TEXAS A&M UNIVERSITY
Education &
Human Development

Global Education

Faculty Handbook

LATEST EDITION SPRING 2025

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SECTION 1: INTRODUCTION

Global Education Note to Faculty

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 school.

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. 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, the CEHD faculty 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 at https://mycehd.tamu.edu/faculty/global-education/

Global Education Mission Statement

The mission of the CEHD Global Education Program is to create student learning experiences abroad that will positively transform student lives. The mission is accomplished with the following goals:

- CEHD Global Education is committed to assist the faculty as they undertake the design and implementation of these transformational learning experiences.
- CEHD Global Education is focused on our ability to provide study abroad experiences that will advance student knowledge within their major discipline while developing or enhancing the student's intercultural competency.

- CEHD Global Education is committed to providing opportunities to all CEHD students participating in the Global Education programs.
- CEHD Global Education's goal is for students to develop lifelong learning skills that will prepare them for future careers and leadership within a global workforce.

Note to faculty from the Global Education Chair

Dear Faculty and Staff,

We are happy to provide you with a Handbook that you can use for developing your global education programs. The Global Education Committee has been in place since 2017 and has worked diligently 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 intercultural 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 TAMU 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

Senior Associate Dean, Academic Affairs

College of Education and Human Development

Contacts

CEHD Global Education Office

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Education Abroad Office

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Committee Members

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Regents Professor and Senior Associate
Dean of Academic Affairs

Member

Jonathan Masabni
Data Analyst
Education Abroad School Liaison

Member

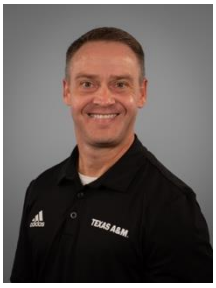
Dr. Daniel Pugh
Professor of Practice
Educational Administration and Human Resource

Member

Dr. Khalil M. Dirani
Professor and Interim Department Head
Educational Administration and Human Resource

Member

Dr. Rhonda Fowler
Clinical Associate Professor
Educational Administration and Human Resource



Member

Dr. Robert Woodward
Clinical Associate Professor
Educational Psychology

Member

Dr. Sara Castro-Olivo
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Member

Dr. Mark LaSota
Clinical Assistant Professor
Kinesiology and Sport Management

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Dr. David Waltemyer
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Kristy Anderson
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Clayton Holle
Associate Director of Finance
Office of the Dean

Member

SECTION 2: PROPOSING A PROGRAM

Types of Programs

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 can be found here or you can continue reading here:

- Field Trip: associated with an on-campus Texas A&M course, more than half of the course (50%) is taught on TAMU campus; its duration usually does not exceed 2 weeks; coordinated by a Texas A&M faculty or staff member; has to be credit bearing (courses taken within CEHD for field trips are typically those in which students will register for CEHD courses with the sponsoring professors).
- Faculty-Led Programs: credit-bearing trip led by CEHD faculty; more than half of the course (50%) is taught overseas; its duration ranges from 2-10 weeks; typically taught in English; length varies; available in various semesters depending on faculty proposals and student enrollment (courses taken within CEHD for faculty-led trips are typically those in which students will register for CEHD courses with the sponsoring professors).
- 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 a while retaining full-time status at Texas A&M University; limited programs offered during the summer.
- 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. Click here for more information.
- Study-Away: credit and non-credit bearing domestic that is academic rigorous;
    - Credit-bearing: If it is associated with an on-campus Texas A&M course, more than half of the course (50%) is taught on TAMU campus; its duration usually does not exceed 2 weeks; coordinated by a Texas A&M faculty or staff member; has to be credit bearing (courses taken within CEHD for study-away trips are typically those in which students will register for CEHD courses with the sponsoring professors).
    - Non-Credit bearing: often for academic rigorous experience; often led by Texas A&M faculty.

Trip Leaders

- A minimum of 2 (two) faculty/staff leaders are required on all trips out of the country. The College of Education & Human Development mandates that only faculty and staff can be trip leaders. The head/primary trip leader must be from The College of Education & Human Development. Faculty/staff from outside CEHD may serve as trip leaders in addition to the primary CEHD trip leader. However, the College of Education & Human Development will only fund CEHD faculty/staff.
- The typical enrollment in a trip is 10-29 students. If 30 or more students are enrolled, then a 3rd faculty/staff leader is required.
- If less than 30 students are enrolled and a third faculty/staff leader is attending, the faculty leaders will be responsible for working with their respective department or vendor to ensure that funding is in place.
    - Suggestion 1: would be having the vendor build additional faculty costs into the proposal (typically based on student enrollment … 20 students = 1 free faculty)
    - While there are many possible solutions to funding a third faculty/staff leader as desired, CEHD will be unable to provide this financial support.
- 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 included on the application form.
- A leadership role can be held by a non-teaching TAMU faculty or staff member. In this case, it is required to fill and submit a "Leadership Team: Non-Teaching TAMU Faculty/Staff Form" (Appendix A). Please visit the Education Abroad website for more information about the Non-Teaching Program Leader Form.

Courses and Credits

- Each week abroad is limited to a single credit hour (i.e., 15 contact hours of instruction).
- Contact hours are defined as time when students are receiving formalized instruction in the form of a lecture, discussion, or instructor-guided activity. (University Rule 11.03.99.M1)
- If travel is mandatory for a week in a 3-credit course, then the students should receive 15 contact hours of instruction overseas, and the remaining 30 hours of instruction should be in the classroom or online. It is like you are teaching a 2-credit course that meets 2 hours a week for 15 weeks and a 1 credit weeklong study abroad experiential learning activity.
- If the field trip is two weeks abroad, it still counts as a single credit (15 contact hours) because those two weeks abroad may be part academic/instructional content as well as cultural/fun and logistical activities (e.g., time spent on bus/trains, etc.).
- If you are teaching degree counting credits while in-state and abroad, then the same rules apply as if you are teaching a face-to-face course online.
    - The expectations are that the content, objectives, and outcomes must be comparable to a traditional experience.

- TAMU may request an assessment comparing student outcomes with a traditional course as evidence (the Office of Institutional Effectiveness & Evaluation *requires* that online courses provide evidence of comparable outcomes to a face-to-face course).

Faculty-Led Trips

FACULTY-LED TRIPS

CEHD Application Process & Deadlines

Deadlines

For a **faculty-led trip**, a complete application must be submitted to the school liaison: Nahed Abdelrahman nrahman@tamu.edu and/or the Global Education Office CEHDGlobalEd@TAMU.edu by the following deadlines:

- Fall: October 1 (e.g., Oct. 1, 2025, is the deadline of application for Fall 2026 faculty-led trips)
- Spring/Winter: February 1 (e.g., Feb. 1, 2025, is the deadline for applications for Spring/Winter 2026 faculty-led trips)
- Summer (May-August): May 1 (e.g., May. 1, 2025 is the deadline for applications for Summer 2026 faculty-led trips)

Application Process Steps for Faculty-Led Trips

1. First, the trip leaders should meet with the appropriate academic department head to discuss their program and the affiliated courses they wish to offer. For any questions or clarifications, you may also contact the CEHD Global Education Liaison and/or visit the Education Abroad Office faculty-led trip website.
2. Then, you need to submit the faculty-led application form and all required materials by the deadlines the CEHD Global Education Liaison via email to cehdglobaled@tamu.edu.
    a. If preparing an application for a new faculty-led trip, please find the application here (please note that you need to download the document first in order to be able to access the application form).
    b. If preparing an application for a recurring faculty-led trip, please find the application form here.

3. After a complete application with all necessary materials has been submitted, the CEHD Global Education Committee will review all applications based on the Proposal Evaluation Rubric (Appendix B).
4. If your faculty-led application is approved by the Global Education Committee, it will be forwarded to the Education Abroad to be processed for final approval. Faculty will receive an approval letter confirming that the program planning can proceed from the Education Abroad (EA) Office. A liaison from EA will then contact the faculty leaders to finalize the logistics, funding, and other administrative processes of their global education program.
5. If your proposal is not approved, you will be provided with feedback to help your proposal move forward. Applications that are revised according to feedback and submitted and approved before the final deadline may also become eligible to be routed to Education Abroad (EA).

Application Supporting-Materials Package for Faculty-Led Trips

- **Program Itinerary**: Mention each curriculum-related-activity or experience that will take place abroad and include the location and the learning objectives related to this activity.
- **Provider Quote/Vendor proposal**: Travel logistics must be managed by a vetted partner or education provider in order to guarantee that the key components (accommodations, transportation, excursions) meet the safety standards and contractual requirements set by the university.
    - Vendors can be identified for specific locations by contacting the Education Abroad (EA) team members Christie Dunn, Associate Director of Education Abroad, cadunn@tamu.edu, Spencer McGowan , Senior Education Abroad Advisor, sdmcgowan@tamu.edu, and Corinne Beverly, Program Coordinator II, cbeverly@tamu.edu.
    - Once the provider is chosen, check with the contracts office to see if the chosen vender has an existing International Service Provider Contract (ISP) in place.
        - Typically, EA will handle all of the ISP contracts for the faculty-led trips.
    - If not, visit the Contract Office website (contracts.tamu.edu) or contact contract administration at contracts@tamu.edu to start the process.
    - You must have an approved contract in order to prepay program expenses. Note that it can take 2-4 months to route and obtain all approvals. Financial Management Operations (FMO) rules and new tax laws require that you limit large payments on site, and the ISP facilitates those requirements.
- **Budget:** Based on the provider quote selected, provide a budget with an estimate of your trip's detailed cost for a maximum number of students and the faculty participating in the trip. If you are leading a faculty led trip, ensure your budget includes the $500

Education Abroad fee per student. The TAMU International Insurance charge is $1.61 per day (2024 rate), per student/leader and should also be included in your budget estimate. For the faculty-led trips, the EA will solicit bid from target provider and build the program budget. Click here to download a sample budget template from the field trip proposal website.

- **Vendor Contracts**
  Vendor contracts should be reviewed and approved by the CEHD Academic Affairs. The contract should include explicit cancellation/refund policies.
- **Narrative:** The faculty/staff leader needs to create a narrative that connects their trip with high impact practices, with lifelong learning, intercultural competence, and development. As a trip leader, make sure that your narrative includes the learning objectives, alignment with the curriculum, and the impact of the study abroad experience on the participants. The narrative will be reviewed by the Global Education Committee for approval.
- **Draft Syllabus:** Provide a syllabus for each affiliated course. Your syllabus or syllabi must clearly specify how the experience will be embedded within the course, and clearly outline contact hours in-country and abroad. Moreover, your syllabus must explicitly state the **learning objectives** that the students will acquire from your study abroad experience. The following **learning objectives** must be explicitly stated within your syllabus. It does not have to be these exact words. You can incorporate them within the course's **learning objectives** as long as the general ideas behind each are identifiable within the text.
  - Have a greater understanding of how their major field of study is influenced by different cultures (e.g. beliefs, values, and behaviors).
  - Synthesize through reflective writing how different cultures impact the delivery of services within their chosen discipline. Then, relate how this knowledge and understanding impacts their professional values and beliefs in intercultural competence.
- **Curriculum Vitae**: Each faculty/staff participating in the program should submit a CV no longer than 2 pages.
- **TAMU/Non-TAMU Faculty/Staff Accompanying Guest Forms**: all forms of TAMU accompanying guest(s) and Non-TAMU faculty/staff dependents (e.g. family members) should be submitted to be reviewed and approved by the CEHD Global Education Committee.

Note: All supporting materials must be completed and submitted before the application is reviewed by the CEHD Global Education Committee.

Checklist

Use this checklist to ensure you have all the required supporting materials before you submit them to the CEHD liaison.

- Review the Contract with the Vendors
- Application Form (completed and signed by the applicant(s) and the department head)
- Program Itinerary
- Provider Quote/Vendor proposal
- Budget Estimate
- Narrative
- Draft Syllabus/Syllabi
- Curriculum Vitae
- Checklist Form

SECTION 3: FACULTY-SIDE CONSIDERATIONS

Services & Financial Assistance

- Services provided by the Education Abroad
- Services provided by the College of Education and Human Development

Education Abroad Services

Education Abroad offers two types/levels of services for faculty-led programs: (a) Standard, and (b) Limited. CEHD considers the Standard service only for faculty-led trips.

a) Standard

A comprehensive narrative of this service-type can be found here. When using a Standard-Service Agreement, Education Abroad (EA) charges each student a $500 fee.

- When using Standard Service, EA is handling all program logistics, including budgeting, vendor contracts, payments, and fees.
- With Standard Service, EA will actively assist with your program's promotion and marketing plan.

More information about the CEHD services are discussed in the following section.

Suggested Recruitment Strategies

For suggested marketing strategies and recommendations, please, look at Marketing Plan for Faculty-Led Programs. (The marketing plan link may not work at the moment as EA is updating their website).

Insurance

Texas A&M University System offers the Cultural Insurance Services International (CISI) plan, which is designed specifically for cultural exchange participants. You can find an overview of the entire CISI coverage plan here. For more information regarding Texas A&M's policy with CISI, including coverage limits, see here. All participants will be enrolled in CISI for the duration of the trip. They cannot opt out.

College of Education and Human Development Services

CEHD Global Education Office

The Global Education Office guides you through the application process based on the type of program you are proposing. This guidance includes:

- Answering any questions you may have about CEHD policies and regulations.
- Assisting you with your program's promotion (create flyers, post program information on CEHD Global Ed. website, send/forward promotional emails to the CEHD student listserv).

CEHD Financial Support

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

- Travel expenses for two (2) CEHD trip-leaders are covered by the CEHD. If one of the two trip leaders is non-CEHD faculty/staff, the CEHD will not cover their expenses.
- A third CEHD faculty/staff member may be considered for funding by the CEHD if the program has 30 students or more. The cost for the third CEHD faculty/staff would need to be submitted with the application.
    - If less than 30 students are enrolled and a 3rd faculty/staff leader is attending, the faculty/staff leaders will be responsible for working with their respective department or vendor to ensure that funding is in place.
        - Suggestion 1: would be having the vendor build additional faculty costs into the proposal (typically based on student enrollment … 20 students = 1 free faculty)

        - While there are many possible solutions to funding a 3rd faculty/staff leader (either as needed or as desired), CEHD will be unable to provide this financial support.
- Undergraduate CEHD Student majors who participate in faculty-led trips will have a bill reduced in the amount of $2,000.
    - CEHD graduate student majors who participate in the faculty-led trips will receive financial support as available.
- 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 or non-TAMU affiliated individuals who are traveling with the group must be submitted to the CEHD Global Education Office on the approved application. Please, see the section "Accompanying Guests" for more information.

CEHD Cancellation Policy

- Canceling a program prior to departure can happen for the following reasons:
    - If the trip does not meet the minimum number of students needed (minimum ten undergraduate students or eight graduate students).
    - If traveling to a particular country is prohibited or strongly not recommended for safety reasons.
- Individuals who could initiate the cancellation of a program are the Trip-Leader or the CEHD Dean
    - The Chair/Co-Chair of the EA Office can also cancel faculty-led trips.

Process for Cancellation by the Trip Leader

1. The trip leader must provide a written notification to the CEHD Global Education Liaison and/or Global Education Office clearly stating the reasons for canceling the trip.
2. The trip leader must contact via email the Education Abroad Office announcing the decision for canceling the trip.
3. If deposits have already been paid or student charges have already occurred, the trip leader and the CEHD Global Education liaison will consult with the CEHD Finance Office to discuss the budget logistics and the possibility of any refunds. For charges and fees that are handled by the Education Abroad Office, the trip leader must consult with an Education Abroad advisor.
4. Finally, the trip leader is responsible for informing the students about the trip cancellation and explaining, if necessary, any financial arrangements.

Process for cancellation by the Dean/Chair/Co-Chair of the Education Abroad Office

1. The Dean or Chair/Co-Chair of the Education Abroad Office must provide a written notification to the trip leaders, clearly stating and explaining the reasons for canceling the trip.
    a. If the Dean is canceling the trip, they must contact via email the Education Abroad Office announcing the decision for canceling the trip.
    b. If the Chair/Co-Chair of the Education Abroad Office is canceling the trip, they must contact via email the CEHD Global Education liaison clearly stating and explaining the reasons for canceling the trip.
2. If deposits have already been paid or student charges have already occurred, the trip leader and the school liaison will consult with the CEHD Finance Office to discuss the budget logistics and the possibility of any refunds. For charges and fees that are handled by the Education Abroad Office, the trip leader must consult with an Education Abroad advisor.
3. The trip leader and the Chair/Co-Chair of the Education Abroad Office are responsible for informing the students about the trip cancellation and explaining, if necessary, any financial arrangements.

Suggested Recruitment Strategies

- For suggested marketing strategies and recommendations, please contact the CEHD Global Education cehdglobaled@tamu.edu .

Accompanying Guests

There are two types of guests possible on faculty-led programs, which have some financial implications outlined below.

Non-TAMU Faculty and Staff (Personal Guests)

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 handled through the CEHD Academic Affairs and the CEHD Finance Office. This means no vendor invoices or payment requests should include the non-TAMU faculty or staff. This also means no TAMU handled monies (i.e., working funds) should be distributed to the non-TAMU faculty or staff. No travel cards/DART cards can be used to pay for the non-TAMU faculty or staff.

In addition, the Non-TAMU Faculty and Staff (Personal guests) are not allowed to use any trip facilities that are covered for student participants and trip leaders only (e.g. buses, local transportation, tour guide, etc.).

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

More detailed information about Personal Guests Policies and regulations can be found here.

TAMU Faculty and Staff Guest

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 Accompanying TAMU Faculty/Staff Guest Form. For the faculty-led trips, the EA office also has dependent and companion forms.

The CEHD will not cover any financial or travel arrangements for TAMU faculty/staff guests. These arrangements must be handled by the department in which the TAMU faculty/staff guest is employed. Furthermore, expenses for TAMU faculty/staff guests will not be distributed to, absorbed by, or added to the students' costs.

In addition, the TAMU Faculty and Staff accompanying guests are not allowed to use any trip facilities that are covered for student participants and trip leaders only (e.g. buses, local transportation, tour guide, etc.).

TAMU faculty/staff 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 TAMU faculty/staff guests. In the case of an emergency, a TAMU faculty/staff 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.

SECTION 4: STUDENT-SIDE CONSIDERATIONS

Student Enrollment

- 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 the CEHD Global Education programs.
- Students from universities within the Texas A&M University System are eligible to participate in the CEHD Global Education programs.
- Non-degree seeking students are eligible to participate in the CEHD Global Education programs and are required to enroll in the affiliated global education course(s).
- CEHD funding is only given to the students majoring in the CEHD.
    - Students only minoring in CEHD programs are not eligible for funding.

Minimum Enrollment

- All global education programs must be led by at least two faculty/staff leaders.

    - It is required that the primary trip-leader must be the CEHD faculty/staff.
- At least 10 students must enroll for undergraduate-only courses, courses with both undergraduate and graduate students, or stacked enrollment courses.
- At least 8 students must enroll for graduate-only courses.
- For trips with 30 or more students enrolled (undergraduate and graduate), three faculty/staff leaders are required.
    - The primary trip leader is still required to be CEHD faculty/staff.

Student Withdrawal & Refund Policy

Faculty must make sure that all the students are aware of and understand the refund policies, and their financial responsibilities. To ensure that all students understand and agree with the policies, trip-leaders must have all students sign and submit the Student Withdrawal & Refund Policy Form before any charges or fees occur**.** Please, see Appendix C: Student Withdrawal & Refund Policy. Participants on standard faculty-led programs and field trips complete this as part of their application through the EA Portal.

Financial Protection Opportunity (optional)

Due to the pandemic that led to program cancellations and loss of funds, students investing in international travel (flights and logistical expenses) are strongly encouraged to ensure their investment by purchasing trip insurance. There are many companies offering plans for Cancel for Any Reason (CFAR) and/or Interrupt for Any Reason (IFAR). These are different from the TAMU CISI International Insurance that is mainly for medical support and security evacuation. Trip leaders should consider explaining the CFAR/IFAR airfare insurance options to students, where it applies.

Student Application Deadlines

The CEHD Global Education Office follows the same Student Deadlines with Education Abroad. This means that all students interested in participating in either faculty-led or field trip programs, are highly encouraged to apply by the following deadlines. Most programs follow the trend of the following deadline-schedule for each term:

- Fall: April 1st
- Spring: October 1st
- Summer: January 25th

- 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.
- Faculty members cannot re-open a program after the deadline or if the program has been canceled without express review and permission from the CEHD Global Education Committee and the Dean.

- The Student Withdrawal & Refund Policy can be found in Appendix C. Faculty must distribute these forms to all students, as the students must review and sign them before enrolling if needed (the form is already included in the trip application in the EA portal).

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's process for ensuring the quality of global education experiences. Thus, trip leaders are strongly encouraged to build it into their syllabi. In addition, faculty could consider including this as part of the student's grade. For Student Reflection Guidelines, see Appendix E.

Student Rosters

Faculty should send the final list of students attending the trips to cehdglobaled@tamu.edu by the following deadlines:

- Fall: April 15th
- Spring: October 15th
- Summer: February 15th

SECTION 5: BEFORE DEPARTURE

Vendors

a. All vendors must be reviewed and approved by the CEHD Academic Affairs Office and the Education Abroad Office.
b. Cancellation and refund policies must be clearly stated. Vendors without a refund policy will not be approved.
c. Once approved, the vendor must collaborate closely with the trip leaders to ensure that recruitment meets the program requirements. The trip will be canceled without penalty if the number of participants does not meet the minimum eligibility criteria: a minimum of 10 undergraduate students, a minimum of 8 graduate students, or a combined minimum of 10 graduate and undergraduate students.

Trip Procedures and Arrangements

a. Trip leaders are required to accompany participants throughout the entire duration of the trip—from departure to return. If one trip leader needs to travel two days in advance to finalize arrangements in the host country, at least one other trip leader must accompany the students during departure.
b. All students and trip leaders must travel together, departing from the same airport, to ensure the safety and coordination of the group.
c. Trip leaders are responsible for booking flight tickets for all student participants. Personal credit cards may not be used for this purpose; only department-issued credit cards are permitted for booking travel.

Trip Leaders

a. A minimum of two (2) faculty or staff members are required to lead all international trips. The College of Education & Human Development (CEHD) mandates that only faculty and staff are eligible to serve as trip leaders. The primary trip leader must be a CEHD faculty or staff member. Faculty or staff from outside CEHD may serve as additional leaders, but only CEHD-affiliated leaders will be funded by the college.
b. The standard student enrollment for a trip ranges from 10 to 29 students. If 30 or more students enroll, a third faculty or staff leader is required.
c. If fewer than 30 students enroll and a third leader wishes to attend, the faculty/staff leader must coordinate with their department or the vendor to secure appropriate funding.
d. If you are a trip leader, dependents (e.g., family members) are not permitted to participate in the trip.

Pre-Orientation Sessions

Regardless of the type of program (field trip or faculty-led) and regardless of the Service Agreement with EA, the CEHD requires that faculty will hold a minimum of two Pre-Orientation meetings. These meetings should be mandatory for all the students who will participate in the program. The trip leaders have the option to offer these meetings virtually or in person. However, we strongly recommend that this meeting be in-person.

The following list includes recommended topics for the orientation sessions. The list is not exhaustive and faculty can customize it based on their needs.

- Travel Preparation (baggage allowance, appropriate clothing, prohibited items, departure times, etc.)
- Documents (passports, photocopies, visas, IDs, etc.)
- Curriculum (activities, on campus/abroad experiences, time plan, projects, reflection papers)
- Emergencies (emergency contacts, U.S. embassy, medical insurance, theft, medications, etc.)

- Practical Considerations (international phone plans, currency, basic language guides)
- General (culture, local laws, transportation, accepted behaviors)
- Students with disabilities (accessibility, laws, service animals, travel arrangements)
- Parents (Q&As, contact information, logistics)

Knowing your Destination

It is crucial to be prepared and to know important information about your destination(s) prior to your departure. Students, faculty, and staff can obtain information for the country they are visiting from the International Travel Portal of the U.S. Department of State - Bureau of Consular Affairs. The information is accurate and regularly updated. Faculty is strongly encouraged to regularly check the portal to familiarize themselves with local laws and special circumstances, with health and safety conditions, any potential risks, or any other useful information. They can access the website by following these links: https://travel.state.gov/content/travel/en/international-travel/International-Travel-Country-Information-Pages.html and https://www.tamus.edu/risk/international-travel/

On the top left of the international travel portal page, there is a search bar called "Learn about your destination". Type the name of your destination-country and you will get updated information for the following categories:

- Health
- Local Laws and Special Circumstances
- Safety and Security
- Travel and Transportation
- Visa Requirements
- Embassies and Consulates
- Fact Sheets.

Covid-19 Updates and World News, resources, and policies regarding travel. Sites for current Covid-19 updates and guidelines when traveling from/to the U.S. please visit the Centers of Disease Control and Prevention https://www.cdc.gov/covid/?CDC_AAref_Val=https://www.cdc.gov/coronavirus/2019-ncov/travelers/index.html and the World Health Organization https://www.who.int/emergencies/diseases/novel-coronavirus-2019/travel-advice

Emergency Plan

a) Preparing Students for Emergencies

- Tell students the foreign equivalent of 911 and other emergency numbers of your destination.
- Tell students how to communicate with leaders on the trip if an emergency arises.

- Tell students how to communicate with emergency contacts back in the U.S.
- Have students develop a communication plan with their family (e.g., regular phone, text, social media, or email contact)
    - Make sure families do not have unrealistic expectations about communication, especially since phones can be difficult to find or use.

b) Incident Reporting

In case of having an incident, students/trip-leaders need to report the incident to the CEHD Global Education at cehdglobaled@tamu.edu and the Education Abroad Office using this Incident Reporting Form.

c) Dealing with Emergencies/Emergency Contact

Education Abroad maintains an emergency phone line and email account for issues that may require immediate attention. Members of EA's crisis management team are on call 24/7. You can use the following 24-hour phone number/email address.

- +1 (979) 255-6103
- abroademergency@tamu.edu

Risk Management, Health & Safety

Risk Assessment (COVID-19 specific and beyond until further notice)

A full assessment of the host location, including the availability, accessibility, and expense of healthcare and COVID-19 testing is required for all locations. Assessment includes a review of:

- Entry and exit requirements and the likelihood that existing measures will become more stringent.
- Testing protocols, including delivery of results within required timeframes if required.
- Possible vaccination requirements.
- Quarantine requirements – length of, test out scenarios, and any tracking requirements if needed.
- NOTE: Programs and measures may be reassessed if new restrictions are placed in the country that will be visited. EA, managing units, and trip leaders will work together to follow updates and mitigation plans.

Health and Safety

It is highly recommended that you read EA's webpage regarding Health and Safety considerations (https://abroad.tamu.edu/Health-Safety) while you develop your itinerary and program activities. The office receives and monitors daily information regarding risks and safety considerations around the world. Their team works closely with the Department of Risk, Ethics, and Compliance (DREC) to address concerns and obtain necessary approvals from upper-level leadership, as needed.

All faculty and staff leading students abroad are required to attend a Trip Leader Briefing from Education Abroad every year. EA will reach out to leaders with sessions offered throughout the year in person or virtually. It will cover important information related to roles and responsibilities of leaders and students as well as protocols in place for emergencies overseas.

For more information regarding health and safety, you can visit the U.S. Department of State webpage "U.S. Students Abroad" (https://travel.state.gov/content/travel/en/international-travel/before-you-go/travelers-with-special-considerations/students.html).

Smart Traveler Enrollment Plan (STEP)

Trip leaders should encourage their students to enroll their trip with the Smart Traveler Enrollment Plan (STEP).

STEP is a free service operated by the U.S. Department of State. It allows U.S. citizens and nationals traveling and living abroad to enroll their trip with the nearest U.S. Embassy or Consulate. Students who enroll their trip with STEP, will receive assistance from the embassy in case of an emergency. Types of assistance include but are not limited to:

- Help the family and friends get in touch with the student in case of an emergency.
- Update the students with current, important information regarding safe conditions in the host country.
- Help the U.S. Embassy directly contact the student in case of a natural disaster, family emergency, or other type of emergency.

Both students and trip leaders can enroll their trip with STEP at https://step.state.gov/STEP/Pages/Common/Citizenship.aspx

Passports & Visas

Passport

All students who participate in a study abroad program are required to have a valid passport.

- If a student already has a passport, the passport must be valid for at least 6 months after the end of the study abroad program.
- If a student does not have a passport, the student must obtain one as soon as possible.

  - One option is to apply for a new adult passport through the Education Abroad Passport Services, which is a designated U.S. Passport Acceptance Facility providing services for the entire Brazos Valley community. More information can be found at https://abroad.tamu.edu/Passport-Services/New-Adult-Passport.
  - All students who apply for a new passport must schedule a passport-appointment at https://swan.tamu.edu/educationabroad. They must be present, and they must bring all required documents with their applications.
- If a student needs a passport renewal, this can be done either by mail, or by scheduling an in-person appointment. Students are strongly encouraged to thoroughly read all information about passport renewals at https://abroad.tamu.edu/Passport-Services/Renew-My-Passport to determine whether they qualify for a "by mail" renewal or not.

Passport & Visa Photos

Students can have their passport of visa photos taken also at the Education Abroad Passport Services. The students can have their photos taken during their passport-appointments, or by scheduling a Photo-Only appointment here https://abroad.tamu.edu/Passport-Services/Passport-Visa-Photos. The Photo-Only link includes information regarding photo requirements and acceptable outfits.

Cost and Processing Times

Processing times and fees are subject to change. For more updated information, please visit https://travel.state.gov/content/travel.html.

- The cost for two 2"x 2" U.S. and E.U. passport-sized photo is **$15**. For all other sizes is **$20.**
- The fee for an adult passport book is currently **$130** and the current routine processing time is **4-6 weeks**. Processing times are subject to change, for the most up to date information, please visit https://travel.state.gov/content/travel/en/passports/how-apply/processing-times.html
- Students have the option to apply for expedited service where processing time is **2-3 weeks**. Expedited service costs an additional **$60**.

For more information regarding processing times and for emergency passport applications, visit https://travel.state.gov/content/travel/en/passports/get-fast.html .

Visas

Visa requirements vary based on the country you are visiting. Students and trip leaders may need an entry visa or other travel documents to enter the selected country. For specific visa information and entry requirements, you must visit the embassy and/or consular website of the

country you are visiting or check at https://travel.state.gov/content/travel/en/international-travel/International-Travel-Country-Information-Pages.html .

- Please note, students who are non-U.S. citizens may have different visa requirements than U.S. citizens.

Cell Phone & Communication Services

It is important that faculty and students have access to phone services during their trip. Ensuring your cellular connection while overseas or while in a foreign county is considered one of the top safety travel tips. This will enable direct communication between trip leaders and students in case of emergencies, and for everyday communications. These costs need to be covered by the individual faculty and student(s) that need access to phone services.

We recommend a few options. Please keep in mind that cost varies depending on the option:

- **Option 1:** Purchase a local SIM card, which gives you a local phone number in whichever country you are visiting. This option is inexpensive, but be aware that if your phone device is locked from your US provider, you will be unable to use this option. Contact your phone-service provider to request more information.
- **Option 2:** Utilize or activate a Temporary International Travel Plan. The majority of phone-service providers offer this option for their customers. Contact your provider to inquire information regarding pricing and packages.
- **Option 3:** Purchase an International SIM card. These SIM cards usually work in more than 100 countries, with some of them covering over 200 countries. Packages and prices vary. Here is a list with some of the most well-known ones: KnowRoaming, GiGSky, KeepGo, GoSim, TravelSim, OneSimCard, WorldSim.

Finances

Currency

Before the trip, check exchange rate for the country you are about to visit.

Scholarships/Awards

In addition to the CEHD Student Financial Support, there are other scholarship opportunities that can further support a student's expenses when participating in a study abroad program. Inform your students and encourage them to apply for the TAMU Education Abroad Scholarship and/or any available TAMU study abroad scholarships. These scholarship awards range from $500 to $2,000.

More information regarding the Education Abroad Scholarship such as application deadlines and eligibility criteria can be found in the Education Abroad website, under the "Scholarships" page. Toward the bottom of the same page, you can find more TAMU travel scholarships, as well as External Scholarships and External Grant opportunities. There is a wide range of External Scholarships (general, location specific, language specific, etc.). It is crucial that you inform the students about these funding opportunities several months in advance, to allow them adequate time to apply.

Acculturative Stress

Acculturative stress is an additional form of stress that people may experience when they move from one culture to another because of the challenges of adjustment. Challenges can include changes in environment, diet, routine, cultural norms, or personal support system. Acculturative stress can contribute to the development of mental health concerns, trigger dormant ones, or exacerbate pre-existing issues.

Signs of acculturative stress:

- Sadness or crying spells
- Anxiety or feeling overwhelmed
- Irritability
- Increased interpersonal conflict
- Withdrawal
- Rejection of the host culture
- Loss of appetite
- Poor sleep

Ways to help minimize acculturative stress:

- Anticipate it.
- Teach students about the signs of it.
- Learn as much as possible about host culture beforehand.
- Get to know people from the host culture.
- Keep an open mind.
- Keep a sense of humor.
- Build group cohesion (e.g., group activities, formal & informal conversations).
- Notice if students are isolating themselves or showing signs of loneliness.
- Pace group activities to reduce fatigue.
- Encourage regular schedule for eating, drinking water, and sleeping.

If you notice a student struggling to adjust:

- Encourage active coping and problem solving.
- Remind student of signs of acculturative stress and normalize their experience.
- Help them process through journaling and group discussion.
- Invite conversation if no improvement in two (2) weeks.

- Express interest and concern.

Differentiate acculturative stress from signs of something more serious, like distress.

Signs of distress
Changes in baseline functioning in:

- Serious decline in academic performance.
- Change in personal hygiene.
- Any expressions of hopelessness.
- Any threats of harm to self or others.
- Helplessness or dependency on others to solve problems.
- Increased substance uses to cope.

Intensity and/or chronicity of these behaviors:

- Excessive absences and/or isolation from others.
- Sad/depressed mood lasting two weeks or more.
- Agitated/disruptive/reactive behavior.

Talk to any students you identify as in distress. Some tips for the conversation:

- Choose a private, quiet, and safe location.
- Take your time and express concern.
- Do NOT promise student confidentiality.
- Ask direct, matter of fact questions.
- Listen to the student's concerns.
- Paraphrase their responses to ensure that you understand.
- Avoid making assumptions, judgments, or asserting your authority.
- Take what the student says seriously.
- Keep a record of:
    - The behaviors you find concerning.
    - The interactions you have with the student.

After talking with a student in distress, you may want to consider some of the following actions:

- Contact local police to report an emergency.
- Locate mental health resources in the host country to refer the student to.
- Follow-up with the student.
- Consult with TAMU University Counseling & Psychological Services (CAPS) for a plan of action.
- Create a safety plan with the student:
    - People they can contact until the crisis passes.
    - Active coping skills
    - Problem-solving
    - Self-care (sleeping, eating, hygiene)
    - Social support
- Encourage student to consider medical leave if there are limited mental health resources in the host country.

In addition to many services, the University Health Services provides specifically tailored to support Aggie mental health and wellbeing. They partner with **My Student Support Program (My SSP)** to offer additional, immediate mental health assistance. My SSP connects students with free, confidential professional counseling available 24/7 via app, telephone and web.

TAMU Health Services Contact Info:

Student Services Building, 4th Floor.
471 Houston St., College Station, TX 77843-1257
uhsinfo@tamu.edu
(979) 458-4584 (phone)

Students with Disabilities

Students with disabilities should be assured equal opportunities and access to travel abroad experiences. Trip leaders should provide reasonable academic accommodations for students with documented disabilities. Be aware that different countries have different laws, rules, and accessibility standards for individuals with disabilities. Plan ahead of time and enlighten the student for the existing conditions in your destination country, your trip's activities, any potential risks, and limitations. To learn more about your destination's rules and conditions for people with disabilities, visit the "Travel with Disabilities" page in the U.S. Department of State website under the section International Travel.

- Note 1: It is the student's responsibility to contact the TAMU Department of Disability Resources to request any academic accommodations and adjustments. Students who choose to disclose their documented disabilities to the trip leaders, are encouraged to do so well before the program begins. Trip leaders need adequate time to effectively accommodate the students' needs both in-country and abroad.

- Note 2: Disability Resources recognizes temporary disabilities as well. Short term disabilities include but are not limited to: broken limbs, hand injuries, post-surgery treatment, other temporary medical treatments, etc. More information regarding Temporary Disabilities can be found here.

SECTION 6: FACULTY RESPONSIBILITIES ON-SITE

Faculty Responsibilities On-Site

- Being available to students via an emergency contact number (cell phone) at all times.
- Conducting an on-site orientation upon arrival which covers behavioral expectations, risk management protocols, and emergency procedures.
- Monitoring participation and student behavior on academic visits and excursions.
- Documenting and reporting to the CEHD Global Education Office and Education Abroad all incidents involving students, including failure to attend scheduled events, trips, or classes.
- Communicating with the CEHD Global Education Office and Education Abroad within 72 hours concerning any matters related to student safety and well-being that arise involving students.
- Assisting, to the extent necessary, with the health and safety (hospital/doctor visits) of students during the program.
- Assisting students with cross-cultural adjustment and logistics.
- Keeping receipts and logging all expenses associated with program funds, adhering to the program budget, and following your CEHD Finance office and TAMU's financial policies.
- Completing all clergy reporting requirements as set for by the Division of Risks, Ethics, and Compliance.

SECTION 7: UPON RETURN

Faculty Responsibilities

Upon return, trip leaders are required to submit the following:

- Receipts, Financial Accounting, and Completion of Concur Travel Report within TAMU/FMO travel guidelines
- Program Evaluation
- Grades

Student Responsibilities

After the trip, students are required to complete the following:

- Qualtrics Survey
- Course Evaluations Academics

Reverse Cultural Shock

It is very common that students will experience a mixture of emotions after their return from their study abroad trip. Reverse cultural shock can occur even after participating in a relatively short study abroad program, and will often last from one to two weeks, or in some cases even longer. Some common symptoms are the following:

- Reverse homesickness: A strong desire to go back to the country/community in which you were immersed.
- Isolation: Feeling that your friends and family cannot understand the experiences you had abroad. Feeling that you are unable to fully explain or transfer a life-changing experience to your friends or family. No one seems to care or to want to listen to you talking about your study abroad experience.
- Boredom: After participating in several stimulating and exciting activities while abroad, it is common to feel that your life back home is dull and unexciting. Going back to your routine after a trip abroad can be challenging.
- Feeling critical: Coming back from a study abroad experience can make you notice faults and things you don't like in your community/country that you hadn't seen before. This could result in being critical of the U.S. customs, behaviors, and traditions.

Things that can help to manage Reverse Cultural Shock are the following:

- Encourage the students to stay connected with other students who participated in the same experience with them.
- Suggest the students to get involved in any international student groups, to attend cultural events or to find volunteer opportunities that will help them apply and build on their recently acquired intercultural competence and global perspective.
- Show the students ways to integrate their study abroad experience in their future academic and professional goals.
- Offer opportunities for sharing their photos, personal stories and feedback with you, and other students. Or encourage them to share their stories and photos with their families and friends.

Field Trips

FIELD TRIPS

CEHD Application Process & Deadlines

Deadlines

For a **field trip**, a complete application must be submitted to the school liaison: Nahed Abdelrahman nrahman@tamu.edu and/or the Global Education Office CEHDGlobalEd@TAMU.edu by the following deadlines:

- September 1 is the deadline for Spring Field Trips.
- November 1 is the deadline for Summer Field Trips.
- December 1 is the deadline for Fall Field Trips.

For field trips that will be charging a fee to the students, financial information for fee approval must be submitted through the Provost Portal by the same deadlines. The Provost Portal submission will be completed by the CEHD Finance team (See appendix XYZ for fee waiver form.

Application Process Steps for Field Trips

2. First, discuss your future field trip program with the CEHD liaison and your department head. For any questions or clarifications, you may also contact the Education Abroad Office.
3. Then, prior to the deadlines, you can start preparing and submitting the materials mentioned below and your application to the CEHD Global Education Liaison via email to cehdglobaled@tamu.edu (please note that you need to download the form document first in order to be able to fill in the application form).
4. The CEHD Global Education Committee will review all applications based on the Proposal Evaluation Rubric (Appendix B).
5. If your field-trip application is approved by the CEHD Global Education Committee, they will submit the trip to the provost portal which will then be posted in the Education Abroad Portal. EA will notify the faculty and the liaison that the field trip is approved. EA will also provide instructions about program and student registration.

6. If your proposal is not approved, you will be provided with feedback to help your proposal move forward. Applications that are revised according to feedback and submitted and approved before the final deadline may also become eligible to be routed to Education Abroad.

Application Supporting-Materials Package for Faculty-Led Trips

- **Program Itinerary**: Mention each curriculum-related-activity or experience that will take place abroad and include the location and the learning objectives related to this activity.
- **Provider Quote/Vendor proposal**: Travel logistics must be managed by a vetted partner or education provider in order to guarantee that the key components (accommodations, transportation, excursions) meet the safety standards and contractual requirements set by the university.
    - Vendors can be identified for specific locations by contacting the Education Abroad (EA) team members Christie Dunn, Associate Director of Education Abroad, cadunn@tamu.edu, Spencer McGowan , Senior Education Abroad Advisor, sdmcgowan@tamu.edu, and Corinne Beverly, Program Coordinator II, cbeverly@tamu.edu.
    - Once the provider is chosen, check with the contracts office to see if the chosen vender has an existing International Service Provider Contract (ISP) in place.
        - Typically, EA will handle all of the ISP contracts for the faculty-led trips.
    - If not, visit the Contract Office website (contracts.tamu.edu) or contact contract administration at contracts@tamu.edu to start the process.
    - You must have an approved contract in order to prepay program expenses. Note that it can take 2-4 months to route and obtain all approvals. Financial Management Operations (FMO) rules and new tax laws require that you limit large payments on site, and the ISP facilitates those requirements.
- **Budget:** Based on the provider quote selected, provide a budget with an estimate of your trip's detailed cost for a maximum number of students and the faculty participating in the trip. If you are leading a faculty led trip, ensure your budget includes the $500 Education Abroad fee per student. The TAMU International Insurance charge is $1.61 per day (2024 rate), per student/leader and should also be included in your budget estimate. For the faculty-led trips, the EA will solicit bid from target provider and build the program budget. Click here to download a sample budget template from the field trip proposal website.
- **Vendor Contracts**
  Vendor contracts should be reviewed and approved by the CEHD Academic Affairs. The contract should include explicit cancellation/refund policies.

- **Narrative:** The faculty/staff leader needs to create a narrative that connects their trip with high impact practices, with lifelong learning, intercultural competence, and development. As a trip leader, make sure that your narrative includes the learning objectives, alignment with the curriculum, and the impact of the study abroad experience on the participants. The narrative will be reviewed by the Global Education Committee for approval.
- **Draft Syllabus:** Provide a syllabus for each affiliated course. Your syllabus or syllabi must clearly specify how the experience will be embedded within the course, and clearly outline contact hours in-country and abroad. Moreover, your syllabus must explicitly state the **learning objectives** that the students will acquire from your study abroad experience. The following **learning objectives** must be explicitly stated within your syllabus. It does not have to be these exact words. You can incorporate them within the course's **learning objectives** as long as the general ideas behind each are identifiable within the text.
    - Have a greater understanding of how their major field of study is influenced by different cultures (e.g. beliefs, values, and behaviors).
    - Synthesize through reflective writing how different cultures impact the delivery of services within their chosen discipline. Then, relate how this knowledge and understanding impacts their professional values and beliefs in intercultural competence.
- **Curriculum Vitae**: Each faculty/staff participating in the program should submit a CV no longer than 2 pages.
- **TAMU/Non-TAMU Faculty/Staff Accompanying Guest Forms**: all forms of TAMU accompanying guest(s) and Non-TAMU faculty/staff dependents (e.g. family members) should be submitted to be reviewed and approved by the CEHD Global Education Committee.

Note: All supporting materials must be completed and submitted before the application is reviewed by the CEHD Global Education Committee.

Checklist

Use this checklist to ensure you have all the required supporting materials before you submit them to the CEHD liaison.

- Application Form (completed and signed by the applicant(s) and the department head)
- Program Itinerary
- Provider Quote/Vendor proposal

- Budget Estimate
- Narrative
- Draft Syllabus/Syllabi
- Curriculum Vitae
- Checklist Form

SECTION 3: FACULTY-SIDE CONSIDERATIONS

Services & Financial Assistance

- Services provided by the Education Abroad
- Services provided by the College of Education and Human Development

Education Abroad Services

Education Abroad offers two types/levels of services for faculty-led programs: (a) Standard, and (b) Limited. CEHD considers the Limited service only for field trips.

b) Limited

A comprehensive narrative of this service-type can be found here. When using a Limited-Service Agreement, Education Abroad (EA) charges each student a $200 fee.

- When using Limited Service, The CEHD is handling all program logistics, including budgeting, vendor contracts, payments, and fees.
- With Limited Service, the CEHD Global Education will actively assist with your program's promotion and marketing plan.

Education Abroad can offer resources and recommendations on field trips only upon request from the faculty trip leader (e.g. requesting recommendations of affiliated vendors). More information about the CEHD services are discussed in the following section.

All **international field trips** are managed (logistics and finances) within the CEHD. The EA created a checklist of items to consider for those field trips (see the previously mentioned checklist on page 12). We recommend that you review the document in order to organize the coordination of your program.

Insurance

Texas A&M University System offers the Cultural Insurance Services International (CISI) plan, which is designed specifically for cultural exchange participants. You can find an overview of

the entire CISI coverage plan here. For more information regarding Texas A&M's policy with CISI, including coverage limits, see here. All participants will be enrolled in CISI for the duration of the trip. They cannot opt out.

College of Education and Human Development Services

Finance Office

When planning a field-trip, travel logistics such as initial budgeting, itinerary, in-country arrangements, and transportation arrangements will be coordinated by the faculty. The faculty need to work with the CEHD Finance Office for budgeting changes/revisions and payments.

CEHD Global Education Office

The Global Education Office guides you through the application process based on the type of program you are proposing. This guidance includes:

- Answering any questions you may have about CEHD policies and regulations.
- Assisting you with your program's promotion (create flyers, post program information on CEHD Global Ed. website, send/forward promotional emails to the CEHD student listserv).

CEHD Financial Support

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

- Travel expenses for two (2) CEHD trip-leaders are covered by the CEHD. If one of the two trip leaders is non-CEHD faculty/staff, the CEHD will not cover their expenses.
- A third CEHD faculty/staff member may be considered for funding by the CEHD if the program has 30 students or more. The cost for the third CEHD faculty/staff would need to be submitted with the application.
    - If less than 30 students are enrolled and a 3rd faculty/staff leader is attending, the faculty/staff leaders will be responsible for working with their respective department or vendor to ensure that funding is in place.
        - Suggestion 1: would be having the vendor build additional faculty costs into the proposal (typically based on student enrollment … 20 students = 1 free faculty)
        - While there are many possible solutions to funding a 3rd faculty/staff leader (either as needed or as desired), CEHD will be unable to provide this financial support.

- Undergraduate CEHD Student majors who participate in field trips will have a bill reduced in the amount of $1,000.
    - CEHD graduate student majors who participate in field trips will receive financial support as available.
- 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 or non-TAMU affiliated individuals who are traveling with the group must be submitted to the CEHD Global Education Office on the approved application. Please, see the section "Accompanying Guests" for more information.

CEHD Cancellation Policy

- Canceling a program prior to departure can happen for the following reasons:
    - If the trip does not meet the minimum number of students needed (minimum ten undergraduate students or eight graduate students).
    - If traveling to a particular country is prohibited or strongly not recommended for safety reasons.
- Individuals who could initiate the cancellation of a program are the Trip-Leader or the CEHD Dean

Process for Cancellation by the Trip Leader

5. The trip leader must provide a written notification to the CEHD Global Education Liaison and/or Global Education Office clearly stating the reasons for canceling the trip.
6. The trip leader must contact via email the Education Abroad Office announcing the decision for canceling the trip.
7. If deposits have already been paid or student charges have already occurred, the trip leader and the CEHD Global Education liaison will consult with the CEHD Finance Office to discuss the budget logistics and the possibility of any refunds. For charges and fees that are handled by the Education Abroad Office, the trip leader must consult with an Education Abroad advisor.
8. Finally, the trip leader is responsible for informing the students about the trip cancellation and explaining, if necessary, any financial arrangements.

Process for cancellation by the Dean/Chair/Co-Chair of the Education Abroad Office

4. The Dean or Chair/Co-Chair of the Education Abroad Office must provide a written notification to the trip leaders, clearly stating and explaining the reasons for canceling the trip.
    a. If the Dean is canceling the trip, they must contact via email the Education Abroad Office announcing the decision for canceling the trip.

   b. If the Chair/Co-Chair of the Education Abroad Office is canceling the trip, they must contact via email the CEHD Global Education liaison clearly stating and explaining the reasons for canceling the trip.
5. If deposits have already been paid or student charges have already occurred, the trip leader and the school liaison will consult with the CEHD Finance Office to discuss the budget logistics and the possibility of any refunds. For charges and fees that are handled by the Education Abroad Office, the trip leader must consult with an Education Abroad advisor.
6. The trip leader and the Chair/Co-Chair of the Education Abroad Office are responsible for informing the students about the trip cancellation and explaining, if necessary, any financial arrangements.

Suggested Recruitment Strategies

- For suggested marketing strategies and recommendations, please contact the CEHD Global Education cehdglobaled@tamu.edu .

Accompanying Guests

There are two types of guests possible on faculty-led programs, which have some financial implications outlined below.

Non-TAMU Faculty and Staff (Personal Guests)

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 handled through the CEHD Academic Affairs and the CEHD Finance Office. This means no vendor invoices or payment requests should include the non-TAMU faculty or staff. This also means no TAMU handled monies (i.e., working funds) should be distributed to the non-TAMU faculty or staff. No travel cards/DART cards can be used to pay for the non-TAMU faculty or staff.

In addition, the Non-TAMU Faculty and Staff (Personal guests) are not allowed to use any trip facilities that are covered for student participants and trip leaders only (e.g. buses, local transportation, tour guide, etc.).

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

More detailed information about Personal Guests Policies and regulations can be found here.

TAMU Faculty and Staff Guest

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 Accompanying TAMU Faculty/Staff Guest Form.

The CEHD will not cover any financial or travel arrangements for TAMU faculty/staff guests. These arrangements must be handled by the department in which the TAMU faculty/staff guest is employed. Furthermore, expenses for TAMU faculty/staff guests will not be distributed to, absorbed by, or added to the students' costs.

In addition, the TAMU Faculty and Staff accompanying guests are not allowed to use any trip facilities that are covered for student participants and trip leaders only (e.g. buses, local transportation, tour guide, etc.).

TAMU faculty/staff 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 TAMU faculty/staff guests. In the case of an emergency, a TAMU faculty/staff 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.

SECTION 4: STUDENT-SIDE CONSIDERATIONS

Student Enrollment

- 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 the CEHD Global Education programs.
- Students from universities within the Texas A&M University System are eligible to participate in the CEHD Global Education programs.
- Non-degree seeking students are eligible to participate in the CEHD Global Education programs and are required to enroll in the affiliated global education course(s).
- CEHD funding is only given to the students majoring in the CEHD.
    - Students only minoring in CEHD programs are not eligible for funding.

Minimum Enrollment

- All global education programs must be led by at least two faculty/staff leaders.
    - It is required that the primary trip-leader must be the CEHD faculty/staff.
- At least 10 students must enroll for undergraduate-only courses, courses with both undergraduate and graduate students, or stacked enrollment courses.
- At least 8 students must enroll for graduate-only courses.

- For trips with 30 or more students enrolled (undergraduate and graduate), three faculty/staff leaders are required.
    - The primary trip leader is still required to be CEHD faculty/staff.

Student Withdrawal & Refund Policy

Faculty must make sure that all the students are aware of and understand the refund policies, and their financial responsibilities. To ensure that all students understand and agree with the policies, trip-leaders must have all students sign and submit the Student Withdrawal & Refund Policy Form before any charges or fees occur**.** Please, see Appendix C: Student Withdrawal & Refund Policy. Participants on standard faculty-led programs and field trips complete this as part of their application through the EA Portal.

Financial Protection Opportunity (optional)

Due to the pandemic that led to program cancellations and loss of funds, students investing in international travel (flights and logistical expenses) are strongly encouraged to ensure their investment by purchasing trip insurance. There are many companies offering plans for Cancel for Any Reason (CFAR) and/or Interrupt for Any Reason (IFAR). These are different from the TAMU CISI International Insurance that is mainly for medical support and security evacuation. Trip leaders should consider explaining the CFAR/IFAR airfare insurance options to students, where it applies.

Student Application Deadlines

The CEHD Global Education Office follows the same Student Deadlines with Education Abroad. This means that all students interested in participating in either faculty-led or field trip programs, are highly encouraged to apply by the following deadlines. Most programs follow the trend of the following deadline-schedule for each term:

- Fall: April 1st
- Spring: October 1st
- Summer: January 25th

- 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.
- Faculty members cannot re-open a program after the deadline or if the program has been canceled without express review and permission from the CEHD Global Education Committee and the Dean.
- The Student Withdrawal & Refund Policy can be found in Appendix C. Faculty must distribute these forms to all students, as the students must review and sign them before enrolling if needed (the form is already included in the trip application in the EA portal).

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's process for ensuring the quality of global education experiences. Thus, trip leaders are strongly encouraged to build it into their syllabi. In addition, faculty could consider including this as part of the student's grade. For Student Reflection Guidelines, see Appendix E.

Student Rosters

Faculty should send the final list of students attending the trips to cehdglobaled@tamu.edu by the following deadlines:

- Fall: April 15th
- Spring: October 15th
- Summer: February 15th

SECTION 5: BEFORE DEPARTURE

Vendors

a. All vendors must be reviewed and approved by the CEHD Academic Affairs Office and the Education Abroad Office.
b. Cancellation and refund policies must be clearly stated. Vendors without a refund policy will not be approved.
c. Once approved, the vendor must collaborate closely with the trip leaders to ensure that recruitment meets the program requirements. The trip will be canceled without penalty if the number of participants does not meet the minimum eligibility criteria: a minimum of 10 undergraduate students, a minimum of 8 graduate students, or a combined minimum of 10 graduate and undergraduate students.

Trip Procedures and Arrangements

d. Trip leaders are required to accompany participants throughout the entire duration of the trip—from departure to return. If one trip leader needs to travel two days in advance to finalize arrangements in the host country, at least one other trip leader must accompany the students during departure.
e. All students and trip leaders must travel together, departing from the same airport, to ensure the safety and coordination of the group.
f. Trip leaders are responsible for booking flight tickets for all student participants. Personal credit cards may not be used for this purpose; only department-issued credit cards are permitted for booking travel.

Trip Leaders

a. A minimum of two (2) faculty or staff members are required to lead all international trips. The College of Education & Human Development (CEHD) mandates that only faculty and staff are eligible to serve as trip leaders. The primary trip leader must be a CEHD faculty or staff member. Faculty or staff from outside CEHD may serve as additional leaders, but only CEHD-affiliated leaders will be funded by the college.
b. The standard student enrollment for a trip ranges from 10 to 29 students. If 30 or more students enroll, a third faculty or staff leader is required.
c. If fewer than 30 students enroll and a third leader wishes to attend, the faculty/staff leader must coordinate with their department or the vendor to secure appropriate funding.
d. If you are a trip leader, dependents (e.g., family members) are not permitted to participate in the trip.

Pre-Orientation Sessions

Regardless of the type of program (field trip or faculty-led) and regardless of the Service Agreement with EA, the CEHD requires that faculty will hold a minimum of two Pre-Orientation meetings. These meetings should be mandatory for all the students who will participate in the program. The trip leaders have the option to offer these meetings virtually or in person. However, we strongly recommend that this meeting be in-person.

The following list includes recommended topics for the orientation sessions. The list is not exhaustive and faculty can customize it based on their needs.

- Travel Preparation (baggage allowance, appropriate clothing, prohibited items, departure times, etc.)
- Documents (passports, photocopies, visas, IDs, etc.)
- Curriculum (activities, on campus/abroad experiences, time plan, projects, reflection papers)
- Emergencies (emergency contacts, U.S. embassy, medical insurance, theft, medications, etc.)

- Practical Considerations (international phone plans, currency, basic language guides)
- General (culture, local laws, transportation, accepted behaviors)
- Students with disabilities (accessibility, laws, service animals, travel arrangements)
- Parents (Q&As, contact information, logistics)

Knowing your Destination

It is crucial to be prepared and to know important information about your destination(s) prior to your departure. Students, faculty, and staff can obtain information for the country they are visiting from the International Travel Portal of the U.S. Department of State - Bureau of Consular Affairs. The information is accurate and regularly updated. Faculty is strongly encouraged to regularly check the portal to familiarize themselves with local laws and special circumstances, with health and safety conditions, any potential risks, or any other useful information. They can access the website by following these links: https://travel.state.gov/content/travel/en/international-travel/International-Travel-Country-Information-Pages.html and https://www.tamus.edu/risk/international-travel/

On the top left of the international travel portal page, there is a search bar called "Learn about your destination". Type the name of your destination-country and you will get updated information for the following categories:

- Health
- Local Laws and Special Circumstances
- Safety and Security
- Travel and Transportation
- Visa Requirements
- Embassies and Consulates
- Fact Sheets.

Covid-19 Updates and World News, resources, and policies regarding travel. Sites for current Covid-19 updates and guidelines when traveling from/to the U.S. please visit the Centers of Disease Control and Prevention https://www.cdc.gov/covid/?CDC_AAref_Val=https://www.cdc.gov/coronavirus/2019-ncov/travelers/index.html and the World Health Organization https://www.who.int/emergencies/diseases/novel-coronavirus-2019/travel-advice

Emergency Plan

a) Preparing Students for Emergencies

- Tell students the foreign equivalent of 911 and other emergency numbers of your destination.
- Tell students how to communicate with leaders on the trip if an emergency arises.

- Tell students how to communicate with emergency contacts back in the U.S.
- Have students develop a communication plan with their family (e.g., regular phone, text, social media, or email contact)
    - Make sure families do not have unrealistic expectations about communication, especially since phones can be difficult to find or use.

b) Incident Reporting

In case of having an incident, students/trip-leaders need to report the incident to the CEHD Global Education at cehdglobaled@tamu.edu and the Education Abroad Office using this Incident Reporting Form.

c) Dealing with Emergencies/Emergency Contact

Education Abroad maintains an emergency phone line and email account for issues that may require immediate attention. Members of EA's crisis management team are on call 24/7. You can use the following 24-hour phone number/email address.

- +1 (979) 255-6103
- abroademergency@tamu.edu

Risk Management, Health & Safety

Risk Assessment (COVID-19 specific and beyond until further notice)

A full assessment of the host location, including the availability, accessibility, and expense of healthcare and COVID-19 testing is required for all locations. Assessment includes a review of:

- Entry and exit requirements and the likelihood that existing measures will become more stringent.
- Testing protocols, including delivery of results within required timeframes if required.
- Possible vaccination requirements.
- Quarantine requirements – length of, test out scenarios, and any tracking requirements if needed.
- NOTE: Programs and measures may be reassessed if new restrictions are placed in the country that will be visited. EA, managing units, and trip leaders will work together to follow updates and mitigation plans.

Health and Safety

It is highly recommended that you read EA's webpage regarding Health and Safety considerations (https://abroad.tamu.edu/Health-Safety) while you develop your itinerary and program activities. The office receives and monitors daily information regarding risks and safety considerations around the world. Their team works closely with the Department of Risk, Ethics, and Compliance (DREC) to address concerns and obtain necessary approvals from upper-level leadership, as needed.

All faculty and staff leading students abroad are required to attend a Trip Leader Briefing from Education Abroad every year. EA will reach out to leaders with sessions offered throughout the year in person or virtually. It will cover important information related to roles and responsibilities of leaders and students as well as protocols in place for emergencies overseas.

For more information regarding health and safety, you can visit the U.S. Department of State webpage "U.S. Students Abroad" (https://travel.state.gov/content/travel/en/international-travel/before-you-go/travelers-with-special-considerations/students.html).

Smart Traveler Enrollment Plan (STEP)

Trip leaders should encourage their students to enroll their trip with the Smart Traveler Enrollment Plan (STEP).

STEP is a free service operated by the U.S. Department of State. It allows U.S. citizens and nationals traveling and living abroad to enroll their trip with the nearest U.S. Embassy or Consulate. Students who enroll their trip with STEP, will receive assistance from the embassy in case of an emergency. Types of assistance include but are not limited to:

- Help the family and friends get in touch with the student in case of an emergency.
- Update the students with current, important information regarding safe conditions in the host country.
- Help the U.S. Embassy directly contact the student in case of a natural disaster, family emergency, or other type of emergency.

Both students and trip leaders can enroll their trip with STEP at https://step.state.gov/STEP/Pages/Common/Citizenship.aspx

Passports & Visas

Passport

All students who participate in a study abroad program are required to have a valid passport.

- If a student already has a passport, the passport must be valid for at least 6 months after the end of the study abroad program.

- If a student does not have a passport, the student must obtain one as soon as possible.
    - One option is to apply for a new adult passport through the Education Abroad Passport Services, which is a designated U.S. Passport Acceptance Facility providing services for the entire Brazos Valley community. More information can be found at https://abroad.tamu.edu/Passport-Services/New-Adult-Passport.
    - All students who apply for a new passport must schedule a passport-appointment at https://swan.tamu.edu/educationabroad. They must be present, and they must bring all required documents with their applications.
- If a student needs a passport renewal, this can be done either by mail, or by scheduling an in-person appointment. Students are strongly encouraged to thoroughly read all information about passport renewals at https://abroad.tamu.edu/Passport-Services/Renew-My-Passport to determine whether they qualify for a "by mail" renewal or not.

Passport & Visa Photos

Students can have their passport of visa photos taken also at the Education Abroad Passport Services. The students can have their photos taken during their passport-appointments, or by scheduling a Photo-Only appointment here https://abroad.tamu.edu/Passport-Services/Passport-Visa-Photos. The Photo-Only link includes information regarding photo requirements and acceptable outfits.

Cost and Processing Times

Processing times and fees are subject to change. For more updated information, please visit https://travel.state.gov/content/travel.html.

- The cost for two 2"x 2" U.S. and E.U. passport-sized photo is **$15**. For all other sizes is **$20.**
- The fee for an adult passport book is currently **$130** and the current routine processing time is **4-6 weeks**. Processing times are subject to change, for the most up to date information, please visit https://travel.state.gov/content/travel/en/passports/how-apply/processing-times.html
- Students have the option to apply for expedited service where processing time is **2-3 weeks**. Expedited service costs an additional **$60**.

For more information regarding processing times and for emergency passport applications, visit https://travel.state.gov/content/travel/en/passports/get-fast.html .

Visas

Visa requirements vary based on the country you are visiting. Students and trip leaders may need an entry visa or other travel documents to enter the selected country. For specific visa

information and entry requirements, you must visit the embassy and/or consular website of the country you are visiting or check at https://travel.state.gov/content/travel/en/international-travel/International-Travel-Country-Information-Pages.html .

- Please note, students who are non-U.S. citizens may have different visa requirements than U.S. citizens.

Cell Phone & Communication Services

It is important that faculty and students have access to phone services during their trip. Ensuring your cellular connection while overseas or while in a foreign county is considered one of the top safety travel tips. This will enable direct communication between trip leaders and students in case of emergencies, and for everyday communications. These costs need to be covered by the individual faculty and student(s) that need access to phone services.

We recommend a few options. Please keep in mind that cost varies depending on the option:

- **Option 1:** Purchase a local SIM card, which gives you a local phone number in whichever country you are visiting. This option is inexpensive, but be aware that if your phone device is locked from your US provider, you will be unable to use this option. Contact your phone-service provider to request more information.
- **Option 2:** Utilize or activate a Temporary International Travel Plan. The majority of phone-service providers offer this option for their customers. Contact your provider to inquire information regarding pricing and packages.
- **Option 3:** Purchase an International SIM card. These SIM cards usually work in more than 100 countries, with some of them covering over 200 countries. Packages and prices vary. Here is a list with some of the most well-known ones: KnowRoaming, GiGSky, KeepGo, GoSim, TravelSim, OneSimCard, WorldSim.

Finances

Currency

Before the trip, check exchange rate for the country you are about to visit.

Scholarships/Awards

In addition to the CEHD Student Financial Support, there are other scholarship opportunities that can further support a student's expenses when participating in a study abroad program. Inform

your students and encourage them to apply for the TAMU Education Abroad Scholarship and/or any available TAMU study abroad scholarships. These scholarship awards range from $500 to $2,000.

More information regarding the Education Abroad Scholarship such as application deadlines and eligibility criteria can be found in the Education Abroad website, under the "Scholarships" page. Toward the bottom of the same page, you can find more TAMU travel scholarships, as well as External Scholarships and External Grant opportunities. There is a wide range of External Scholarships (general, location specific, language specific, etc.). It is crucial that you inform the students about these funding opportunities several months in advance, to allow them adequate time to apply.

Acculturative Stress

Acculturative stress is an additional form of stress that people may experience when they move from one culture to another because of the challenges of adjustment. Challenges can include changes in environment, diet, routine, cultural norms, or personal support system. Acculturative stress can contribute to the development of mental health concerns, trigger dormant ones, or exacerbate pre-existing issues.

Signs of acculturative stress:

- Sadness or crying spells
- Anxiety or feeling overwhelmed
- Irritability
- Increased interpersonal conflict
- Withdrawal
- Rejection of the host culture
- Loss of appetite
- Poor sleep

Ways to help minimize acculturative stress:

- Anticipate it.
- Teach students about the signs of it.
- Learn as much as possible about host culture beforehand.
- Get to know people from the host culture.
- Keep an open mind.
- Keep a sense of humor.
- Build group cohesion (e.g., group activities, formal & informal conversations).
- Notice if students are isolating themselves or showing signs of loneliness.
- Pace group activities to reduce fatigue.
- Encourage regular schedule for eating, drinking water, and sleeping.

If you notice a student struggling to adjust:

- Encourage active coping and problem solving.

- Remind student of signs of acculturative stress and normalize their experience.
- Help them process through journaling and group discussion.
- Invite conversation if no improvement in two (2) weeks.
- Express interest and concern.

Differentiate acculturative stress from signs of something more serious, like distress.

Signs of distress
Changes in baseline functioning in:

- Serious decline in academic performance.
- Change in personal hygiene.
- Any expressions of hopelessness.
- Any threats of harm to self or others.
- Helplessness or dependency on others to solve problems.
- Increased substance uses to cope.

Intensity and/or chronicity of these behaviors:

- Excessive absences and/or isolation from others.
- Sad/depressed mood lasting two weeks or more.
- Agitated/disruptive/reactive behavior.

Talk to any students you identify as in distress. Some tips for the conversation:

- Choose a private, quiet, and safe location.
- Take your time and express concern.
- Do NOT promise student confidentiality.
- Ask direct, matter of fact questions.
- Listen to the student's concerns.
- Paraphrase their responses to ensure that you understand.
- Avoid making assumptions, judgments, or asserting your authority.
- Take what the student says seriously.
- Keep a record of:
    - The behaviors you find concerning.
    - The interactions you have with the student.

After talking with a student in distress, you may want to consider some of the following actions:

- Contact local police to report an emergency.
- Locate mental health resources in the host country to refer the student to.
- Follow-up with the student.
- Consult with TAMU University Counseling & Psychological Services (CAPS) for a plan of action.
- Create a safety plan with the student:
    - People they can contact until the crisis passes.
    - Active coping skills
    - Problem-solving
    - Self-care (sleeping, eating, hygiene)
    - Social support

- Encourage student to consider medical leave if there are limited mental health resources in the host country.

In addition to many services, the University Health Services provides specifically tailored to support Aggie mental health and wellbeing. They partner with **My Student Support Program (My SSP)** to offer additional, immediate mental health assistance. My SSP connects students with free, confidential professional counseling available 24/7 via app, telephone and web.

TAMU Health Services Contact Info:

Student Services Building, 4th Floor.
471 Houston St., College Station, TX 77843-1257
uhsinfo@tamu.edu
(979) 458-4584 (phone)

Students with Disabilities

Students with disabilities should be assured equal opportunities and access to travel abroad experiences. Trip leaders should provide reasonable academic accommodations for students with documented disabilities. Be aware that different countries have different laws, rules, and accessibility standards for individuals with disabilities. Plan ahead of time and enlighten the student for the existing conditions in your destination country, your trip's activities, any potential risks, and limitations. To learn more about your destination's rules and conditions for people with disabilities, visit the "Travel with Disabilities" page in the U.S. Department of State website under the section International Travel.

- Note 1: It is the student's responsibility to contact the TAMU Department of Disability Resources to request any academic accommodations and adjustments. Students who choose to disclose their documented disabilities to the trip leaders, are encouraged to do so well before the program begins. Trip leaders need adequate time to effectively accommodate the students' needs both in-country and abroad.

- Note 2: Disability Resources recognizes temporary disabilities as well. Short term disabilities include but are not limited to: broken limbs, hand injuries, post-surgery treatment, other temporary medical treatments, etc. More information regarding Temporary Disabilities can be found here.

SECTION 6: FACULTY RESPONSIBILITIES ON-SITE

Faculty Responsibilities On-Site

- Being available to students via an emergency contact number (cell phone) at all times.
- Conducting an on-site orientation upon arrival which covers behavioral expectations, risk management protocols, and emergency procedures.
- Monitoring participation and student behavior on academic visits and excursions.
- Documenting and reporting to the CEHD Global Education Office and Education Abroad all incidents involving students, including failure to attend scheduled events, trips, or classes.
- Communicating with the CEHD Global Education Office and Education Abroad within 72 hours concerning any matters related to student safety and well-being that arise involving students.
- Assisting, to the extent necessary, with the health and safety (hospital/doctor visits) of students during the program.
- Assisting students with cross-cultural adjustment and logistics.
- Keeping receipts and logging all expenses associated with program funds, adhering to the program budget, and following your CEHD Finance office and TAMU's financial policies.
- Completing all clergy reporting requirements as set for by the Division of Risks, Ethics, and Compliance.

SECTION 7: UPON RETURN

Faculty Responsibilities

Upon return, trip leaders are required to submit the following:

- Receipts, Financial Accounting, and Completion of Concur Travel Report within TAMU/FMO travel guidelines
- Program Evaluation
- Grades

Student Responsibilities

After the trip, students are required to complete the following:

- Qualtrics Survey
- Course Evaluations Academics

Reverse Cultural Shock

It is very common that students will experience a mixture of emotions after their return from their study abroad trip. Reverse cultural shock can occur even after participating in a relatively short study abroad program, and will often last from one to two weeks, or in some cases even longer. Some common symptoms are the following:

- Reverse homesickness: A strong desire to go back to the country/community in which you were immersed.
- Isolation: Feeling that your friends and family cannot understand the experiences you had abroad. Feeling that you are unable to fully explain or transfer a life-changing experience to your friends or family. No one seems to care or to want to listen to you talking about your study abroad experience.
- Boredom: After participating in several stimulating and exciting activities while abroad, it is common to feel that your life back home is dull and unexciting. Going back to your routine after a trip abroad can be challenging.
- Feeling critical: Coming back from a study abroad experience can make you notice faults and things you don't like in your community/country that you hadn't seen before. This could result in being critical of the U.S. customs, behaviors, and traditions.

Things that can help to manage Reverse Cultural Shock are the following:

- Encourage the students to stay connected with other students who participated in the same experience with them.
- Suggest the students to get involved in any international student groups, to attend cultural events or to find volunteer opportunities that will help them apply and build on their recently acquired intercultural competence and global perspective.
- Show the students ways to integrate their study abroad experience in their future academic and professional goals.
- Offer opportunities for sharing their photos, personal stories and feedback with you, and other students. Or encourage them to share their stories and photos with their families and friends.

SECTION 8: APPENDICES

Appendix A: Leadership Team-Non-Teaching TAMU Faculty/Staff Form

Updated: 3/30/2023

The purpose of this form is to notify Texas A&M University and the College of Education & Human Development (CEHD) that a non-teaching TAMU faculty or staff member will be traveling in a leadership role on an approved CEHD Global Education Program. This individual is not listed on the Education Abroad Proposal Form, but will be traveling and participating in a leadership role with official responsibilities during the trip.

Name of Global Education Program:_____

Name of Non-Teaching TAMU Faculty/Staff Leader:_____

Title_____
UIN:_____

E-mail Address: _____ **Phone:**
Dates Abroad:_____
Location(s)_____
Describe the employee's role and responsibilities while on the program abroad trip:

_____

_____

_____

_____

Non-Teaching Faculty/Staff Leader signature:_____ **Date:** _____

Assoc. Dean Academic Affairs signature: _____ **Date:** _____

Department Head signature: _____ **Date:** _____

Appendix B: Proposal Evaluation Rubric

Updated: 03/27/2023

CEHD Global Education Office
College of Education and Human Development

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 <u>cost per student per day</u> 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

1. **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 competencies?**

Consider to what detail the program provides students an opportunity to enhance self-awareness through examining one's own rules, norms, and biases. How do programs intentionally expose students to different international worldviews, modes of communication, and other interactions?

1 2 3 4 5

Total Score: _____
Recommendation: ____ Approve _____ Not Approved
Score Explanation

Appendix C: Global Education Withdrawal Policy

Global Education Withdrawal Policy

College of Education & Human Development

TEXAS A&M UNIVERSITY
School of Education & Human Development

General Guidelines

Your request to withdraw and potentially receive a refund must be made in writing by letter or email, sent to the program leader(s), and the CEHD Global Education Program Coordinator. In the petition, please include your reasons for withdrawing from the program, such as finances, time conflict, academic reasons, or illness. Upon notification of your intent to withdraw from the program, your program leader(s) and the program coordinator will update your record. It is your responsibility to withdraw from any course(s) related to the program, as you would with your regular campus courses. The university policies regarding tuition and fees when you drop a course will apply.

The College of Education and Human Development has no control over airline payment and refund policies. If you withdraw from the program after airfare is purchased, you need to contact the airline carrier regarding its refund policy. If a program is canceled due to unforeseen circumstances (i.e., natural disasters, war, or civil unrest, posting of a U.S. State Department Traveling Warning, pandemic, etc.), all efforts will be made to recover any funds already expended on your behalf.

Requesting a Waiver of the Withdrawal Penalties

If you are facing a personal or medical hardship, you can petition to have the withdrawal penalty reduced. Please initiate the request through your program leader and the program coordinator by providing a written explanation regarding the reason for the withdrawal with as much detail as possible.

Summary

Drop Dates (withdraw after these dates)	Drop Fees
• April 15th – Fall term experience • November 15th – Spring term experience • March 15th - Summer term experience	$500 non-refundable deposit, plus any unrecoverable expenses*
• May 15th - Fall term experience • December 15th - Spring term experience • April 15th - Summer term experience	$500 non-refundable deposit, plus all program fees

You may have not been charged by the deadline, but the charge will show up on your Texas A&M students account later.

**Unrecoverable expenses are the payments made on your behalf towards program costs. These may include hotel reservations, tickets to cultural events, and in-country transportation. The unrecoverable costs will increase as the program gets closer to departure because many of these items have to be purchased in advance. If you must withdraw, we recommend that you send your*

written request to your program leader and the global education program coordinator in the school ***as soon as possible.***

Acknowledgment

I AGREE TO AND UNDERSTAND THE FOLLOWING:

If I withdraw from the program as a result of my failure to comply with passport, visa, or legal status requirements within my control in a timely manner, the College of Education and Human Development will not refund any of my program fees.

If awarded funds by the College of Education and Human Development, I am responsible for returning it if I withdraw from the program.

If I am using federal financial aid and withdraw from my program, it is my responsibility to contact the Scholarships and Financial Aid Office, as my withdrawal may affect my financial aid package.

If I (Q-) drop or am removed from the affiliated course(s), I am responsible for all unrecoverable expenses incurred on my behalf according to the cancellation fee schedule I will be removed from my global education program.

If the program is canceled due to an act of war or terrorism, a State Department warning or other circumstances that make the program location unsafe, all fees not already spent on the half of the student will be refunded.

I have read and electronically (for international programs) signed the "Terms of Participation for Students" and understand that I may be dismissed from the global education opportunity for a violation of these terms, conditions set forth in the Texas A&M University Student Rules, dropping below the minimum GPR requirement, and/or the laws of the United States and/or your host country/institution. **I understand that any expenses related to my dismissal, or withdrawal will be my sole responsibility.**

I understand that, as soon as I **Commit (Confirm my participation)** to my program, the College of Education and Human Development may immediately begin to pay for my program expenses or encumber funds on my behalf for that purpose. As a result, I am undertaking a financial obligation to the College of Education and Human Development and any third parties to pay my program fees in full regardless of whether I participate in the program. If I withdraw from my program at any time or for any reason after I had committed, the college of education in human development, may not be able to refund any of my program fees, above and beyond the non-– refundable deposit fee. **I have received and read the Withdrawal Policy for my Global Education program. I accept the terms as stated therein and agreed to adhere to them.**

Print Name: _____

Signature: _____ Date: _____

Appendix D: Policy on Dependents on Texas A&M Education Abroad Programs

TEXAS A&M UNIVERSITY
Education Abroad

Policy on Dependents, Extended Family Members, and Acquaintances of Program Leaders on Texas A&M Education Abroad Programs

This policy is designed to assist Texas A&M University faculty and staff leading education abroad programs in making informed decisions related to including guests and family members on all or part of an education abroad program. Such programs are, first and foremost, academic programs and, like their counterparts on campus, these classes, field trips, and cultural excursions should not be designed to cater to the needs of ancillary individuals who are not part of the academic experience.

Accompanying dependents, spouse/partners, and acquaintances should not interfere with the function of the education abroad program in any way. All dependents, extended family members, and acquaintances of program leaders on education abroad programs will be required to purchase international travel, health and security insurance that students and program leaders carry through the University's insurance plan with Cultural Insurance Services International (CISI), or will be required to show proof of an equivalent policy at least two months in advance of program departure. The coverage is at the cost of the program leader and separate from the program budget.

I. DEPENDENTS

A. Spouse/Partner

i. "Partner" will be used to refer to either the spouse or the domestic partner of a program leader, including those in same-sex relationships.
ii. A partner may accompany the program leader for the duration of the program or a significant portion of the program as long as it does not interfere with the program leader's duties to the program and the education abroad students.
iii. Partners should understand that their primary role on the education abroad program is that of partner and/or caretaker of any dependent children also accompanying the program leader. For liability purposes, it is important that partners do not have responsibilities related to the academic program (e.g. taking roll, chaperoning students, monitoring tests, leading excursions, managing working funds).

B. Children

i. The program leader's children or legal dependents may accompany the program leader for the duration of the program or for a significant portion of the program as long as it does not interfere with the program leader's duties to the program and the education abroad students.
ii. If the child is too young or unable to care for themselves, the program leader must provide a caretaker. This caretaker could be the spouse/partner of the program leader.
    1. The program leader must cover the caretaker's and the children's expenses.
    2. Students on the program should never be asked to serve as a caretaker for dependents of a program leader.
    3. The program leader cannot be considered the caretaker.
    4. Other faculty or staff members involved with the program should not be asked to serve as a caretaker.

Last Updated February 2020

Texas A&M University
Education Abroad
1st floor, Pavilion, TAMU 3262
College Station, TX 77843-3262

Appendix E: Student Reflection

CEHD Global Education Office
College of Education and Human Development

TEXAS A&M UNIVERSITY
Education & Human Development

Guidelines

Qualtrics link-
https://qfreeaccountssjc1.az1.qualtrics.com/jfe/form/SV_6VdbOMveTC6mIAK

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 an artifact(s) that demonstrates 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 experience reflected by the artifact and how it relates to your goals, expectations, skills, or professional beliefs and intercultural competence.
4. Appraise: Interpret the specific event(s) you chose; evaluate the impact and appropriateness of your action(s) in this international experience(s) 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" in your career and understanding of intercultural competence based on this experience?

Brown, G., & Irby, B. J. (2001). The principal portfolio for professional growth. In *The principal portfolio* (pp. 23-32). Thousand Oaks, CA: SAGE Publications.

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