</td>
<td>☐ Collect student reflections</td>
</tr>
</tbody>
</table>