

The Graduate School of International Policy and Management

Faculty-led Program Guide

Intentionally Designing MIIS Programs Abroad for Success



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Introduction

This will serve as a guide to all faculty who wish to improve their international immersive learning programs through intentional design and efficient processes. It will cover:

- Guidelines for meeting the Forum on Education's Code of Ethics
- Program Logic Models
- Important deadlines for creating international programs
- Steps and consideration for getting your program approved
- Special Considerations for Summer Programs
- Creating a budget for your program and understanding expenses
- How to get the most out your time abroad
- Activities and Tips for improving your group dynamics and intercultural Competence
- Toolkit, Templates, checklists

Why should you use this guide?

For those of us who have participated in international programs, we know that learning rarely just happens from being abroad. In order to achieve specific learning outcomes and ensure that students are getting the support they need, the programs must be designed with intentionality. Designing a program with intentionality means more than just preparing for the class portion of the program, it also involves the managing all of the logistics, marketing, and setting the proper expectations.

In order to maximize learning it is important to take into account all aspects of the program including location, housing, phone calls, food, weather, and just about any other factor you can think of.

Immersive learning is an integral part of the Middlebury Institute of International Studies' mission. It is how we foster we bridge the gap between the classroom and the professional work setting. Immersive learning gives students the opportunity to acquire and apply practical skills in a real world setting. Thank you for helping meet our goal of creating a rich and in depth learning environment for your students.

Guidelines for meeting the Forum on Education's Code of Ethics

5 Ethical Principles for Education Abroad

Truthfulness and Transparency

Education abroad practices and decision-making processes should be appropriately disclosed, periodically reviewed and effectively revised as needed.

Responsibility to Students

Education abroad should keep students' best interests foremost in mind, including their academic objectives, exposure to cross-cultural learning and experiences, professional goals, personal safety and security, individual growth and financial welfare.

Relationships with Host Societies

Institutions and organizations should endeavor to create sustainable, mutually beneficial local relationships that are respectful of economic, social, and environmental concerns.

Observance of Best Practices

Institutions and organizations should endeavor to identify and follow best professional practices, exhibit sensitivity and respect for cultural differences and ensure compliance with applicable home and host country law.

Conflict of Interest

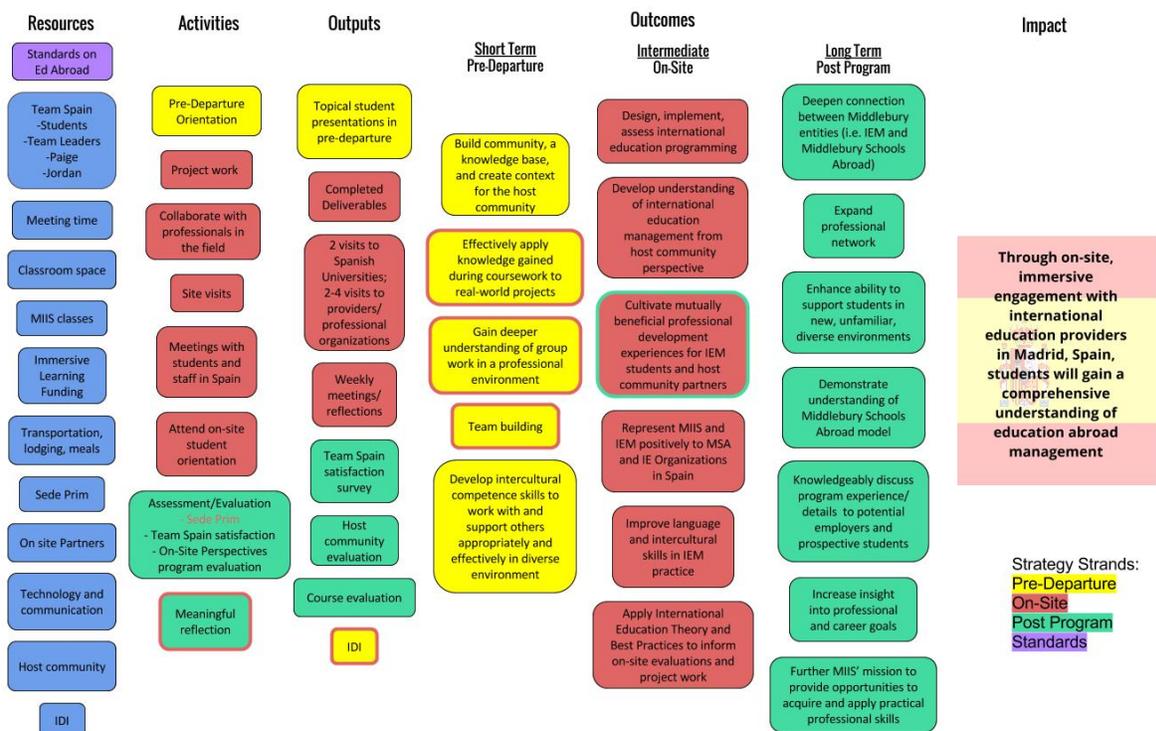
Institutions and organizations should identify and appropriately handle potential conflicts of interest, or the appearance thereof, based on the best interest of the students.

Program Logic Models

Where to begin?

So you have a brilliant idea for an international program, great! Now what you need is a Program Logic Model (PLM). A PLM will allow you to clarify your thoughts and logic into an easy to read format that can be used by yourself and others to keep you on track.

When creating a PLM your first step should be to identify your final goal or impact that you are trying to achieve. Starting with this will allow you to work backwards and make sure that all of your thoughts, activities, and resources will end with you achieving your intended impact. The template in Appendix C will help you to design your own.



Documents and Timeline for Any J-Term, Spring Break, or Summer Immersive Professional Experience (IPE) 2016

Required Materials for J-Term, Spring Break, or Summer IPE Proposal:

- Create a proposal describing your Immersive Professional Education (IPE) program (also referred to as “experiential” or “applied” learning; practicum), including information about where the program will take place, when, and specific learning objectives for students.
 - Provide information on how course will be run, what the expected deliverables will be, and how students will be evaluated.
 - Provide information on place(s) to be visited and demonstrate how you will do due diligence in evaluating all possible risk issues (safety, security, logistics).
 - If the IPE has been done in the past, please attach up to two of the most recent evaluations to your submission and address how –if at all – you plan on changing the program as a result of what you learned from those evaluations.
- Faculty and student budget for trip including any fees due to 3rd party and information on how 3rd party will use these fees. Please list how you vetted the third-party vendor if applicable. If you will not be using a third-party logistics provider, how do you plan to secure, vet and pay vendors (transportation, hotels, etc). Include student program fee if applicable.
- Memorandum of Agreement (MOA) or proposed contract with 3rd party (if using an outside group to help with logistics).
- Completed [Middlebury International Activity Form](#) submitted with your proposal. If you are proposing a program in a location with a State Department travel warning, we recommend you include risk assessments from 1-2 other sources and any other relevant documentation on how these risks can be mitigated.
- Please indicate if Middlebury College undergraduate students can participate and if so, how many undergraduates you could accommodate.

Specific Requirement for GSIPM IPE Proposals Describe how your program will meet these criteria:

(1) Coverage of a pressing global issue, (2) Relates or is integral to MIIS degree program(s) learning objectives or course requirements, and (3) Builds relevant professional skills. For an example of a GSIPM IPE Proposal see appendix A.

All proposals should be submitted to your respective dean by August 1.

Timeline for Credit-Bearing Program Decision and Funding (starts 6-12 months in advance of offering):

Program To Be Offered:	Submit Proposal	Proposal Approved/Denied	Students Apply/Enrollments Confirmed	Students Visit Financial Aid
<u>January Term & Spring Break</u>	August 1	September 4	September-October 15	By November 15
<u>Summer</u>	October 1	December 1	December 2-March 15	By April 15

Timeline for IPE Decision and Funding:

1. Summer: faculty member, perhaps with help of administration, gather necessary information about desired site, and develop proposal and preliminary budget for program
2. Submit by August 1: proposal, budget, [international activity form](#) and any MOA needed to dean who will circulate materials for review and approvals
3. By September 4, course proposal will be approved or denied and materials for students will be developed and distributed to students
4. Students will apply for J-Term and Spring Break IPE courses by mid-October; determination of who will be accepted will be completed by the end of October.
5. In early November, students who have been accepted will work with Financial Aid Office and others to identify funds to support their participation; before Thanksgiving break, students will have paid their fees and the roster for course will be finalized.

Please note that Deans will circulate international proposals for locations that have a State Department warning or other security concern through the [Middlebury Global Operations Committee](#) for safety and security risk assessment.

Steps and consideration for getting your program approved

When planning out your program you should consider the checklist below. It will help guide you through many of the logistical considerations of designing an international program.

- General
- Collaboration
- Immigration
- Registration/tax
- Banking
- Building
- Finance
- Human Resources
- Risk /Safety
- Library and Information Services-technology
- Other Considerations

PLANNING CHECKLIST FOR NEW PROGRAMS ABROAD

This Planning Checklist is designed to assist you in thinking about a program abroad. On the Global Operations website you will find a contacts list for the Global Operations Committee, who are happy to answer your questions.

Question	Applicable	Not Applicable	Comment or Question
General			
1 What is the general business climate like (excessive regulation? large underground economy? high taxation? restrictive labor laws?)			
2 Is the country safe for travel? Center for Disease Control http://www.cdc.gov/ U.S. Department of State http://travel.state.gov/travel/travel_1744.html			
3 Does Midd already have any other programs in this country? If yes, what program(s)?			
4 Be aware of Foreign Corrupt Practices Act http://www.fcpa.us/ U.S. Department of Justice FCPA site http://www.justice.gov/criminal/fraud/fcpa/			
Collaboration			
1 Will there be a formal agreement? With whom?			
2 What are the terms of the agreement concerning decision-making?			
3 What are the terms regarding termination of the agreement?			
4 Who will handle the funds?			
5 Is foreign investment approval required or obtained?			
6 Will any other entities be involved in this program? If yes provide details.			
7 Is this a grant-sponsored program? Who is the grantor?			
8 Will there be a need for reporting to third party?			
9 Check references of affiliate?			
Immigration			
1 What are the immigration requirements for each type of individual involved in program (Workers: local, 3rd country, US. Students. Interns. Others)?			
2 Will there be separate immigration requirements for non-US citizens going to 3rd country?			
3 Are there any particular immigration challenges?			
Will immigration support be provided by Midd? For whom? What level of support?			
Registration/Tax			
1 Will we need to register as a legal entity?			
2 Is there a not-for-profit registration option in-country?			
3 If no legal entity, do we need to register the local operations as a branch?			
4 Who will be corporate officers and directors (if any) of the local operations?			
5 Who will be signators? Will College employees or others have the right to bind College on site? If so, what are their powers in this respect?			

6	Are there global Midd College reporting requirements to city, state/province, federal government? E.g., income tax.			
7	Are there local entity reporting requirements to city, state/province, federal government?E.g., income tax.			
8	Are there individual reporting requirements to city, state/province, federal government? E.g., income tax.			
9	Will we have to register for Franchise, VAT, sales or turnover tax with local tax authorities?			
10	Will we have to collect and remit VAT etc. taxes?			
11	Are we exempt from paying VAT etc. taxes?			
12	Are the local operations licensed locally to provide education services? What is the nature of the license held in each case?			
Banking				
1	Will there be a need for local bank account(s)? If yes, in USD or local currency? Who will have access? Need POA?			
2	If local bank account, will Foreign Bank Account Reporting be required?			
3	What currency will be used, i.e., USD or local currency?			
4	Will you be bringing USD into the country?			
5	Will you bring more than \$10,000?			

6	Will you need local currency in cash when entering the country?			
7	Will you be needing cash management support, e.g., wire money to country?			
8	Are there any US Government restrictions on conducting activities in this country (e.g., Cuba, Iraq)?			
9	Are there any U.S. Economic Sanctions for payments to http://www.treasury.gov/resource-center/sanctions/Programs/Pages/Programs.aspx			
10	Anti-Boycott laws to be reviewed			
11	Could export control licenses be required?			
Building				
1	Will housing be provided by College? Type of housing?			
2	Will other space be needed? What for?			
3	Will we lease property? If yes, describe (address, description of property, amount, lease expiration, renewal options, etc.)			
4	Will we own property? If yes, describe (address, description of property, value/cost, etc.)			
5	Do we need property insurance? Liability insurance for property?			
6	Will buildings be used in a manner compatible with local zoning or other restrictions on use of the building, such as restrictions on the number of individuals who may be present in building at any given time?			

Finance			
1	Has business plan been approved by Budget Office?		
2	Has faculty project been reviewed by Sponsored Research Office / grant office?		
3	Who ensures local filing and other formalities, e.g., preparation and possibly filing of annual accounts and holding of annual meetings, maintenance and retention of corporate books and records?		
4	Will accounting be handled locally or from US?		
5	Will a P-card be used? Another credit card?		
6	How will other products be purchased?		
7	Will vendors be paid from US or abroad? Tax forms needed from vendors		
8	Will any income be collected locally?		
9	Will any income be collected other than student tuition/room/board payments, e.g., could any payment be characterized as a royalty (for use if Midd name etc.), interest, dividend?		
Human Resources			
1	Describe number and type of workers (i.e., Midd employees temporarily abroad? Midd employees on long-term assignment? Local hires? 3rd country nationals? Contractors? FT/PT?)		
2	If affiliation agreement anticipated, is it possible to second (have affiliate hire) workers?		
3	If grant-sponsored is it possible to second workers to grantor?		
4	(if applicable) Is there a totalization agreement (re: social security) between the US and this country?		
5	Will we need to withhold and remit local income or social benefit taxes?		
6	Will US or local labor laws apply?		
7	Are there mandated severance payments?		
8	Are locally compliant labor contracts required?		
9	Will there be benefits paid?		
10	Will there be interns? If yes, describe proposed arrangements (How many? Paid or not? Undergrad? Grad? For credit? etc.)		
11	What are the local time off requirements? (Including national holidays, maternity, etc.)?		
12	Are there mandated local language communication regulations?		
13	Are there special pay practices (ex: 13th month pay, maximum work hours allowed)?		
14	Frequency of pay? Hourly, weekly, monthly, yearly? Overtime? Age discrimination?		
15	Regulations re given notice and conditions of termination?		
16	Mandated local "work rules" handbook? Labor union issues?		
17	Will there be telecommuting across borders?		

18	Will there be an employment contract or other written document covering their services? Who is the employer or beneficiary of the services? Who signs (U.S. vs. locally)?			
19	Will there be a non-compete agreement?			
20	Will there be a non-disclosure agreement?			
21	Will agreement include travel arrangements back to US if expat? What about spousal travel? Tax compliance cost? Tax cash flow issue? Repatriation cost?			
22	Will compensation be localized? Net pay equivalent to US job? Other approach?			
23	Does the local operation verify, before employing an individual, that they are authorized to work on site?			
24	Will students be employed? If so, who will verify that students are authorized to work locally?			
25	Will there be a local payroll? If yes, who will process?			
26	Will employees have to be declared as employees to the local labor authorities?			
27	If individuals submit invoices as Ics, do their invoices show VAT or other enterprise number suggesting they are registered as a business or consultant?			
28	If individuals do not submit invoices with VAT or enterprise number, do they have to be reclassified as employees?			
29	For US / green card/ resident aliens of US employees - does tax reporting need to continue in US?			
30	For US / green card/ resident aliens of US Independent Contractors - does tax reporting need to continue in US?			
Risk/Safety				
1	Are there any unusual risks for this program (Ex: program involves minors? Political turmoil in-country?)			
2	Will United Educators insure the site/location?			
3	If students are involved, are they registered for location?			
4	Does the location have an emergency plan?			
5	Will there be a way for all participants to contact family and Middlebury?			
Library and Information Services- technology				
1	Has College applied for recognition under the "safe harbor" rules concerning the transmission of personal data from the European Union to the US?			
2	Has the creation of data bases or transmission of data been declared to the local data protection authorities in the countries where the local operations are conducted, e.g., France?			
3	Do we have license to use software outside the U.S.?			
4	Do the local operations have a contingency or backup plan to protect against data loss in the event local IT systems are destroyed, become inaccessible or are corrupted?			
5	Do you have equipment or software needs?			
6	Have you reviewed your needs with LIS?			

7	Is there any software jointly used and if so who is licensee?			
Other Considerations				
1	If research includes human subjects, have you obtained appropriate approvals?			

International Activities Form

You will also need to fill out an International Activities Form for Middlebury. This will help you to articulate exact safety/security concerns and the ways that you plan to mitigate and prepare for these risks. It is important to have an Emergency Action Plan well in advance of going on program. You and everyone involved should understand what to do, where to go, and who to contact in the event of an emergency. This form is reviewed by the Global Operations team in order to assess the potential risks. If there are any questions about your International Activities Form you may need to meet with the Global Operations Team for follow questions and review.

Travel registration and insurance requirements for students

Travel Registration and Waivers

- 1.) All participants in IPE programs must complete the online travel registration form at go.miis.edu/travel.
- 2.) This travel form includes a liability waiver and automatically adds participants to the Global Rescue security and natural disaster evacuation plan for Middlebury.
- 3.) In the event of an emergency, all MIIS students are provided security evacuation and medical consultation services through Global Rescue. In case of emergency, you can contact Carolyn Meyer at 831-521-8566 or Global Rescue directly at 1-617-459-4200 (or operations@globalrescue.com).

Proof of Medical Evacuation Plan and Coverage Abroad* (*only necessary for those not on the MIIS student medical insurance):

- 1.) If participants are not on the MIIS student health insurance plan, they must confirm (must have, but not submit proof) that their medical insurance policy covers them abroad and that it includes at least 500,000 USD in medical emergency evacuation coverage and 100,000 in repatriation insurance.

2.) World Nomads, AON, are just a few international medical insurance and medical evacuation plans that have offered rates as low as \$30 USD per month. You can view a longer list of providers NAFSA-affiliated providers [here](#).

Travel Insurance

- 1.) Travel insurance in the case of cancelled flights or illness is not required, but recommended.
- 2.) Students should be advised to secure Trip Cancellation Insurance – in case the security situation changes as the time gets nearer. This is a strong recommendation; it is not a requirement. “Cancel for any reason” trip insurance would cover students in the event that between the time they’ve purchased their ticket and the start of the program, Middlebury decided that it had to suspend the program because of student safety concerns. Without insurance, students would lose the cost of your ticket. With this insurance, students could recover this cost. There are many insurers, airlines, and/or ticketing agencies who offer this type of protection. In most cases this insurance needs to be purchased at the time the ticket is purchased or within 14 days of purchasing the ticket. It is important that the policy will allow you to “cancel for any reason”. Students should purchase this insurance for one day only – the day of departure. It’s not necessary to purchase coverage for several months, since the purpose of this is to insure the ticket in the event that the program is suspended. One agency that Middlebury has worked with in the past is TravelInsured.com. The cost for a policy with them in 2014-2015 for an itinerary that cost between \$1,000 and \$1,500 was just under \$100.

**MIDDLEBURY/MIIS
INTERNATIONAL ACTIVITY APPROVAL FORM**

Middlebury/MIIS-sponsored (funded, credited, supported, represented) program

DEPARTMENT/PROGRAM SPONSOR (check one):

Middlebury

- Athletics (varsity)
- Center for Careers & Internships
- Center for Social Entrepreneurship
- Club Sports
- Community Engagement
- MALT
- Projects for Peace
- RCGA
- Student Activities
- Faculty Research: Faculty Name: _____; Funding Index: _____
- Other _____

MIIS

- DPMI
- Frontier Market Scouts
- Global Majority
- Model UN
- Center for Blue Economy (CBE)
- CSIL
- Faculty Research: Faculty Name: _____; Funding Index: _____
- Other: **Immersive Learning, Onsite course** _____

Department Contact (if group activity): _____

Student Name (if individual activity): _____

Country(ies) of travel: _____ **Primary city(ies) of travel:** _____

Program/Activity dates (approx.): Onsite Course:

PLEASE RESPOND TO THE FOLLOWING QUESTIONS ON A SEPARATE SHEET.

ACTIVITY DESCRIPTION:

- How many students do you estimate will participate?
- Why was this specific location chosen? Were alternate sites considered?
- Describe any in-country support, such as host university or organization.

SAFETY/SECURITY:

- Describe the country-specific risks/incidents that have occurred in the country(ies)/city(ies) where the travel is proposed in the last several years. Please indicate if there is a current State Department Travel Warning. http://travel.state.gov/travel/cis_pa_tw/tw/tw_1764.html
- How does the structure of the program (including housing and transportation) and safety procedures in place mitigate the safety/security concerns?
- Explain any emergency action/contingency plans.

Please submit this form and supporting documentation 8 weeks before committing to the program to
global@middlebury.edu

Note: If a request is approved, it is approved under the conditions at the time of approval. If a (new) travel warning is issued or the security situation changes, the proposal must be reconsidered.

Middlebury/MIIS International Activity Approval Form: Separate Sheet

Activity Description:

How many students do you estimate will participate?

Why was this specific location chosen?

Describe any in-country support, such as host university or organization.

Safety/Security

Describe the country-specific risks/incidents that have occurred in the country/cities where travel is proposed in the last several years.

How does the structure of the program (including housing and transportation) and safety procedures in place mitigate the safety/security concerns?

Creating a budget for your program and understanding expenses

Now you're ready to design a budget for your program!

Step 1) Determine what needs to be covered by the program fee

Are faculty cost covered?

If it's an approved IPL group program, faculty travel funding and pay may be available, unless it is part of regular teaching.

How many participants do you anticipate enrolling?

When creating a budget you should aim for the median of the enrollment range. For example, if you expect 10-15 students, you should budget for 12 or 13 students. The program can then be adjusted slightly to accommodate a few more or less participants if needed. Generally, there is a small 100-200\$

contingency fund built into the budget and all other large expenses for emergencies can be paid by the Institute.

Do you know about immersive learning funding for students?

Students can receive up to \$2,500 in immersive learning funding for approved immersive learning programs. For more information visit go.miis.edu/immersivefunding.

Step 2) Divide by the median number of expected participants include other expenses

Expenses

Honorarium and gifts

Honorarium gifts must be built into the program fee and require bank information and government forms completed by the participant. Gifts can be purchased at the MIIS gift shop.

Purchase Cards and per diem

There is an option to get a Purchase Card (visa) also known as a P-card. Faculty are also eligible for to receive a Per Diem. Please ask at least two weeks in advance. To receive a P-card you must go through a brief training. Please contact Carolyn Meyer at cmeyer@miis.edu if you have questions or wish to get the process started. She can also create an account for your program. All fees are then collected at the cashier's office using this account.

A per diem can be requested in advance and will be usually be based off of the state department's minimum per diem estimates for that country. If funds are needed to book hotels MIIS can wire money and it is often the preferred method of transfer.

Sustainability and Financial Aid

All special programs, including practicums and field courses should be self-sustaining. Courses should not tax the Institute or School budget. Often, this means that students will be required to pay an additional fee to cover instructor travel and incidental costs, fees charged by partner/host organizations, etc.

Generally speaking the costs associated with participating in a credit-bearing practicum or field course are eligible for inclusion in financial aid. Financial aid is disbursed at the beginning of the term during which

the credit is earned. For January/Winterim practicums, credits, fees and aid are all considered part of the Spring semester and are typically disbursed in mid-January. Students may receive advances on Financial Aid to purchase plane tickets and increase Spring tuition if it has been determined to be greater than Monterey cost of living.

Summer Program Considerations

In the case of summer practicums there are some special considerations. If students wish to receive financial aid to support travel or other program costs, they must register for credit. Private loans require a minimum of 1 unit of credit, while to be eligible for federal aid students must register for at least 3 credits. Students CANNOT be reimbursed in the Fall term for expenses incurred in the Summer. Students may also effectively replace one of their standard semesters by registering for a minimum of 12 units during the Summer, then graduating early (i.e., student does not exceed 4 semesters of study and 64 units).

2016 MIIS Practica Student Budgets										
	January Term							February	Spring Break	
Program	El Salvador	DPMI MRY	DPMI Rwanda	Peru	Nepal	Chile	Spain	FMS DC	Bhutan	Caribbean
Dates	Jan. 2-24	Jan. 5-23	Jan. 6-23	Jan. 5-25	Jan. 3-24	Jan. 6-17	Jan. 5-20	Feb. 16-27	Mar. 12-22	Mar. 12-22
Vaccinations and Prescriptions	100	0	200	100	100	0	0	0	0	0
Visa and/or Exit/Entry Fees*Tourist Card	10	0	20					0	0	151
Third Party Program Fee (Logistics, Room & Board may be included)	1210	NA	inc.	1514	1690	2700	NA	NA	2275	NA
Cultural Immersion (Rwanda Only)	NA	NA	1200	NA	NA	NA	NA	NA	NA	NA
MIIS Program Fee	442	500	1500	0	0	0	0	2000		0
Lodging	inc.	800	inc.	inc.	inc.	inc.	inc.	910	inc.	inc.
Food	inc.	400	inc.	inc.	inc.	150	inc.	500	180	inc.
Local Transportation/Site Visits/Flight	300	0	inc.	200	inc.	inc.	inc.	100	inc.	460
Airfare	700	0	2100	1000	2100	1100	1300	1300	1600	1600
Airport Transportation	150	150	150	150	150	150	150	150	150	150
Misc. (snacks, meals not covered by prog)	150	150	150	150	150	150	150	150	150	200
Total	3062	2000	3870	3114	4190	4250	1600	5110	4506	2550
			or 5070 w/ cultural immersion week							
Student Target:	12	30	15	15	12	15	8		20	10
Deposit Deadlines:		Nov. 15	Nov. 15							
Deposit Amounts MIIS/NonMIIS:		100/500	100/500							
Full Fee Due Date:		Dec. 15	Dec. 15							

How to get the most out your time abroad

There are many ways to help your students get the most out of their immersive learning experience. These can include the use of pre departure meetings, intercultural communication activities, and even determining if you should make your program pass/fail. To help you start the process you should begin by starting a website to make it easy for students to get information about your program.

Pre departure meetings

- Using student leaders
- ICC and Team Building Activities
- Academic Expectations
- Readings
- Program dates, fees, and requirements

Faculty and Student Leadership

All credit-bearing courses must be led by a faculty member. Faculty leaders may also want to utilize student leaders to develop the course. This is a wonderful way to provide leadership and management skill development to students. Students may share their own network to help develop a practicum, and can provide links to organizations, define work opportunities, and assist in the coordination of the course.

Should you make your program pass/fail?

Having a pass/fail system can allow you to focus on giving your students feedback rather than evaluating the letter grade that they should receive. However, you may need a rigorous application process to ensure that the students chosen will be self-motivated and put in the amount of effort that is expected and help further develop the relationship that the institute has with our partners abroad.

Pre Departure Intercultural Competence Workshop

Each semester there will a free ICC workshop for all students participating on January, Spring and Summer Practica. The workshop will be led by: Professors Lynn Goldstein, Netta Avineri, Pushpa Iyer, and Lisa Donohoe. If you have any questions regarding ICC please contact Lynn Goldstein at lynng@miis.edu.

The workshop will cover:

- Culture (situatedness, variability, key concepts, self and culture)
- Building partnerships: helping/fixing/serving
- Intercultural Communication/ Frame shifting
- Ethics/ongoing reflection, debriefing, processing in and on action

Activities and Tips for improving your group dynamics and intercultural Competence

Belly-talk

Sit down across the table from someone you have never met before and without saying a word, gently stare at each other and write down in 5 minutes everything you think you can tell about that person (ie.) are they from a big family, small, how many brother/ sisters, kind of music they like, favorite food, big town dweller, small town, sports, etc nothing mean, just fun...then after the silent time is over compare notes and see how much you got right/ wrong you'll be amazed...use this to get to know your new buddy...correct what they didn't quite guess right!

Next step, try this with a friend...just stand a comfortable distance apart...remember that your personal distance might be different from another person's....and without speaking just stand facing each other, gently staring at each other for about 3-5 minutes without speaking. Discuss after what you communicated...if anything...were you on the same wave length or totally apart? Were you comfortable or uneasy without spoken words?

Communication/Silence- Asian/Western comparison:

Generally, Canadians are not as comfortable with silence and tend to fill spaces and gaps in conversations with 'small talk'. In some Asian countries, silence is a much utilized form of communication. For example, the Japanese even speak about 'belly-talk' and knowing how to read someone's thoughts even though they are not speaking. How did you feel sitting in silence? What purpose do you think silence serves? What does it communicate/ mean to you?

Sinking Ship

"Sinking Ship" is one of the most effective group exercises. It is quite participative too. This management exercise can be used by you as a faculty member or group facilitator or workshop leader for sessions in

perception, intra-group communication, listening, group process, team work, decision making, consensus building, teamwork and team building.

Divide the participants into two equal groups randomly. Suggestion on how to make random groups is given in the earlier management exercise titled "Arrange" (please refer it). Tell the first group to sit around a round table or in a circle together. Same way, tell the second group to sit around another round table (away from the first one) or in a circle together.

Give a printed copy of the following exercise brief to all the participants in both the groups and instruct them to read it carefully.

Exercise brief

A ship with 12 persons is about to sink. There is only one boat available for survival and it can take only 6 persons. Now it is to be decided that of the 12 persons who shall survive.

The twelve persons are:

1. Scientist
2. Chief Minister of an important state (name it)
3. Miss Universe of a recent year (give the year)
4. Mother of 6 children
5. Lady lawyer
6. An important religious leader who is alive (name him or her)
7. Executive
8. Student
9. Unemployed engineer
10. 28 years old sweeper
11. Escaped convict
12. Retired Army Colonel

Instruct them (to each group separately if they are in two different rooms) that they should start a discussion among them to decide the 6 persons out of the total of 12 whom they will like to save. It should be consensus decision of the group as a whole.

Give them 20 minutes to start with. If they are not in position to arrive at a group consensus, extend the time by another 10 minutes.

Stop the exercise after lapse of 30 minutes.

Start getting their feedback first from the first group and then from the second group on how well did they do in the exercise, what went wrong and what are the learning points.

Wind up the exercise by giving your observations on their group process, intra-group communication, listening, teamwork, decision making, consensus building and team building. Provide further inputs on these aspects.

Different Directions game

Students are divided into 3 groups and each group is given a different set of directions. The students are then told that they must complete the task given to them without speaking. While all of the tasks can be completed without disrupting other students task, they will most likely choose to be competitive rather than cooperative.

Group 1: You must take all the pens and arrange them into a circle.

Group 2: You must lay all the pens with the tip facing to the right.

Group 3: You must create three separate circles with the pens.

Proverbs

Goal:

Participants will discover that, in many ways, people from different backgrounds and cultures hold similar values and beliefs.

Time:

15–20 minutes.

Materials:

A set of paired “Proverb Cards.”

Procedure:

In advance, print the pairs of proverbs on the next page on index cards so that each proverb appears on a separate card.

Count the number of participants in the group and select enough cards to equal the number of participants. If there is an uneven number of participants, the leader must participate in this activity. Make sure that the cards are selected in matching pairs (one card with a proverb from the United States and one card with a similar proverb from another country).

Mix up the cards and pass out one card to each participant. When all cards have been distributed, ask participants to move around and find the person who has a card with a similar proverb. Ask partners to stand together when they have found each other. For each set of partners, one person should have a proverb from the United States and the other person should have a proverb from another country.

After most people have found their partner, ask those who have not found their partner to raise their hands. Ask those with raised hands to search among themselves for partners. When everyone has found their partner, ask each pair to read their proverbs out loud to the group. Ask the person with the proverb from the other country to read first, followed by the person with the proverb from the United States.

Discussion:

This activity shows that although we have many differences when we compare ourselves to other kinds of people, we also have many similarities. We may have different ways of talking and different behavior patterns, but many of our most basic needs and interests are similar.

Proverbs

He makes a wine cellar from one raisin. (Lebanon)

He makes a mountain out of a molehill. (United States)

Even a tiger will appear if you talk about him. (Korea)

Speak of the devil and he will appear. (United States)

God is a good worker, but he loves to be helped. (Spain)

God helps those who help themselves. (United States)

You can force a man to shut his eyes, but you can't make him sleep.

(Denmark)

You can lead a horse to water, but you can't make him drink. (United States)

A little in your own pocket is better than much in another's purse. (Spain)

One bird in the hand is better than two in the bush. (United States)

If you climb up a tree, you must climb down that same tree. (Ghana)

What goes up, must come down. (United States)

From the rain into the gutter. (Germany)

From the frying pan into the fire. (United States)

My house burned down, but it was a relief the bedbugs died. (Korea)

Every cloud has a silver lining. (United States)

He who is not in sight is not in the heart. (Tanzania)

Out of sight, out of mind. (United States)

Two captains sink the ship. (Japan)

Too many cooks spoil the soup.

(United States)

By trying often, the monkey learns to jump from the tree. (Zaire)

Practice makes perfect (or, if at first you don't succeed, try, try again).

(United States)

A person that arrives early to the spring never gets dirty drinking water. (Zaire)

The early bird gets the worm. (United States)

I will not cry over a mishap and injure my eyes. (Tanzania)

It is no use to cry over spilt milk.

(United States)

Trust in God but tie your camel. (Iran)

God helps those who help themselves.

(United States)

A sparrow in the hand is better than a cock on the roof. (Russia)

One bird in the hand is better than two in the bush. (United States)

Where something is thin, that's where it tears. (Russia)

A chain is only as strong as its weakest link. (United States)

Not everyone who has a cowl on is a monk. (Russia)

Don't judge a book by its cover.

(United States)

As you cooked the porridge, so must you eat it. (Russia)

As you sow, so shall you reap. (United States)

Every seed knows its time. (Russia)

All in good time. (United States)

Appendix A: Sample Immersive Learning Experience Proposal

Immersive Professional Experience (IPE) 2016 Proposal
International Education Management
Submitted by Paige E. Butler, Ed.D.

Location: Madrid, Spain
Term: Spring Break 2016
Dates: March 18-26th, 2016
Course: Onsite Perspectives: Education Abroad Management (*Name TBD*)
Credits: 2 credits

Description:

IEM students will accompany me to the Middlebury School Abroad Center in Madrid, Spain. This course will serve as an advanced elective course related to Study Abroad in which students will experientially learn about the onsite management of international education programs, using Middlebury as the primary case study, as well as connecting with other program providers and universities in Madrid who are involved with US education abroad efforts. Students will collaborate with the Middlebury Madrid Director and/or other program providers or local universities to conduct research or complete a project(s) that would benefit the organization.

Student Learning Objectives:

- 1) Explore education abroad program management from the onsite perspective, transitioning from student experience to administrator viewpoints, recognizing trends and challenges through an international lens.
- 2) Demonstrate understanding of Middlebury's Schools Abroad model and education abroad management practices, and elements that comprise language-acquisition focused education abroad programs.
- 3) Compare and contrast multiple education abroad program models hands-on through institutional visits abroad, research and/or project work with client learning partners (Middlebury, other Spanish universities, US program providers, etc).
- 4) Conduct research and/or project work to support onsite learning partners' goals, contributing knowledge of good practices in international education and addressing critical organizational needs.
- 5) Gain deeper understanding about working with and supporting others appropriately and effectively in culturally and linguistically diverse environments.

Additional IEM Program Goals:

- Build a relationship with Middlebury Schools Abroad, become more familiar with program model and needs to better support MSA efforts and collaborate in the future
- Spark student interest and build a pipeline for future IEM students to complete their practica at a Middlebury School abroad.
- Expand elective offerings for IEM students who want to specialize in Education Abroad – currently we have one education abroad specialized elective while around 65%+ of our students are specializing in this area.
- Offer an IEM specific international experience – Currently, IEM does not offer any international experiences as part of the curriculum, so IEM students are participating in other Immersive Learning programs. We recognize there is a strong interest from students and we want to be responsive to as the program grows.

Deliverables:

- Students will partner in small groups (2 – 3) with a learning partner based in Madrid to deeply explore and understand the program model, philosophy, trends and challenges associated with the management of such an international education model.
- Students will present in teams in advance of the onsite experience to introduce their client learning partner and prep the class prior to onsite meetings. Presentations will be based on prior research and client interviews (via Skype). Presentations will highlight key items for the class to consider during the upcoming visit.
- Students will complete a client-based project or research in partnership with a local study abroad organization in Madrid. This project will address a specific need of the organization related to the onsite experience of managing international education programs.

Student Evaluation Methods:

- Team Presentation to be graded by instructor
- Team Research Project or Paper to be graded by instructor
- Client Learning Partner Feedback

Places to Visit:

- [Middlebury School Abroad](#) – Madrid Center

-
- CIEE Madrid Center (*confirmed/approved*)
 - CEA Madrid Center (*confirmed/approved*)
 - Accent Madrid Center (*To be confirmed*)
 - COMPLUTENSE UNIVERSITY, and/or ANTONIO DE NEBRIJA UNIVERSITY (*To be confirmed*)

Budget/Costs – See attached budget estimate for detail

Per Student (@ 5-7 students)

- Estimated onsite budget per student: **\$1272**
- Estimated airfare (SFO-MAD): **\$1175**
- Total Costs Including Airfare: **\$2450**
- Recommended Student Program Fee: *\$1300 without airfare or \$2500 with airfare*

Inclusions:

- Airport pick-up and return transportation
- Arrival & Orientation
- Intercultural Workshop
- Guest Speaker
- 2 – 3 Academic Site Visits
- 2 – 3 Cultural/Social Activities
- 2 – 3 group meals
- Hotel accommodations (shared with 2/room)
- Transportation Pass

Budget Notes:

- Euro rate used = 1.17 - subject to change
- The student price includes amortized onsite faculty costs for accommodations and onsite activities. Faculty costs **not** included are airfare, local transportation, per diem. An additional **\$2400** is estimated as necessary to cover these remaining faculty costs.
- No classroom rental costs are included, with the assumption that we will be able to utilize Middlebury Madrid Center space for meetings.
- This budget does not include the use of a third-party vendor, but additional costs may be incurred if Middlebury is unable to offer additional support in travel logistics.

-
- A program contingency fund of 300 Euro is included. This fund will cover small emergencies or can be used for additional group meal(s) and/ or small thank you gifts for the hosting partners if it is not otherwise used.
 - Additional out-of-pocket expenses for students: transportation to/from SFO or departing airport, passports, most meals onsite, personal expenses

Logistics Coordination: Vendors/Third-Party: It is my hope that we could coordinate housing, transportation, onsite activities with the Middlebury Madrid Center Director in lieu of utilizing a third-party provider. This will need to be confirmed with Jeff Cason and the Madrid Center Director. Additional fees may be incurred if a different third-party entity must be utilized, however, I anticipate working with Middlebury or booking directly if necessary to avoid additional costs. An MOA can be provided should it be necessary.

Middlebury College Undergraduate Students: MC undergraduates are not likely to enroll in this program. There is not a clear academic track that would be a direct pipeline. However, requests can be considered in a case-by-case manner. Any student applicants would need to be recommended by the study abroad office and have prior experience as a study abroad participant. As the group size is limited for the first year of the program, availability is dependent upon the total number of MIIS participants.

Risk Management:

- The MIIS-Middlebury relationship was a large impetus for this program and Middlebury has existing infrastructure to offer support for this effort.
- All of the organizations selected in the above list of places to visit have been personally vetted based on professional experience working with these organizations.
- I will be working with local Directors from the programs listed above to coordinate visits and logistics.
- All of these locations are educational institutions located in Madrid that are well-recognized and reputable international organizations that provide education abroad programs for US college students.
- I have personal and professional contacts at all the organizations and have visited several of the sites previously.
- In my previous job with CEA prior to joining the faculty at MIIS, I provided academic oversight of the CEA Madrid Center and partnerships with Complutense and Nebrija for many years.

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- CIEE served as a client in my Design & Assessment course in Spring 2015 and I met with the staff at the Forum on Education Abroad conference in March 2015.
 - The previous director of Accent Madrid is a former colleague and has been helpful in facilitating communication with the current staff at Accent.
 - All sites are accessible via public transportation (bus, metro, taxi) and/or in walking distance of accommodations.
 - I speak Spanish and have traveled frequently to Madrid and the locations that we will visit.
 - There are no current travel warnings or elevated threats in Spain.

Specific Requirement for GSIPM IPE Proposals Describe how your program will meet these criteria: (1) Coverage of a pressing global issue, (2) Relates or is integral to MIIS degree program(s) learning objectives or course requirements, and (3) Builds relevant professional skills.

1) **Coverage of a pressing global issue:** According to Open Doors (IIE, 2014), Spain is the third most popular destination for U.S. Study Abroad, with over 26,281 students in the 2012-2013 academic year. Spain has consistently ranked in the top five locations for U.S. study abroad throughout the history of this field. Spain also is ranked in the top 25 places of origin of international students who matriculate to U.S. higher education programs and has a deep commitment to student mobility and internationalization. There are hundreds of study abroad programs in Spain that provide academic, service learning and internship experiences for U.S. students. By participating in this course, students will develop an understanding of how to vet and validate quality programs, which is a critical issue facing international educators today and one that is a hot topic, which was the impetus for a national investigation by the NY Attorney General in the late 1990s and prompted significant policy development from the Standards Development Organization (SDO) in the field of education abroad. Additionally, they will hear directly from international staff regarding needs, trends and perspectives that are often not understood or considered when managing education abroad programs from the U.S. For example, Spain has severe unemployment rates (27.2%, NSI, 2014) that have significantly impacted Spanish youth and young professionals - many of those whom are often working in this profession. The impact of this crisis along with other relevant trends, challenges, and considerations will be explored first-hand by participants on this program. Finally, participants will have the opportunity to work directly with a learning partner in Madrid to address a critical need through research or project-work as a key deliverable to this course.

2) **Relates or is integral to MIIS degree program(s) learning objectives or course requirements:**

This course will serve as a new elective related to education abroad, which is the academic track that the majority of IEM students are pursuing as their career goal. This adds depth to the elective offerings available for IEM students. Additionally, this course will meet two primary IEM Learning Goals including:

a. International Education Theory & Best Practice: Demonstrate foundational knowledge in the field of international education by articulating trends and debates and applying best practices.

b. Intercultural and Linguistic Competency: Work with and support others appropriately and effectively in culturally and linguistically diverse environments.

3) **Builds relevant professional skills:** This program serves as critical training for students who plan to pursue a career managing education abroad programs. Students often come to the IEM program as a product of being a student abroad during their undergraduate years. This immersive experience provides an opportunity to become intimately familiar with managing education abroad programs through a new perspective, transitioning from the student experience to administrative knowledge. Students will also learn how to effectively work with others in culturally and linguistically diverse environments, and consider the needs of international staff. Further, this program offers the unique opportunity to visit a variety of program models that are often off-limits as a professional in the field due to competition, partnerships and history. Students will see first-hand the different program models and types that are commonly employed in education abroad before they embark on their career, which will make them a more well-rounded and objective individual as they advance in their career.

Appendix B: Criteria for creating an ICC Course

Intercultural Competence:

While the term intercultural competence means many things to many people, the following ideas are implicit in our understanding and expectations for ICC courses at MIIS:

- Intercultural competence is demonstrated through appropriate and effective communications and behaviors. These communication and behavioral skills cannot be developed without underlying knowledge and attitudes that lead to the skills.
- Historically, the study of intercultural communications and intercultural competence has focused on a “western” understanding of other cultures. It has tended to focus on interactions between a western and a non-western individual. We aim to avoid the limitation of viewing intercultural competence through a strictly western lens.
- We recognize that increasing numbers of individuals, including members of the MIIS community, view themselves as multicultural or bicultural. Moreover, we recognize that intercultural interactions are increasingly conducted not just between two cultural groups, but within groups whose members represent many cultural backgrounds. In other words, we must prepare our students for not only intercultural contexts, but also multicultural contexts.
- We recognize that cultural groups often do not coincide with national boundaries. We recognize culture as more than ethnic or national cultures, but also including religious, linguistic, gender, socio-economic, regional, organizational, and many other forms of intersecting cultural groups. Individuals have many cultures influencing their identities.
- We understand that we cannot expect students to become interculturally competent through four credits of coursework. Instead, we aim to increase students’ intercultural competence.

Call for Course Proposals:

MIIS faculty are invited to submit proposals for courses to receive the ICC designation. We hope to offer students a selection of one, two, three, and four-credit ICC courses to choose from. Proposals for both existing and new courses are welcome. However, any proposal for a new course should be discussed with the appropriate program chair to ensure that resources and logistics will allow the course to be offered.

Criteria:

Using the attached cover sheet, please explain how your course will address the following:

-
1. Emphasize reflection and self-awareness for the students as individuals, helping them to examine their own identities, values, cultural lenses, assumptions, and biases.
 2. Incorporate theories and knowledge that will help students develop their intercultural and multicultural competence.
 3. Utilize experiential activities to allow students to foster reflection, to move out of their comfort zones, and to practice and refine their intercultural and multicultural skills.
 4. Include critical examination of the interplay of power and identity. Examples may include but are not limited to:
 - a. how power dynamics influence communication
 - b. relations between dominant and subordinate cultural groups
 - c. exploration of cultural marginalism
 - d. how individuals and groups conform, navigate, resist, or negotiate cultural norms
 - e. the social or historical construction of cultural norms, values, and frames of reference
 5. Utilize the diverse cultural identities of MIIS students to foster deeper learning for all students in the course.
 6. Identify a coherent theme to organize and unify the course content and learning. Examples of potential themes for courses (including one-credit workshops) include but are not limited to:
 - a. Introduction to intercultural communications
 - b. Intercultural/multicultural dynamics of conflict resolution
 - c. Intercultural/multicultural dynamics of organizational behavior
 - d. Linguistic dimensions of intercultural/multicultural competence
 - e. Relationships between language and thoughts and behavior
 - f. Types, causes, and processes of misunderstanding between people of different cultures
 - g. Anthropological models of cultural difference
 - h. Racism, classism, sexism, etc. and the processes of discrimination
 - i. Processes of group and individual identity formation
 - j. How cultural norms affect societal structures and institutions
 - k. Examination of intercultural/multicultural perceptions and approaches to global issues
 - l. Facilitating intercultural/multicultural learning in the classroom or training environment
 - m. Ethnographic skills: acquiring cultural knowledge through systematic observation, informants, interviewing, active listening, fieldnote writing, and structured reflection
 - n. Holistic approaches to intercultural training, focusing on individuals' emotional, physical, and intellectual experience of cultural difference

-
- o. Instruments and agencies that influence intercultural communication

Notes:

- A course may not be designated as both a Language Studies and an ICC course.
- Courses that receive the ICC designation will receive an ICC course header (instead of the typical IPOL, IMGT, etc. designations) to allow students to easily find the courses. Courses may be cross-listed at the request of the relevant department chair.
- Programs are encouraged to consider adding ICC courses to their elective lists.

Example

Intercultural Competence (ICC): Course Proposal Cover Sheet

Faculty Name: __Philip Murphy_____

Course Name: __DPPG 8523 & 8532 J-Term Peru / Nepal Practica _____

New Course _____ or Existing Course (please indicate course number): __21217 & 21103__

Instructions: Please attach the course syllabus (or for new courses – a course description and the learning outcomes). Articulate on the syllabus the ICC knowledge and skills that students will develop in the course in the form of learning outcomes. In addition, please respond to the questions below.

1) How will this course emphasize reflection and self-awareness for the students as individuals, helping them to examine their own identities, values, cultural lenses, assumptions, and biases?

Daily group debriefings to examine lessons learned while surveying/interviewing in the field are mandatory for everyone who takes part in the course. Periodically, these sessions will take the form of group reflection and discussion that is meant to maintain the larger perspective on what we are trying to accomplish and how locals communicate information about that. This will necessarily include discussions on how local identities are constructed in order to frame their perspectives.

2) How will this course incorporate theories and knowledge that will help students develop their intercultural and multicultural competence? Please identify the specific theories/frameworks/paradigms that will be taught.

Constructivist theories of identity formation figure heavily in the interpretation of interview responses. Students are not embedded in the host culture to the degree that a strong ethnography will be possible. But we will be making an effort to sufficiently unpack the responses we receive. In so doing, we will seek to at least outline the emic worldview of the people with whom we come to interact.

3) How will this course utilize experiential activities to allow students to foster reflection, to move out of their comfort zones, and to practice and refine their intercultural and multicultural skills?

Students will frequently be out in groups of two or three collecting information from locals in the region. They will spend a great deal of time out of their comfort zone, refining their intercultural skills.

This is a structured exercise. Though, students are regularly required to innovate interculturally in a manner that allows them to accomplish their research goals, while maintaining reliability and validity of findings.

4) How will this course include critical examination of the interplay of power and identity?

Power and identity differentials are a major potential threat to the validity of our research. The interplay of these aspects of our presence in-country are therefore something that we must explicitly address every day in the field. As representatives of a wealthy country, it is very common for respondents to develop the expectation that we are present to provide resources. Everyone must therefore be aware of this dynamic in order to be able to minimize its effect.

5) How will this course utilize the diverse cultural identities of MIIS students to foster deeper learning for all students in the course?

This will, necessarily, depend upon the mix of cultures, identities, and experiences that we wake with us into the field. But conversations and debriefing sessions involve everyone who takes part in the research. The variety of represented viewpoints that we bring with us is frequently valuable for unpacking the responses that we encounter while in the field.

6) What is the theme that will organize the course content and learning?

Reliability, validity, and their importance for unpacking local viewpoints

7) Are there other ways that this course will develop students' intercultural and multicultural competence? Is there anything else you want to say about the course?

This course offers the opportunity for constant, intense, local interaction within a less-developed host-country. There are few opportunities that are more valuable to the development of ICC skills than courses of this sort. In addition to the structured work and learning schedule, students also have a great deal of time on their own in the host country. Though it is up to them, these opportunities to explore culturally can offer invaluable lessons that cannot be had in the classroom.

Submission Instructions for Existing Courses:

For existing courses, submit the syllabus and the attached cover sheet. Course proposals may be sent to Katherine Punteney, Chair of the Steering Committee for Intercultural Competency, at kpunteney@miis.edu. Proposals will be forwarded to the entire committee for review.

Submission Instructions for New Courses:

For new courses, submit a course description, the learning outcomes for the course, and the attached cover sheet. Course proposals may be sent to Katherine Punteney, Chair of the Steering Committee for Intercultural Competency, at kpunteney@miis.edu. Proposals will be forwarded to the entire committee for review.

Deadlines:

Proposals for courses to be offered for Fall 2013 should be submitted by **Monday, March 25, 2013**

Proposals in subsequent semesters should be submitted early in the semester prior to first offering of the course, to allow adequate time for review of the proposal and course scheduling prior to students' course registration period. The committee will endeavor to respond promptly to proposals.

Appendix C: Program Logic Model Worksheet

PROGRAM LOGIC MODEL WORKSHEET

Use this worksheet to ensure alignment between the five elements of the program logic model.

PROGRAM:
PURPOSE/MISSION:
GOALS:

Inputs	Activities	Outputs	Outcomes	Impact

Reproduced from: Deardorff, D. K. (2015). *Demystifying outcomes assessment for international educators*. Sterling, VA: Stylus.

Appendix D: Pre-departure Checklist for students going abroad

Pre-Departure Checklist for Students going Abroad

Students wishing to pursue any projects abroad, e.g., internships, volunteering, research projects, should contact the department responsible for the funding to ensure all necessary paperwork has been completed.

Visa

- 🍎 Obtain appropriate documentation to travel, study, work and/or reside in that country
- 🍎 Ensure passport is valid for at least 6 more months
- 🍎 Many countries require a visa for entry – see go.middlebury.edu/goingabroad for visa agencies and might require a round-trip ticket for validation of return
- 🍎 Many countries require in addition a work permit – see same [website](#) for embassy information
- 🍎 Keep copies of your passport and visa and work permit at home and with you when you are travelling
- 🍎 Register with [Middlebury College](#)
- 🍎 Register with the [U.S. State Department](#) or with the embassy of the country of your citizenship
- 🍎 International students need to check-in with ISSS while planning a trip abroad

Health and Safety

- 🍎 Review required (and recommended) immunizations
- 🍎 Secure health insurance policy if your current plan doesn't cover you overseas.
http://www.middlebury.edu/international/sa/what_to_know/pdp_links/insurance
- 🍎 Bring insurance card and proof of insurance letter with you
- 🍎 Check whether required medication is available in your destination country or stock up on supplies before leaving. Verify that your medication can legally be taken into your host country
- 🍎 Finish any necessary dental care before leaving
- 🍎 If you wear glasses or contact lenses, take an extra pair with you as well as a copy of your prescription. Contact lens solution is generally available overseas, though it can be very expensive
- 🍎 If you have allergies, be mindful of dietary needs / restrictions for foods in the country/region where you will be
- 🍎 Check whether your insurance covers medical evacuation and repatriation of remains
- 🍎 Check whether your insurance covers accidents
- 🍎 Review [U.S. Department of State](#)'s country specific briefings
- 🍎 Create an emergency protocol
- 🍎 Research and bring local 911 equivalency with you.
- 🍎 Check into personal property insurance

-
- 🍌 Read a guide on how to behave in your destination for personal safety

Travel

- 🍌 Get international student ID card for discounts and insurance
- 🍌 Purchase transportation, plan for transportation to/from airport
- 🍌 Bring your airline tickets/itinerary + copies with you
- 🍌 Review luggage policies (and cost) of airlines
- 🍌 Review need for luggage storage and possibilities to store luggage
- 🍌 For car rental: check age restrictions and driver's license requirements. Check Zipcar availability and whether your U.S. membership can be used. If you have AAA, check to see if there is a counterpart that provides services.
- 🍌 Review luggage need, e.g., be aware of different climate and culture for appropriate clothing but also health, e.g., malaria net
- 🍌 Bring extra passport-sized photos
- 🍌 Bring calling card for emergencies (make sure it works in the countries to be visited)

Export Controls

- 🍌 Students must review the Travel with Portable Electronic Devices form found at the bottom of this page if they will be traveling with college-issued devices.

Finances

- 🍌 Create budget including travel, housing, food, books and supplies, entertainment and transportation within country
- 🍌 Notify your bank that you will be traveling overseas
- 🍌 Determine whether you will need cash in local currency when you arrive
- 🍌 Bring an emergency reserve in cash or traveler's checks in USD
- 🍌 Determine how you can get cash in host country: ATM? Credit Card? Traveler's Checks? Wire transfers? Checks? Bank drafts?
- 🍌 Bring debit / credit cards and information on card (number of card, phone number to call in case cards are stolen)
- 🍌 Determine the cost of getting the money – it varies vastly between methods
- 🍌 Notify debit / credit card company about leaving country so that they don't put a fraud alert on card
- 🍌 Is it safe to carry money? How is it best to carry money?
- 🍌 If you are funded by Middlebury, contact department on how and by when to receive the funding, is there a receipt or travel log requirement? Report requirement? By what time do the receipts, report need to be handed in?

Arriving

- 🍌 Do you have to register with local authorities (i.e. police, immigration) in your host country / town?

-
- 🍏 Are there any requirements to check-in during various intervals?
 - 🍏 Do you have to unregister when leaving?
 - 🍏 Are there any reporting requirements such as tax reporting?

Communication

- 🍏 Will there be readily available internet access?
- 🍏 Can you use Skype to call?
- 🍏 Does US cell phone work or do you need new cell phone (likely) – where to buy it? What are the cost?
- 🍏 Will your computer work – is there readily available electricity? Is the voltage the same or do you need adapters? What kind of adapter?

Stay Informed

- 🍏 Think about absentee voting in the US if an election will take place while away
- 🍏 How to continue getting news from home
- 🍏 Get informed about your host country by reading local newspapers / news sites etc. before going

Other

- 🍏 If research includes human subjects, have you obtained appropriate approvals?

Additional Resources

[Study Abroad: Pre-Departure Handbook](#)