



Intensive Learning
Travel Course
Faculty Handbook

2015-2016

Travel Course Timeline

June 30

Budgets for ALL travel courses due to IE Office by uploading to IL “M” drive

Publicity due to IE Office by uploading to IL “M” drive

- Expanded course descriptions, fees (indicating what is included in the cost), and photos for the general IL travel course brochure and posters

Requests for non-standard policies due to IE and Dean’s Office

- E.g., requests for variation from standard course deposit, two adult rule, or requirement to accompany students to and from US. Submit with rationale.

August 1

Requests for individual course brochures due to IE Office for design assistance and forwarding to Print Shop

September

Brochures distributed at Study Abroad Fair, Family Weekend, and other events by instructors, IE staff

Students begin submitting applications to Gen Ed Director

October

October 5 –Faculty review of applications begins; students continue to submit applications to Gen Ed Director; review continues until all courses are full. Dean’s Office screens students for GPA, AI or student conduct issues. Gen Ed Director will forward student applications to instructors. Instructors make acceptance decisions. Gen Ed Director informs students and IE Office of acceptances and sends enrollment packet to students

October 15 – Deadline for student applications for Helen Cobbs, Fortnightly Club, and Fowler Legacy Scholarships for IL travel

November

November 15 – Deadline for students to complete enrollment packet and pay deposit for travel courses; additional registrations will be accepted until December 1 at the instructor’s discretion

December

December 1 - instructors must upload to the M: drive a signed copy of the *Program Assistant Agreement to Serve* form. If the program assistant has not had a previous Roanoke College background check, the instructor must also forward to Cathy Dickerson a signed copy of the Background Check Release.

December 10 - Decisions regarding cancellation of under-enrolled courses are made by the Dean, Gen Ed Director, and IE Director; no further registrations accepted for cancelled courses but students may continue to register for all other courses on a space-available basis at the instructor’s discretion until March 1

Budget and fee adjustments based on enrollment to IE Office; no changes in the fee can be made after this time

January

IE Office sends students and parent enrollment confirmation, course fee statement, insurance information, etc.

IE Office re-screens students with Student Affairs, Health Services, and Registrar.

Instructors prepare course information for students, set orientation meeting times, and work with IE to schedule orientation meeting with IE Assistant Director.

No later than January 15 – students request instructor approval to travel independently to or from course destination

February 1

Final payments are due for all courses

Instructors upload to IL “M” drive the names and (if minors) ages of any family members who will accompany them (see policy in handbook on family members accompanying instructors)

March 1

Final date students can be accepted by instructors into IL travel courses

Instructors inform Gen Ed Director of assessment and engaged learning model choice. If IDI model is chosen, instructors work with IE Director to schedule pre-test and intercultural workshop. If Pathways model is chosen, instructors work with Experiential Learning Director to review guidelines.

Deadline for instructors, program assistants, and any accompanying family members to upload to the IL “M” drive their emergency contact forms and photocopies/scans of passport ID page and health insurance cards.

April

No later than April 1 – Instructors upload detailed final itinerary to IL “M” drive

No later than April 1 – Deadline to upload to the IL “M” drive the instructor mailing to parents with cover letter, final itinerary, contact information, etc. (IE staff can assist with mailing)

Week of April 4– Instructors meet with the staff accountant to review guidelines, expenses to date, available balance, and access to the remainder of the course funds

Mid-April – IE provides instructor’s packets to all instructors with copies of student passport, health insurance, and medical information, RC emergency contact and insurance information, and other resources.

Apr 22-May 1 — no money may be spent

May

May 1 - Deadline for students to request pass/fail or audit

Week of May 2 – Instructors pick up debit card and/or cash from staff accountant

First Week of May - IE Office completes final screening of students with Student Affairs, Health Services, and Registrar.

June

Assessment materials due to IE or Gen Ed Director (depending on instructor’s choice) the same day as grades to Registrar

June 10 - Last day for instructors to meet with the staff accountant to turn in all expense documentation, reconcile budget, and return any unexpended funds

Introduction

International and domestic travel courses have been an important part of the Intensive Learning Program at Roanoke College since its inception in 1999. Travel courses offer unique opportunities for students to learn firsthand about other countries or explore aspects of different regions in the U.S. IL travel courses are rewarding for faculty leaders, but they also bring with them special challenges. This handbook provides information on policies and requirements for IL travel and offers guidance and support for instructors in course planning and implementation.

Please be aware that exceptions to the policies stated in this handbook will be made only in unusual circumstances and only with the approval in advance of the General Education Director (Gen Ed) and/or the Director of International Education (IE), depending on the policy involved. Questions regarding academic policies should be directed to the Gen Ed Director. Questions regarding policies related to logistics (publicity, budgeting, registration, documentation, safety, insurance, liability, etc.) should be directed to the IE Director.

Please feel free to contact us any time you have questions or concerns regarding your travel course. We would also welcome any suggestions you may have for making this handbook as useful as possible.

We look forward to working with you.



Gail Steehler
Associate Dean for Academic Affairs



Pamela Serota Cote
Director of International Education

Types of Intensive Learning Courses

Intensive Learning courses that spend six or more nights off campus are considered travel courses. Due to their special nature and needs, we have developed specialized registration, publicity, support, and other policies for travel courses. The policies described in this handbook apply only to travel courses unless otherwise specified. For information on campus and field trip courses, see the IL webpage.

Exploratory Travel

The Intensive Learning program can help defray the cost of travel undertaken by instructors for the purpose of planning for new or significantly revised IL travel and field trip courses or courses that have not been taught in at least six years. The course proposal must be approved by the faculty before exploratory travel funds can be granted. Exploratory travel takes place in the spring/summer preceding the academic year in which the IL travel course will be taught. Instructors should indicate their request for exploratory travel funds on their course proposal form. Note that this is sixteen months before the new course will be taught.

Exploratory travel funds may be available in the following situations:

- If a course is new
- If there is a significant change from a previous destination for the same course due to unavoidable circumstances
- If a course has not been taught for at least six years

The maximum amount of exploratory travel funding is \$1800 for international courses and \$900 for domestic travel and field trip courses.

Exploratory travel funds are not available for existing travel and field trip courses that have new instructors. Program assistants are not eligible for exploratory travel funds.

After exploratory funds have been expended, if the course cannot be taught in the scheduled year due to low enrollment, emergency, or other circumstances, the instructor is expected to offer the course (with changes, if necessary) in the following year.

If there are unavoidable location changes after exploratory travel has been completed, additional exploratory travel funds will not be available.

If exploratory travel funds are insufficient for any reason, including distance of the destination from the U.S. or unexpected changes in the location or format of the course, the faculty member is encouraged to seek additional funding from other sources on and off campus.

Please notify the IE Office of the dates of your exploratory travel so we can notify the college's insurance company, which provides coverage while you are traveling (see Insurance and Liability below).

Staffing

Courses are expected to enroll 15 students per instructor and must enroll at least ten students for each faculty TCU.

If you are the only instructor for a course, you must take an additional person along in the role of program assistant. Trips with two instructors traveling together (whether teaching the same course or two different courses) will not usually take a third person along as program assistant. Requests for exceptions for safety or other logistical reasons must be made to the Gen Ed Director by **June 30**. Program assistants are generally RC faculty or staff members but may be individuals from outside the RC community, including host country residents.

Domestic travel course instructors who do not wish to take a program assistant because sufficient on-site support is available should submit requests and justification for exceptions to the Gen Ed Director by June 30.

Selection of a program assistant is at the discretion of the instructor. Program assistants must be at least 25 years of age and have the ability to handle the physical requirements of the course and to assist others in doing so. Travel experience (particularly in the host country), proficiency in the local language, a highly developed sense of responsibility, resourcefulness, patience, and the ability to work well with students are other desirable characteristics. A program assistant must have the willingness and ability to assume responsibility for the entire group if the instructor becomes incapacitated.

By **December 1**, instructors must upload to the M: drive a signed copy of the Program Assistant Agreement to Serve form. If the program assistant has not had a previous Roanoke College background check, the instructor must also forward to Cathy Dickerson a signed copy of the Background Check Release. Copies of both forms can be found on the M: drive. The Emergency Contacts form and passport information must be posted to the M: drive by **March 1**.

The program assistant's travel expenses (including airfare, accommodations, meals, venue admissions, and other expenses necessary to carry out his or her responsibilities) are paid from the course fee charged to students. If the program assistant remains abroad after the course is complete, expenses for extra airfare and accommodations cannot be covered by the course account.

A program assistant who is a current full-time employee of Roanoke College will receive a stipend from the Intensive Learning program to acknowledge assistance with active management of the course. This stipend comes from the IL Program; it is not part of the student fee.

Two levels of support are available for program assistants for **international** travel courses:

- Stipend of \$1,500 for Roanoke College faculty who are initially listed as instructors but cannot receive teaching credit (TCU) due to low enrollment in the course.
- Stipend of \$75/day (up to a maximum of \$1,000) for all other Roanoke College faculty or staff who serve as program assistants.

Two levels of support are also available for program assistants for **domestic travel courses**:

- Stipend of \$1000 for Roanoke College faculty who are initially listed as instructors but cannot receive teaching credit (TCU) due to low enrollment in the course.
- Stipend of \$60 per day (up to a maximum of \$800) for all other Roanoke College faculty or staff who serve as program assistants.

The Gen Ed Director determines the amount of the stipend. PA stipends are paid from the general IL budget, not from course fees. Non-RC personnel are not eligible to receive stipends.

Other Travelers

Immediate family members (i.e. spouse and children) of instructors and program assistants may accompany travel courses. If family members accompany the instructor on the trip, it is essential to honor the principle that **the primary responsibility of the instructor and program assistant is to the integrity of the course.**

For insurance purposes, instructors must notify the Gen Ed Director by **February 1** of the names and, in the case of minors, the ages of any family members who will be accompanying them. Instructors who must take young children along are also expected to provide the Gen Ed Director at that time with information about the arrangements that have been made for childcare, which must be handled by someone other than an instructor or program assistant. Program assistants are discouraged from taking young children on travel courses. Expenses for accompanying family members, including any costs for childcare, must be borne by the instructor(s). These expenses cannot be included in the course fee charged to students. Emergency contact forms and passport information must be posted to the M: drive for faculty and any accompanying family members by March 1. See the M: drive for a form.

To maintain the integrity of the academic experience, only regular Roanoke College students may enroll in travel courses. Others, including local community members and friends and family members of students, may not accompany the group.

Budgeting

A preliminary budget and estimated course fee must be submitted with new course proposals. International Education has designed a budget worksheet to collect full details of the costs associated with the travel course. The budget worksheet is available on the IL “M” drive. Faculty leaders should load their budget worksheet into their course folder on the IL “M” drive by **June 30**. The course fees will be published in the IL travel brochure that is produced during the summer. Final, modest adjustments to budgets and fees can be made in December to reflect actual enrollments.

Regardless of the targeted enrollment, **draft budgets must be calculated to cover expenses if only the minimum of ten students enroll.** Especially when working with a package tour company, it may seem desirable to negotiate a budget for a higher enrollment number in order to get a better cost-per-student contract; this, however, causes financial problems later on if you cannot reach that enrollment number.

Instructors are advised to negotiate a contract that represents a scale of costs based on at least two enrollment figures from most conservative minimum to a more optimistic number. The more conservative estimate must be advertised to students, and then savings can be applied to student fees should enrollment exceed minimum.

The budget should include:

- air and ground transportation (including vans, drivers, and any other costs for transportation to and from airports in the U.S. and abroad),
- accommodations,
- group meals (please note which meals will be covered),
- admissions to museums, subway/bus passes
- visas (if required)
- instructor and program assistant expenses
- guest speakers, professional guides, classroom rentals, a cell phone
- a \$100 per student administrative fee
- an emergency fund of \$50 per student
- 3% allowance for bank and credit card fees (this will depend on how much you access/charge overseas vs. prepay)

The budget should include a reasonable amount to cover the cost of instructor and program assistant meals. International travel courses may budget a per diem for these meals in lieu of collecting receipts. The per diem rate will depend on location and should exclude any meals already covered, such as breakfasts included in hotel rates. The IE Office calculates a maximum allowable per diem for each course location based upon the U.S. Department of State's allowance. The per diem will be withdrawn as needed from the course account; advances are not available for per diems. Domestic travel courses may not use a per diem; faculty traveling domestically must keep receipts for all meal expenses. Advances are available for this purpose.

Instructors and/or program assistants occasionally remain abroad for personal or research purposes after the course has concluded and the students have departed for their U.S. port of entry. Expenses for any travel beyond the bounds of the course cannot be included in the course fee and must be paid by the program assistant or instructor.

A \$100 administrative fee must be included for each student. This fee helps to support the expenses of administering the IL travel program. It is not deposited into the course account and is not available to cover course costs.

In early December, the IE office will request final confirmation of the course fee in order to prepare a mailing to students and parents, confirming enrollment and indicating the amount of and deadline for the remaining payment. Changes in the course fee cannot be made once enrollment confirmations have been sent to students and parents. These are sent in early January.

Each deposit, minus the \$100 administrative fee, is credited to the course account as it is received. The deadline for payment of the balance of the fee is **February 1**. You cannot make payments to reserve flights, accommodations, etc., until adequate funds are available in the course account, either from deposits or additional payments. Faculty who need to make early payments must receive permission from the IE Office.

Please see the Business Office Guidelines in the appendix for more details on and deadlines for spending and accounting for course funds.

Publicity

Responsibility for promoting IL travel courses to students is shared by IE and the instructor.

The IE Office produces the general IL travel course brochure and poster, listing all travel courses, along with individual posters for each of the IL courses. **No later than June 30**, you will need to upload to your course folder in the IL “M” drive the course number, title, fee, a brief description, and one or more photos for your course's page for the poster and brochure. You will receive copies of the brochure and individual posters at the start of the fall term.

The Study Abroad Fair (mid- to late September) and the Family Weekend study abroad session provide good opportunities to recruit students. Space is reserved for IL travel instructors at both events so they can distribute course information and talk with prospective students and parents. If you cannot attend these events, you can provide IE with materials to display on your behalf.

Recruitment, Enrollment, and Registration

The minimum enrollment per TCU for IL travel courses is 10 students and the expected enrollment is 15. You are strongly encouraged to accept a few students above your target enrollment to take into account the possibility of unexpected withdrawals. However, also please keep in mind that once you have signed a student's enrollment form, the student has the right to deposit and enroll.

Minimum eligibility requirements for IL travel courses are stated on the enrollment form instructions. To enroll in an IL travel course, a student must be in good academic and disciplinary standing. To avoid accepting students who are later determined to be academically ineligible, the Gen Ed Director confirms GPAs, AI and student conduct issues at the time students submit their application. The Gen Ed Director manages a centralized application process for all IL Travel Courses. The Gen Ed Director will forward applications to IL instructors who will accept or reject students for their courses. Once instructors have accepted a student into their course, the Gen Ed Director will forward the enrollment packet to the student to complete. The Gen Ed Director will forward a list of all accepted students to the IE Office; the IE Office will coordinate the remaining enrollment process and collection of required documents. A student's RC account must be current before he or she can deposit and register for an IL travel course. The IE Office will re-screen students enrolled in travel IL courses after January 1st when fall semester grades have been submitted, and again just before departure when spring semester grades have been submitted.

Instructors determine which students to accept in their courses, but it is important to have a clear and justifiable procedure for admitting participants. The procedure can be as simple as first come, first served, but some instructors may wish to require an interview or other means of determining the applicants' suitability for the experience. As a reminder, it is important to have transparency and non-discriminatory language in your recruitment criteria, process, and written materials. Note that by law applicants cannot be excluded on the basis of physical or mental disabilities and must be informed as accurately as possible of any in-country accessibility issues that they may encounter as participants in the course. You should refrain from telling students that they “cannot” or “will not” be able to engage in certain course activities or manage transportation difficulties, but instead simply provide an objective overview of the facilities/infrastructure available on site. Roanoke College is required by law to provide reasonable accommodations for students with disabilities. If you have questions about a specific situation in this regard, please contact the IE Director.

Application forms are available at the beginning of the fall term and students are encouraged to talk to instructors and begin the process of applying as early as possible in fall. Priority applications are due **October 5** to the Gen Ed Director. Students will be notified of acceptance into IL courses in time to complete the enrollment process by the deadline of **November 15**.

The period from **November 15** (the registration deadline publicized to students) and **December 1** provides a buffer for instructors to recruit additional students if they have not as yet achieved their minimum enrollment. Under normal circumstances, courses which do not have sufficient enrollment by **December 1** will be dropped from the list of courses offered and any enrolled students will be given the opportunity either to transfer their deposits to other open courses or receive a refund.

Payment in full of the course fee is due on **February 1**. Payment plans are not typically available for IL travel courses; however, requests for exceptions to this policy should be brought to the IE Director's attention.

Unless a course has already been cancelled due to under-enrollment, students can be admitted after December 1 at the instructor's discretion if their admission will not negatively affect arrangements that have already been made and if the student remits the deposit upon registration and the full course fee by February 1 or, if enrollment occurs after February 1, remits the full course fee upon registration. For a variety of logistical reasons (completed bookings, missed pre-departure meetings, complications for various offices), **students cannot be accepted after March 1**.

Updated course rosters are available during the enrollment period on WebAdvisor. The rosters will let you know which of the students you have admitted have actually paid their deposits and completed the enrollment process.

Students who wish to take the course on a pass/fail or audit basis must submit the appropriate form to the Registrar's Office **on or before May 1**.

Student Payments and Financial Aid

The Roanoke College nonrefundable deposit for all IL travel classes is \$300. Students must pay the deposit before they can register for the course. Scholarship funds cannot be used to pay deposits. It is important that the student make at least a small, initial financial commitment to the course. Any deviation from the standard \$300 deposit or payment schedule must be preapproved by the IE Director. Note that past experience indicates that higher deposits can create difficulties for students and instructors and should be avoided unless truly necessary.

Please emphasize with students when you admit them to your course that the \$300 deposit is nonrefundable. This information is clearly stated both in the course enrollment materials but students nonetheless often overlook it. The registration system for IL travel classes could not function if deposits were refundable and students could withdraw without penalty. In fairness to all students and to make your task as course planners easier, we adhere strictly to the non-refundable deposit policy.

A student who withdraws from a course after depositing forfeits the \$300 deposit and any irretrievable funds that have been committed or expended on his or her behalf. If the student has not paid the full course fee, the student will be billed to cover committed or expended funds.

Three funds provide partial scholarships to students in travel courses. The primary consideration for all of the scholarships is financial need, but most of the funds take other factors, including academic merit, residence, prior travel experience, or the content of the IL course into account. Applications for these scholarships are included with the IL Application Form and are due on **October 15**. Students are notified of awards no later than November 1 so they still have time to deposit and enroll. As noted above, scholarships cannot be used to pay course deposits.

Students who do not receive IL travel scholarships or who need additional financial support should be encouraged to see a counselor in the Financial Aid office, who can inform them of any remaining loan eligibility they may have. Students will be informed of any additional financial aid before deposits are

due on November 15th.

Payment of the full course fee is due on **February 1**. In general, payment plans are not available for IL travel courses. Students who have short-term, legitimate special circumstances should be directed to the IE Director who may be able to work with the Business Office to provide brief extensions or partial payments, if those arrangements will not create problems with course finances. The IE Office monitors student payments at the deadline and thereafter and will notify you of any problematic outstanding balances. We may in some cases request your help in contacting students whose payments are overdue. Students who neither withdraw from the course nor pay the full course fee by the deadline will be billed for any funds expended or committed by instructors on their behalf.

Documentation

Please encourage any student who does not have a valid passport to apply for one as soon as possible after registering for an international travel course. Security procedures now require travel agencies to have the name as listed in the passport, gender, date of birth, and valid passport number and country of issue for each passenger when booking flights. Students without passport numbers can significantly delay your bookings. The IE staff monitors enrollment forms as they come in to determine which students do not have passports and provides those students with information on how to apply. That information is also available on the RC study abroad website. IE will collect a photocopy of the ID page of each student's passport and will upload a copy to your course folder on the IL "M" drive. Students, instructors, program assistants, and any accompanying family members must provide passport photocopies to IE **no later than March 1**. These should also be uploaded to the IL "M" drive.

Depending on your destination, your students may also need visas. Visa requirements are published on the country's embassy and consular websites. The IE Office can assist in determining visa requirements. Students who are not U.S. citizens may have different visa requirements. IE will notify you of students who are not U.S. citizens and will assist you and those students in making visa arrangements.

Final documentation for the course must be uploaded to your course folder on the IL "M" drive by **April 1**. This includes:

- the final itinerary, including all dates, flights, destinations, lodging with addresses and telephone numbers, ground transportation, excursions, and on-site contact information for instructors and/or program assistants,
- a copy of the letter you have sent to parents and copies of any enclosures, including itinerary, student conduct guidelines, etc. (see "Orientation" below).

Travel Planning

The dates of your course should adhere as closely as possible to the dates of the IL term on campus. In no case may the course begin on or before the date of the Roanoke College commencement ceremony.

Some IL travel instructors choose to make their own arrangements for flights, accommodations, ground transportation, field trips, etc. Internet sources and travel agents can assist in your research of costs for long-distance and local transportation, lodging, meals, etc. The IE Office can also assist with this research. Other instructors choose to work with program providers that can offer package tours of all or some of their logistical arrangements. The IE Office can provide information on program providers recommended by previous IL travel instructors. Program providers will provide detailed budgets and itineraries for the activities they are arranging. Based on many years of experience, instructors are recommended to consider program providers when developing their budget. Although it may appear more affordable to make all bookings directly, there is a great value to the increased protection, coverage, payment process, and services available when booking through a provider company.

For travel courses that will not meet for sessions on campus before departure, instructors are encouraged

to plan departures from a major airport rather than Roanoke Regional Airport. Students return to their homes between spring finals and the start of May Term. Many will incur significant expense and inconvenience if you require them to return to Roanoke rather than meet the group at a major airport. If departing from an airport other than Roanoke Regional, instructors should include the cost of getting themselves and the program assistant to the departure airport in the course costs: this may include train or flight fare to the departure airport; however, long-term airport parking is not reimbursable without special prior permission from the Gen Ed Director.

On the other hand, if you are having class sessions on campus before departure, you are encouraged to book flights from Roanoke Regional Airport because then you can use the College vans or taxis to transport the group to the airport. Transportation to other airports beyond Roanoke Regional will require planning and additional cost, which must be included in travel budget. IE staff will not be available to drive groups to Dulles or Charlottesville. Instructors are encouraged to consider either one-way van rentals that they could drive and drop off at the departing airport themselves, or the local Abbott bus company to hire a charter bus service.

For courses that will have class sessions on campus first, please note that you will need to arrange for accommodations on campus for students who do not live locally. In this case, your course should not begin before the IL term, because campus housing and dining services are not available during the break between terms.

Instructors of international IL courses are responsible for the group for the duration of their time outside the U.S., and are expected to travel with the group from the U.S. port of departure until return to the U.S. port of entry. Any requests for exceptions to this requirement must be submitted to the Gen Ed Director in writing **by June 30**. If the instructor remains abroad, any extra expenses incurred for travel legs after students depart cannot be covered by the course account.

In some cases, students will have legitimate reasons to request permission to travel to and/or from an IL travel course independently of the group (for example, if they are studying abroad during the term preceding the IL course or want to stay on after the course to travel independently). However, you may have legitimate reasons for requiring all students to travel together to and from your destination. As late requests for separate bookings can create significant problems for instructors, students must request and receive your approval to travel independently **by January 15**. Students travelling independently are responsible for making and paying for their own travel arrangements, unless you wish and are able to make arrangements for them. You can choose to work with them in any way you wish, but you are not required to do so. If a student's independent travel plans affect his or her course fee, please notify IE as soon as possible so we can work with the Business Office to make the appropriate financial adjustments.

Orientation

Instructors are expected to meet regularly with course participants during the spring term to provide an academic and cultural orientation, a detailed itinerary, and information on practical matters such as visa, climate, destination-specific health and safety issues, accessing funds at the destination, cell phone and e-mail access, etc. More recommendations on what to include in pre-departure sessions can be found in Appendix 2 and in the faculty information on the IL website. Any assignments due before the start of the course should be ungraded.

In addition to the instructors' pre-departure meetings, the IE Office offers orientation sessions during spring semester. All students participating in IL travel courses are required to attend one of these sessions, which cover RC policies, documentation requirements, general health and safety, insurance, and related issues.

You will also need to prepare a parent mailing (or e-mailing), with a cover letter and copies of your itinerary, the conduct guidelines you have provided for students, your contact information, and any other

details that would be relevant for parents (see samples in Appendices 2 and 4). In your cover letter, we suggest that you refer parents to the IE office with any questions they may have regarding payments, safety, insurance, or other logistical concerns. A copy of this mailing must be uploaded to the IL “M” drive along with your other final course documents by **April 1**. Some instructors prefer to create a course website that includes all of this information and to notify parents of the link. If you wish, IE can assist with these mailings/ notifications, which should be forwarded to parents as soon as possible after spring break, but no later than **April 1**.

Safety

In all cases, your first responsibility is to the safety and well-being of course participants. Even if there are days when students do not have course responsibilities and may undertake independent activities, an instructor or program assistant must be available to respond to emergencies. Students should know who the emergency contact person is and how to reach him or her at all times.

Faculty members cannot be experts on all of the health and safety issues which may arise during an IL travel course. However, instructors of travel courses should stay informed about any safety and security concerns at the course destination. Students, their parents, and RC can reasonably expect that college-sponsored activities will be relatively free from predictable harm, that leaders will exercise “reasonable care” in the planning and implementation of programs, that students will be informed before and during the course of reasonable precautions, and that students will receive appropriate support and guidance should an unexpected medical condition, political situation, or other crisis occur. The instructor’s packet that you will receive from IE in early April will include resources to assist in identifying students in distress and in managing individual student crises. It will also include a crisis management plan outlining procedures for dealing with a crisis that affects the entire group and contact information for the U.S. embassy in your host country and for the U.S. consulate closest to your destination.

Your first point of contact at Roanoke College for any significant problems or concerns is the IE Director, who will enlist the assistance of others on campus as needed. Please keep us informed of any situations you may be dealing with that cannot be easily resolved on site.

Instructors are required to have a cell phone that operates in the location of the course. This may be as simple as adding an international calling plan to preexisting cell phone service or purchasing a local handset and service upon arrival at destination. In rare cases where the location has no cell phone service availability, instructors must rent a satellite phone and include this cost in the course budget. It is essential that we be able to reach you (and you us) in an emergency.

We recommend that you also require students who travel independently of the group during the course to provide you with information about their plans and contact information and, if possible, to travel with another participant in the group.

The IE staff registers all students, instructors, program assistants, and accompanying family members in the U.S. Department of State’s Safe Traveler Enrollment Program (STEP) so that the embassy and/or consulate at your destination is aware of your presence in the country, can forward travel warnings and alerts, and can provide assistance in family or other emergencies, including lost passports. As we are not included in the registration, we ask that you forward any messages you receive to the IE Director.

Disruptive or Dangerous Behavior

The Travel Contract that each student signs when enrolling in a travel course lists Roanoke College’s general behavior guidelines and the consequences of violating them. Most instructors also provide students with their own written guidelines, which indicate their expectations for participation in course activities and their policies on behavior (noise, alcohol consumption, respect for local culture, etc.), and reiterate the consequences of engaging in unacceptable or dangerous behavior (see sample in Appendix

3). Students who do not actively participate in course activities, whose behavior significantly disrupts the conduct of the course, or whose behavior endangers themselves or others may be sent home at their own expense. As noted in the Travel Contract, students who are sent home forfeit the course fee.

In most cases, expelling a student from the course should not be the first step. Often warning the student and/or having him or her agree to and sign a written contract that states the requirements for remaining in the course and the consequences of noncompliance will suffice. The IE Director can assist you in writing the contract if you wish. In egregious cases, particularly when the student or others in the group have been endangered or laws have been broken, immediate expulsion may be warranted. If you are considering expelling a student, you should consult with the IE Director, who may involve others on campus to advise and assist you, as needed. Once a decision to expel a student has been made, the IE Director should be informed of the plans that have been made for the student to return to the U.S. so other offices on campus and the student's parents can be notified. Communication with parents can be difficult and time-consuming from overseas. Letting the IE staff assume as much responsibility as is practical for communicating with parents and making logistical arrangements will lighten your load and let you return your focus to the group as a whole.

It is important to keep detailed documentation of any problems or behaviors which could potentially lead to an expulsion, as well as medical issues that arise for any of the student participants. Instructors are advised to keep a journal with dates of issues, description of what occurred, who was involved, and notes of how you handled each issue. This journal will prove invaluable should a student or parent complaint be lodged after your travel course has concluded.

Insurance and Liability

Roanoke College maintains an insurance policy that covers RC groups on college-sponsored trips, including overseas travel. The policy covers students, instructors, and program assistants. For International travel spouses and children of instructors are also covered. Trina Mitchell in the Business Office and IE must be notified, in advance if possible, any time a participant utilizes the benefits of this policy.

The RC policy provides coverage (secondary to any insurance a participant may already have) for emergency or non-routine health care, emergency family travel, medical evacuation, repatriation, trip cancellation and trip delay, as well as services such as referral to English-speaking physicians, advance payment of medical expenses, etc. You will receive a list of benefits and a card with contact information in your instructor's packet.

The policy requires that reasonable and prudent precautions be taken by all staff and participants of the course and that instructors be diligent in their supervision of participants. Faculty leaders are not covered by the College liability policy when acting outside the scope of their official responsibilities or if they willfully engage in negligent behavior or misconduct.

The Roanoke College insurance policy does not cover rental vehicles. Due to liability concerns, we strongly recommend that instructors contract with travel companies in the U.S. or licensed and insured agencies at their destinations for vehicles and drivers. If this is not possible or practical, contact the IE Office to discuss insurance and liability coverage before making your plans. In this case, you will need to purchase insurance coverage from the rental agency and include the cost in your course budget. Under no circumstances may students or accompanying adults who are not instructors or program assistants serve as drivers, even if they are van-certified by Roanoke College.

Most students have health insurance and can provide us with the insurance information that is requested in the IL enrollment paperwork. If students do not have health insurance, they can purchase a short-term study abroad policy to cover them during the period of travel. The IE Office has information on these

policies which can cost as little as \$30-\$35. For students who neither have coverage nor wish to purchase such a policy, the college's insurance policy will provide coverage for emergency care.

Alcohol Policy

The College does not encourage the use of alcoholic beverages by students, nor does it condone the violation of applicable laws or college policies. The college recognizes that local laws related to alcohol consumption vary from country to country; therefore students are expected to abide by the law of the land where they are traveling. Students of legal age, as pertains to the IL travel course country, are permitted to consume alcohol so long as they do so responsibly.

When appropriate to the local law, instructors on travel courses may include alcoholic beverages at group meals, bearing in mind the following policy on reimbursement of alcohol:

1. Alcohol purchased and consumed off-campus is reimbursable only if purchased and consumed under a liquor license establishment.
2. Alcohol consumed at off-campus restaurants will be reimbursed for up to one drink per person or one bottle of wine per four people.

Course Cancellation

World events, including political upheaval, natural disasters, and health alerts can unexpectedly introduce health and safety concerns that require an evaluation of whether an IL travel course should proceed as planned. The IE office monitors U.S. Department of State alerts and warnings regarding foreign travel by U.S. nationals. Roanoke College does not generally permit academic travel to areas under State Department travel warnings, although exceptions can be made (for more information, contact the IE Director). Travel to countries under State Department alerts is carefully considered and determinations are made after a thorough evaluation involving

- Meetings with instructors and other knowledgeable people on campus and in the community
- Discussions with international education organizations
- Review of reputable U.S. and international media reports
- Contacts with local embassies and consulates
- Discussion with contacts and partners in the destination country

The decision to cancel a course or bring a group home before completion of the course is made by the Vice President and Dean of the College in consultation with the Vice President of Business Affairs, and the Gen Ed and IE Directors.

Engaged Learning and Assessment Options

The IL travel courses are an excellent opportunity for faculty to guide students in an experiential, hands-on learning environment while exposing them to alternative cultural frameworks. One of the College's goals for maximizing these learning opportunities is to provide students with guided reflection to assist in their critical thinking skills and in their articulation of the learning acquired from the experience. The College is also invested in assessment of students' learning outcomes. There are three options that IL travel instructors have for engaged learning and assessment models:

Pathways Program

Students participating in the Pathways Program will:

1. Critically reflect on experience from academic, personal/professional, and civic perspectives.
2. Articulate learning gained through experience.
3. Demonstrate effective reasoning or problem solving skills.
4. Collaborate effectively.
5. Synthesize knowledge in a final project or showcase.

Learning Agreement

Prior to the beginning of an experience and in consultation with the instructor, students develop a learning agreement incorporating program learning outcomes as well as individualized learning outcomes as appropriate to the student's learning goals. These outcomes focus on applying academic knowledge, achieving personal/professional growth, and understanding this activity/issue in relation to the greater community. This intentionality represents the purposefulness that transforms the experience into meaningful learning. The learning agreement also serves to set boundaries, roles, and expectations, and ensures that the student enters the experience with sufficient foundation to support a successful experience. At the same time, the agreement should be flexible enough to allow for adaptations as the experience unfolds.

Ongoing Reflection

From the initial stages of planning to a post-experience public showcasing, students should engage in ongoing guided reflection, that is, the productive interplay of reflective observation, abstract conceptualization, and active experimentation that is at the heart of experiential learning. This guided process helps students find meaning in their experiences and achieve growth in all three areas of development (academic content, personal/professional development, and societal engagement). Students must be prompted to reflect in each of these three categories, examining their experience to enhance their knowledge and articulate their learning. Therefore, reflection should be:

- **Continuous:** Reflection needs to be an ongoing part of the experiential-learning experience for the student taking place before, during, and after an experience.
- **Connected:** Reflection is the tool that allows students to make the connection between their "experience" and the academic "learning" in the classroom.
- **Challenging:** Instructors must be willing to pose questions or ideas that challenge student thinking and could prove uncomfortable to students but should be done in a respectful manner.
- **Contextualized:** Instructors must ensure that all reflection activities are set within a context that will make it meaningful in relation to the experiences of the students.

The DEAL Model for critical reflection provides a detailed method for critical reflection which ensures the quality of the reflections and the means to assess learning outcomes. Critical guided reflection can be facilitated through various types/modes of writing. The following list contains ideas for critical reflection assignments within a course:

- **Directed Journals**
On a weekly/daily basis, students respond to a single, specific question relating to their experiences and course work.
- **Class Journal**
Students to post journal entries about their experiences and respond or comment on one another's experiences to facilitate class discussion. Be specific in clarifying the purpose and audience for writing.
- **Reading Log**
Students summarize course readings and relate what they read to their specific learning experiences. One effective way to facilitate discussion is to assign students to trade logs on a weekly/daily basis.
- **One-Page Weekly/Daily Papers**
Assign groups of students throughout the experience one-page reflections that will be discussed in class/group time in order to facilitate discussion and critical thinking.
- **Theory/Application Writing**
Students summarize a theory relating to course objectives/goals followed by a discussion about whether or not this theory is presenting itself within the student's personal experiences. This assignment is very helpful if presented at the beginning of the experience with a follow-up at the end of the experience.

- **Group Writing**

In small groups, students write reports related to their experiences. Be clear about the purpose and audience of the paper.

- **Blog Posts**

Students keep an online blog of their experiences. The blog can be more creative than a journal, and can be published online so every student can read and respond. The students keep up with the blog every day/week.

Showcasing Event

An important step in the process of experiential learning is articulating the meaning(s) derived from an experience to a broader community. This public showcasing allows students to draw together their reflections throughout an experience and to talk about the ways in which that experience has transformed them on multiple levels. Examples for showcasing include:

- oral presentations
- poster sessions
- community/campus forums
- many other possibilities

Project Support

Faculty supervising Pathways projects/experiences are eligible to apply for funds to support the experience (**up to \$500**). For example, faculty might apply for funds for transportation to a service-learning site, for materials/supplies needed for research, additional excursion during an IL-travel course, gift-cards for the partnering agency, or other costs associated with supporting and enhancing the experience. A limited pool of money will be available each year and grants will be competitive.

Stipends

Implementing these quality enhancements will require faculty to invest time in training, project planning, and guided reflection. In recognition of these new responsibilities, faculty and staff supervisors of Pathways courses/projects in the first five years of the program will receive a **stipend of \$400** to acknowledge the extra work involved in designing and supervising these high quality experiences and to reward them for furthering the educational goals of the college in this area. In Year 5 this stipend model will be reconsidered to determine its long-term viability, and alternative grant options will be considered. Faculty supervisors of Pathways projects will also be eligible to apply for a Pathways Reassigned Time grant.

Intercultural Development Inventory

The IDI is an assessment and training tool that focuses on students' developmental intercultural competency. Created by Mitchell Hammer, the tool is based on Milton Bennett's (1986) Development Model for Intercultural Sensitivity (DMIS), which indicates a progression of worldview based on one's orientation to difference and commonality between people. The IDI was constructed to measure the orientations toward cultural differences as described in the DMIS. The IDI is a 50-item questionnaire that is taken online. Scores for individuals and groups are analyzed to provide intercultural competency profiles and suggested developmental training plans. These profiles and plans are helpful tools for instructors to consider educational intervention styles and cultural reflection approaches that could be incorporated into their IL course.

Faculty who choose the IDI model for their IL course must agree to the following:

- Include the IDI questionnaire, both pre- and post-testing, as a required course assignment. Pre-tests must be completed prior to departure; post-tests must be completed before grades for May Term are submitted.

- Include an additional two-hour session with the students before departure so that the IE office can review the IDI group results and engage the students in reflective intercultural activities to prime them for the travel experience.

Intensive Learning (IL) Assessment

All IL Faculty must have assessment incorporated into their course. Faculty who choose the Pathway Model must also choose one of the assessment options (IDI or IL); for Faculty who choose the IDI model, assessment is already incorporated into it.

IL Assessment

The Intensive Learning Program has one program-level learning outcome that should be addressed by all IL courses: Students will critically reflect on their learning about _____ in an intensive learning environment.

Instructors will fill in the blank based on the theme of *their* course. As you do so, please consider the “big point” of the course (e.g. gender, applied mathematics, poverty, power relationships, etc.). What would you want students to have retained from this course, long after they have forgotten the details?

For assessment of this learning outcome, all IL instructors need to

1. Assign a 2-3 page critical reflection essay (see below for more definition of this)
2. Collect the essays from students (electronic, typed, or handwritten formats are acceptable)
3. Send the essays, a copy of the prompt, and the program-level learning outcome to the Gen Ed Director by the date that grades are due for May Term

Faculty may grade the essays for their own purposes if they choose, but are not obliged to do so. If you are not going to grade the essay for course purposes, please don't tell the students this. Over the summer, a small group will score the essays using the Reflective Essay Rubric. Faculty may wish to distribute the rubric with the writing prompt.

What do we mean by critical reflection for the purposes of this assessment?

Individual disciplines and instructors use the phrase "critical reflection" in many ways that are useful to them individually but can result in too much variety for the purposes of this assessment. So that we can interpret assessments from many disciplines and courses, we ask faculty to use the DEAL Model for Critical Reflection that was originally developed by Dr. Patti Clayton of North Carolina State University¹.

The DEAL Model asks students to

1. **Describe** experience objectively: What? Where? Who? When? Why?
2. **Examine** experience per the prompt
3. **Articulate Learning**: What did I learn? How did I learn it? Why is it important? What will I do because of it?

The DEAL Model suggests that faculty choose a prompt that aligns specifically with the type of growth or enhancement the faculty member desired. For example,

¹ Ash, Sarah L. and Patti Clayton. 2009. Generating, deepening, and documenting learning: The power of critical reflection in applied learning. *Journal of Applied Learning in Higher Education*. 1: 25-48.

Faculty who are interested in focusing on improving knowledge of academic concepts might use prompts like

- What academic concepts from this class apply to your experience?
- Did the academic concepts/class discussion match your experience? How/not and why?
- Has as this concept helped you reflect on, understand, analyze your experience differently?

Faculty who wish to examine personal growth might use prompts like

- What personal strengths, weaknesses, skills, assumptions, etc. emerged?
- What effect did this experience have on your view of others?
- In what ways do you need to change in the future?

Faculty who are trying to increase students' civic engagement might use prompts like

- What were you trying to accomplish?
- What approaches were taken and why?
- What changes are needed? How could this be done in a more systematic way?

As you work on the outcome and prompts for your course, please keep the following points in mind:

Critical Reflection

is not...

Stream-of –consciousness writing in isolation

Keeping a diary

A summary of tasks/activities

Venting of personal feelings

is...

purposeful and strategic

structured and guided

Pitfalls to avoid in student reflection:

When reflecting without guidance or feedback, student reflections can “reinforce stereotypes... and generalize inaccurately based on limited data...” (Ash and Clayton 2009, p. 26). Students may also end up “missing the most significant learning in an experience” (Ash and Clayton 2009, p. 35).

Repeated reflection results in deeper, better reflection:

Students get better with practice. For your own course purposes, consider having students do several reflections across the term so that you can provide useful feedback.

Your prompt doesn't have to use the Describe/Examine/Articulate phrasing explicitly if you prefer different phrasing. Please do provide a structured prompt that will ask students to write about something important to you and the course.