

**International and Domestic Programs Committee (IDPC) Program Manual**  
**Gustavus Adolphus College    INDEX    November 16, 2007**

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Items with an asterisk (\*) are available on the International Education website: [www.gustavus.edu/academics/ied/](http://www.gustavus.edu/academics/ied/)  
**Items in bold will be linked to college wide appropriate web pages**

***IDPC Program Manual***  
International and Domestic Off-Campus Study Programs  
Gustavus Adolphus College  
November 16, 2007

**I. Institutional Mission and Core Values**

<http://gustavus.edu/president/vision.php>

**II. International and Domestic On and Off Campus Education**

*A. Mission, Policies and Procedures*

Gustavus Adolphus College is committed to providing a cross-cultural and internationalized perspective both on the campus and in off-campus environments. This approach is essential to a quality education, to building scholarly standing, to augmenting service to society and to developing a critical awareness of the common problems facing the world. We value diversity and cohesion, and acknowledge that there are many different ways of knowing. Internationalized education at Gustavus should move students to understand the richness of culture, the complexities of religion, economics and ethnicity, the nuances of power, and the histories of many peoples which result in different world views. Our goal is to prepare students who can communicate freely with others in the realm of ideas, think critically, and who can act as responsible, concerned citizens of an ever-changing world.

To achieve the goals stated above, the Office of International Education (OIE) works with the IDPC members in pursuing a vigorous program of internationalization that includes on-campus courses, an integrated student life program, and works to attract international students and scholars to the campus. This document deals primarily with faculty and with students who are eligible and wish to study abroad or domestically and advises them about the many opportunities available which integrate learning on-campus with an off-campus study experience. Programs are available for many major, minor and interdisciplinary programs—from community development studies in India to biochemistry in Australia or England; from foreign language study worldwide to January term courses led by Gustavus faculty. The Off-Campus Study Booklet prepared at the beginning of each recruitment cycle, has details of each program approved by the faculty of the College.

A commitment to a critical mass of international students and visiting international scholars is a strong priority of the IDPC. While providing leadership in this area, the OIE also enlists the aid of faculty, administration and non-Gustavus individuals, organizations and institutions in reaching this goal.

The OIE works with the Faculty Development Resource Center in helping faculty develop their existing on-campus courses to include a strong component of international/cross cultural aspects and engage in research opportunities.

The following policies govern student participation in semester and year-long domestic and international off-campus study programs:

1. The student must complete an application and receive approval for the study program from the OIE. Extensions of stay and change of programs must have the College's approval.
2. Applications must be submitted before March 1 for summer, fall semester, spring semester and year programs. Applications for off-campus January term courses may be submitted between mid April and mid-September prior to the January Term. See *January Term Courses in Section IV* for appropriate deadlines for these programs.
3. A student normally should have a minimum grade point average of 2.75 when making application for off-campus study. Some programs require an even higher standard. Normally, the student should have at least a sophomore class standing while studying off-campus on a semester or year-long program.
4. Study overseas should include study of native language where appropriate.
5. The student account in the Finance Office must be paid in full or receive special clearance as a part of the application process.
6. Students studying off-campus for either a semester or year must be registered as full-time Gustavus students.
7. Finances for off-campus study are as follows:
  - All students on Gustavus semester or year-long off-campus study programs pay Gustavus tuition plus a Program Fee that includes host costs for tuition, room and meal plan on site, airline transportation, visa costs and other required fees.
  - January Term students pay the actual costs for the individual programs including a per-student, pro-rated amount to cover the expenses of the Gustavus faculty member leading the program.
  - Students on international summer study abroad programs pay a \$100 administrative fee.
  - The OIE provides cost estimate sheets for each student approved for off-campus study. Financial aid, with the exception of student employment, applies towards Gustavus approved programs. Students applying for a non-approved Gustavus program may retain their Federal Aid but are ineligible for Gustavus restricted and unrestricted scholarships or loans. Students may file an amended FAFSA (Free Application for Federal Student Aid) application based on additional costs of an off-campus study program.
8. If a student studying off-campus for the fall semester wishes to enroll in a January Term course at no additional cost, that student must attend Gustavus on a full-time basis in the following spring semester. If a student is studying off-campus for both fall and spring semesters, that student may enroll for a January Term course.
9. Credit earned by the student on approved programs will normally transfer as credit toward graduation, and may fulfill major/minor requirements subject to departmental approval. One successful semester of study abroad in a non-European country satisfies a Non-Western culture requirement (NWEST). Credit may be applied toward other area requirements only with the prior approval of the Registrar.
10. In order for the credits to be transferred to Gustavus from an off-campus study program, the student must obtain at least a C-. A grade of D+ or below does not transfer back to Gustavus. Grades earned on a study abroad program appear on the Gustavus transcript

but are not figured into the GPA with the exception of an off-campus course taught by a Gustavus faculty member. All students on semester or year-long programs must register only for letter grades and may not use the P/N option.

11. Students may not participate in an off-campus study program while on academic or disciplinary probation.

12. Leaves of absence are not applicable to off-campus study programs.

Participation in any of the off-campus study programs is available to all *qualified* students who agree to the Philosophy, Policies and Procedures of the Office of International Education .  
(See Appendix A: *Philosophy, Policies and Procedures*)

### *B. General Considerations*

Off-Campus study, whether undertaken abroad or in a United States setting other than the Gustavus Adolphus campus, shall be characterized by the same academic rigor and high expectation for student work as on-campus study.

Off-campus courses shall reflect the academic importance of offering the course at the chosen site and shall integrate the subject being studied with site visits, guest lecturers, and assignments.

Courses offered off-campus shall have at least as much contact time as courses offered on campus (40 or more contact hours per course, per term). Normally they will have considerably more than this minimum. Contact times include class meetings, lectures by the instructor or guest lecturers and supervised course-related activities. Although the nature of out-of-class work undertaken in off-campus courses may differ considerably from out-of-class work undertaken in an on-campus course, the time students are expected to devote to out-of-class work (such as reading, research and preparation of assignments), shall be approximately the same off-campus as on-campus. Evaluation shall be conducted in a manner consistent with overall college policies and practices and shall reflect special circumstances of an off-campus experience. Criteria for evaluation in off-campus study programs and courses shall be made clear to students at the beginning of the term.

(See Appendix B: *Off-Campus Credit and Grading*)

The International and Domestic Programs Committee (IDPC) shall oversee academic policies and procedures pertaining to off-campus courses and programs.

(See Appendix C: *International and Domestic Programs Committee*)

The Director of the Office of International Education shall have responsibility for day-to-day administration of off-campus programs, including the development and administration of budgets, and shall act on behalf of IDPC and the faculty as a whole in implementing academic policies for off-campus study.

(See Appendix D: *Director of OIE and Administrative Structure of the office*)

The Provost of the College shall make final decisions about faculty eligibility, review procedures, budgets and other administrative functions related to off-campus programs. OIE may review these matters and make recommendations to the Provost. Student eligibility is determined on the basis of information provided by the Registrar and the Dean of Students' Office. Lists of accepted students on any off campus program are routinely shared with the

counseling center and the Academic Advising Center. In order to uphold confidentiality, these offices deal directly with students concerning issues involved with their participation in the program.

There will be times when decisions within the charge of IDPC need to be made when it is not possible for the committee to convene. (*During the summer and breaks between terms, for example*) In these instances, the Director of OIE shall make those decisions on a consultative basis with relevant and available faculty and with members of the IDPC who are available.

International programs shall only be initiated in countries with official United States relations, and for which no Department of State Travel Warning is in place. Gustavus Adolphus College policy prohibits sending students and/or faculty members to countries that are under a U.S. State Department Travel Warning. If a Travel Warning is issued for a country during the time a Gustavus Adolphus student or faculty is in that country, the OIE will work with the appropriate sources to determine the best course of action to reduce risk.

Occasionally a Gustavus Adolphus College student takes an approved leave of absence from the College in order to enroll in another institution's off-campus study program. Students should be aware that if they choose to enroll in a program in a country for which the U.S. State Department has issued a Travel Warning, Gustavus Adolphus College will not accept any transfer credit from the non-Gustavus off-campus study program. Students are reminded that Gustavus Adolphus College financial aid does NOT apply for students who take a leave of absence from Gustavus Adolphus to participate in a non-Gustavus Adolphus sponsored off-campus study program. Students participating in an off-campus study program and not processing their application through the Office of International Education will not be allowed to transfer any credit from an off-campus site or program where Gustavus Adolphus College already operates an approved program.

Faculty members leading or serving as an advisor to a Gustavus Adolphus sponsored program and/or as a January Term instructor are encouraged to use the selection criteria approved by IDPC for selecting students to participate (*See Section C below*)

The health and safety of participants in Gustavus Adolphus administered programs are of paramount concern. The Director of OIE and faculty members responsible for these programs shall arrange procedures for handling health problems and safety concerns and for establishing lines of communication between the sites of the off-campus program and the Director of OIE. (*See Appendices E, F, G and H: Crisis Management, Domestic Safety, International Safety, Alcohol Policy*)

Faculty wishing to take persons who are not immediate family members on off-campus programs shall inform the Director of OIE. Minors, who are not members of the immediate family of faculty leading an off-campus course or program, are prohibited from participating in it unless the Director of OIE gives prior written approval. The Director may deny participation in an off-campus course or program to persons who are not immediate family members of course instructors, whether they are minors or adults. The Director of OIE will determine fees payable to Gustavus Adolphus College for all individuals accompanying an off-campus program who are neither registered students, nor registered at Gustavus Adolphus through any other office.

These policies apply to all off-campus programs, including year-long, semester-long and four-month faculty led programs and off-campus January Term courses.

*Gustavus faculty who lead student study-abroad programs are covered under the College liability insurance if they are in compliance with the policies and procedures described in this document and general college policies.*

### *C. Student Selection Criteria*

The selection of student participants for off-campus study programs is handled in two or three phases: First, the Study Abroad Advisor in the OIE screens all applicants for minimum Gustavus requirements for participation in an off-campus study program. The second step is to send the Gustavus approved application to the faculty advisor or the faculty director of the off campus program or course for approval. The third step is to send the application to the provider if other than Gustavus Adolphus College who makes final decisions regarding student participation in direct-enroll programs at host institutions.

These criteria are approved by the IDPC and may be used by Gustavus faculty who are involved in approving students for January Term or semester length programs:

1. Reason for choosing an off-campus study program. Motivation for applying.
  - a. Academic reasons
  - b. Non-academic reasons
2. Grade Point Average
3. One faculty recommendation and approval signature from faculty advisor
4. Review of student's history of compliance with college policies. (This occurs in two ways: First student self-disclosure on the application form and secondly, by sending a list of applicants to the Registrar's office and the Dean of Students office to identify any students who may be on academic or disciplinary probation).
5. All other things being equal:
  - a. Seniors and juniors have priority over sophomores;
  - b. Regularly enrolled students will have priority over graduated students;
  - c. Gustavus Adolphus students will have priority over non-Gustavus Adolphus students
6. Personal qualities/Interpersonal skills:
  - a. Maturity
  - b. Independence
  - c. Adaptability
  - d. Ability to interact with a group
  - e. Willingness to initiate cross cultural opportunities
  - f. Ability to function in stressful situations
7. Program specific needs.

### *D. Student Probationary Status*

#### **Disciplinary Probation**

Students on disciplinary probation are not permitted to participate in internship, career exploration, off-campus study programs, or in off-campus January Interim courses. Students who register in such programs and courses accept the financial risks associated with being barred from participating should they be on disciplinary probation or suspended when the term begins. These financial risks include, but are not limited to, unrecoverable deposits, fares, reservations, and pro-rated group travel costs. The College reserves the right to remove a student on disciplinary probation from a course or program if it deems such action to be in the best interest

of the student, the College, or the program/course. Parents of dependent students are notified when a student is placed on Disciplinary Probation.

### **Academic Probation**

Students on academic probation are not permitted to participate in internship, career exploration, off-campus study programs, or in off-campus January Interim courses. Students who register for such programs and courses accept the financial risks associated with being barred from participating should they be on academic probation or suspended when the term begins. These financial risks include, but are not limited to, unrecoverable deposits, fares, reservations, and pro-rated group travel costs.

## **III. Policies and Procedures for Gustavus Adolphus College Administered Non-January Term Programs and Courses**

### *A. General Considerations*

The faculty of Gustavus Adolphus College has approved a large number of domestic and international off-campus study programs, each lasting a semester or a full academic year. These programs enroll a significant number of Gustavus Adolphus students each year. Students and faculty evaluate them regularly. (*Note January Term courses are discussed in Off-Campus January Term course selection.*)

Gustavus Adolphus academic credit is routinely granted for successful participation in all of these programs. Although the approved list does not presume to include every quality program, the programs on the approved list are judged to be of high quality. Students who select from this list can assume a quality of instruction, program services, and academic relevance to the Gustavus Adolphus curriculum. They can also assume that appropriate faculty are familiar with these courses and programs. In general there is a readiness to apply these courses to general education and/or major requirements.

### *B. Faculty Advised (Unaccompanied) Programs*

Each program has an on-campus faculty advisor who works in partnership with the staff of the OIE. The program advisor and the Director of OIE bring issues of policy and procedure to the attention of IDPC.

Since opportunities for off-campus study are not only courses but also on-going programs, they need to be reviewed carefully and from a broad perspective. Programs shall be evaluated by means of a returning student questionnaire which reports on the cultural and intellectual experience as well as on practical matters such as the logistics. Students return the questionnaires to the Office of International Education. Program advisors, IDPC, and OIE use results of the questionnaires to review and assess programs. Program advisors and the Director of OIE also evaluate programs through discussions with directors of consortia and other organizations that broker off-campus study programs, including The Higher Education Consortium for Urban Affairs (HECUA), the Council on International Educational Exchange (CIEE), the School for International Training (SIT), etc.

### C. Program Advisors

1. After consultation with faculty and administrators, the Director of OIE will recommend to the Provost of the College faculty members to serve as program advisors. Familiarity with the program is highly recommended.
2. Program advisors will be appointed for three years and may be re-appointed.
3. The program advisor is responsible for these activities in coordination with the Director of OIE:
  - a. Assist the OIE in the recruitment, selection and orientation of students
  - b. Assist the OIE in pre and post-program briefings and reviews
  - c. Consultation on programs, schedules, and planning with program hosts when they visit campus
4. Grades (in coordination with the OIE Off-Campus Study Advisor)
  - a. Advises students concerning which courses may fulfill requirements taken on off-campus program
  - b. Pre-approves area requirement courses, credits and levels, when possible
  - c. Answers student questions from abroad concerning allocation of credits
  - d. Reviews transcripts upon students' return and approves, in coordination with the Study Abroad Advisor and the College Registrar, the number and level of credits and which courses fill which requirements at Gustavus
  - e. Signs grades sheets for Faculty Directed Gustavus courses
5. Each program advisor for a Faculty directed Program (Germany/India) is responsible for coordinating these activities with the *Program Advisory Committee*:
  - a. Academic planning
  - b. Policies and procedures not covered in this document
  - c. Recommendations to IDPC
  - d. Consultation, where appropriate, with departments, area studies faculty, and students
  - e. The Program Advisor and the Study Abroad Advisor will arrange early in each term a debriefing session for all students who were enrolled in each separate off-campus semester or year-long program. This one hour session should cover both academic and logistic elements of the program. The Study Abroad Advisor is responsible for recording the substantive comments from these sessions and making the summary available to the OIE and the IDPC for use in program assessment.

### D. Establishing Pilot Programs

These guidelines apply to the development of semester-long programs, four-month programs, and year-long programs. They do not apply to January Term programs.

An individual faculty member, an academic department, or a group of faculty may propose a new off-campus international or domestic program which will be designated as a pilot program for its first two years. If a student wishes to introduce a pilot program, he/she must work with an appropriate faculty member to develop the proposal. Pilot programs may subsequently become approved international or domestic off-campus programs.

A proposal to IDPC to establish such a program should be the result of information-gathering and consultation with various constituencies. Appropriate constituencies may include academic departments, area studies programs and interested students. The Office of International

Education staff will work closely with faculty members in the process of preparing a pilot proposal.

*(See Appendix I: Establishing Pilot Programs and Appendix J: Program Development and Funding Application Form)*

The proposal must be submitted by February 1 of the academic year **prior** to the first offering of the pilot program and should include:

*NOTE: Faculty normally will be primarily responsible for items 1-6a and the OIE staff will be primarily responsible for items 6b-11. Faculty and OIE staff will be familiar with all items contained in the pilot proposal. Much of the information below is included in provider (IES, CIEE, SIT, etc.) program brochures and websites in proposing an existing program for inclusion as a Gustavus approved program.*

1. The proposed program title as well as a brief abstract of a program that states its purpose and introduces what follows.
2. A summary of discussions with department and/or area studies faculty about how the proposed program fits into the Gustavus Adolphus curriculum overall and into particular programs of study (majors, concentrations); and a statement of support for the proposed program from the department or program chair. This statement shall relate the position of department or program faculty for or against the proposal.
3. A summary of discussions with the Director of OIE about the relationship of the proposed program to current and projected international studies programs and courses. Special attention should be given to the integration of the off-campus program with on-campus programs.
4. Description of the Academic program: (Include any printed or website materials from provider or host institution/site)
  - a. Length (semester, year long, academic calendar dates)
  - b. Focus (For Gustavus students)
  - c. Courses to be offered (if program specific, otherwise copy of host course catalogue)
    - (1) Title
    - (2) Level
    - (3) Credit
    - (4) Prerequisites
    - (5) Possible general education and major requirements
  - d. Staff and their qualifications
    - (1) Host faculty
    - (2) Host administrators including International Student Support Services
    - (3) Other professional staff (i.e. Academic Support, Counseling)
    - (4) Available resources (Library, technology, classrooms)
    - (5) Possible Gustavus faculty program advisor
5. Opportunities for GAC students to interact with student peers and others in the host community.
6. Plans for program evaluation
  - a. Academic
  - b. Logistical
7. Site Specific Details
  - a. How the proposed program balances other geographic offerings of Gustavus
  - b. Information on host site, planned excursions and arrival/departure arrangements
8. A description of the risk management issues regarding health and safety for students and/or faculty. *The IDPC will make the appropriate decisions for each area depending on the level of risk deemed acceptable for each program and/or*

*country and in consultation with appropriate members of the Gustavus Adolphus College Administration. All students and accompanying faculty members are covered either under the ISIC (International Student Identity Card), ISTC (International Student Identity Card) and/or The EIIA, Educational and Institutional Insurance Administrators, Inc.*

- a. Visa status in host country
- b. Housing
  - (1) Options and costs for housing and meal plan
  - (2) Home selection of home stay families

If a home stay experience is part in the program, the following standards must be considered, including:

    - name(s) and credentials for individual or organization setting up the home stay experience
    - actual accommodation for student (e.g. private bedroom or private or shared bath?);
    - meal arrangements;
    - access to kitchen/laundry facilities;
    - number, gender and age of current occupants;
    - distance of home from classroom or academic meeting space, and transportation issues (if relevant);
    - orientation for host families and formal "meet and greet" session between host families and students;
    - stipends
    - any home stay rules, including curfew, alcohol or tobacco use, etc.
- c. Special needs for health and safety related to sites (Include site specific CDC and State Department Consular Information). Provide 24-hour contact information at site.
- d. Ability to accommodate students with disabilities
- e. Proximity of health care practitioners and/or facilities
8. Identification of student audience(s)
  - a. Anticipated number participating and the basis for that estimate
  - b. Number eligible to participate
  - c. Areas of study they are expected to come from
  - d. Criteria for selecting participants
  - e. Proposed channels of publicity to promote the new program
9. Institutional affiliation(s)
  - a. Information about host institution(s)/sponsoring organization(s)
  - b. Expectations and responsibilities of host institution(s)/organization(s)
  - c. Expectations and responsibilities of Gustavus Adolphus College
  - d. Responsibility of GAC faculty member for the program
  - e. Proposed agreements (student/scholar exchanges)
10. A budget
  - a. Program cost and explanation of how it has been determined
  - b. List of what is included in program cost (transportation, lodging, meals, vacation period expenses, etc.)
11. The Director of OIE will advise IDPC of the expected program fee.

IDPC will evaluate the proposal and make a recommendation to the Director of OIE. The IDPC will have the jurisdiction to determine:

1. To implement the program on a pilot basis.
  - a. Maximum and minimum number of student participants in pilot
  - b. Length of pilot status (normally 2 years)
  - c. Rationale and timeline for moving from pilot to full status (subject to faculty approval)
  - d. Assessment process to evaluate quality of program
  - e. Budget considerations
2. To decline to approve the proposal.

The Director of OIE will notify the IDPC each year of the status of all pilot programs being offered by Gustavus Adolphus. Before the end of the pilot period for a program, IDPC will consider whether it is advisable and timely to implement it as a full program. If IDPC supports the move to a full program, it will recommend the change to the Curriculum Committee and then to the full faculty for final approval.

#### *E. Moving from Pilot to Full Programs*

When an off-campus program has completed the period of time set by IDPC for pilot program status, the faculty program advisor will be asked to bring to IDPC the following:

1. A report which should contain a recommendation to approve, continue on pilot status, or drop the program.
2. Support for recommendation must include evidence from the department or program advisor.
3. Feedback from returned students (written or in person).
4. Relevant host institution and program materials such as catalogs, syllabi, course descriptions and curriculum vitae.

The Director of OIE shall provide IDPC:

1. A recommendation to approve, continue on pilot status, or discontinue the program.
2. The full cost of the pilot program per student, including student personal costs in addition to tuition and program fee.
3. Additional costs to Gustavus Adolphus.
4. An assessment of the administrative structure of the host institution, its logistical capacity and any problems encountered during the pilot period (billing, correspondence, orientation, receipt of grades, etc.).

After receiving the above information, IDPC may vote to:

1. Recommend the program to the Curriculum Committee and then to the full faculty for final approval.
2. Continue the program on pilot status for a specified further time.
3. Discontinue the program.

*(See Appendix K for Listing of all Gustavus Approved Programs)*

#### *F. Program Reviews*

IDPC shall review each international and domestic off-campus program every 5 to 10 years. When possible and where appropriate, these reviews should be coordinated with periodic

reviews of departments and interdisciplinary programs. Following each review, relevant information shall be shared with host institutions and/or sponsoring organizations. As part of the review process, the Program Advisor and a former student participant, with the assistance of the OIE, shall present the following information to IDPC:

1. The program title and locations.
2. Host institutions and sponsoring organizations.
3. The program dates.
4. The mission or purpose of the program, along with a brief description.
5. Its academic character, including
  - a. Course descriptions and credits received
  - b. Nature of instruction and types of learning experiences (lecture, seminar, field trips, concerts, tours, museums, etc.)
6. Program staffing on site, including names and general qualifications of faculty, administrators and other permanent staff
7. Evaluations and comments provided by host institution(s) and/or sponsoring organization(s).
8. Prerequisites and criteria used in selecting participants (class year, language proficiency, GPA, etc.).
9. Enrollment and recruitment:
  - a. Patterns during the past three years
  - b. Factors influencing enrollment
  - c. How students are recruited
10. Student evaluations and names of students willing to be interviewed about the program by members of IDPC.
11. Program costs beyond the comprehensive fee.

*G. Faculty Led (Faculty Director) Programs*

Term in India  
Term in Germany  
Semester in Sweden

Each program has a Program Advisory Committee which oversees all academic matters for the program. Members of the Program Advisory Committee are:

1. The program advisor (chair)
2. The Director of OIE (ex officio)
3. The immediate past program director (this position switches immediately upon return to campus)
4. A past student participant
5. The upcoming program director
6. An appropriate area studies faculty member selected in consultation between the Director of OIE and the program advisor.

The program director and the Director of OIE will select faculty members with specialized expertise to consult with the Program Advisory Committee at appropriate times.

The program advisor is responsible for these activities in coordination with the Director of OIE:

1. Selection, orientation, and program director training
2. Pre and post-program briefings and reviews
3. Recruitment of program directors and students

4. Consultation on programs, schedules, and planning with program hosts when they visit campus
5. Developing the program budget
6. Developing the itinerary

Each Program Advisory Committee is responsible for overseeing the academic and logistical integrity of the faculty directed program, including its relationship to on-campus majors, interdisciplinary programs, and concentrations.

The Director of OIE is responsible for correspondence with host institutions and for responding to emergencies related to each faculty directed program.

When policy issues arise regarding faculty directed programs, the Program Advisory Committees will make recommendations to IDPC.

Students are required to take all courses on the program for academic credit

#### *H. Faculty Director & Assistant director (See Appendix L)*

##### 1. Eligibility and Compensation

Faculty Director positions are open to all tenured faculty and administrators who hold appropriate academic qualifications and have been employed by the college for at least six years.

Each applicant for faculty director is asked to designate an assistant director in the application and to include information on the background and qualifications of that person. Responsibilities that the faculty director will share with the assistant director include all non-academic components.

Compensation for a member of the faculty or an administrator serving as faculty director is full salary and benefits for the term of the program and payment of all direct program-related expenses other than personal and incidental expenses. The assistant director receives a stipend, partial benefits, and payment of all direct program-related expenses other than personal and incidental expenses.

Transportation expenses for children of the faculty director and assistant director, who are nineteen years of age or younger and who have not matriculated at the college level, will be covered.

##### 2. Responsibilities:

The faculty director is a key person in the success of the program. The faculty director has primary responsibility for the academic components of the program; however, the faculty director and assistant director assume numerous other roles. Therefore, it is crucial that the faculty director work closely with the program advisor and the Director of OIE. Most communication to persons in the host country should be routed through the OIE. If such coordination and communication efforts are made, the faculty director will find many of the following responsibilities less burdensome and his/her time used more effectively. The semester spent supervising the faculty directed program along with activities on campus in the semesters before and

following the off-campus program, count as one-half of the teaching load for the academic year, typically the equivalent of three courses taught on-campus.

a. *Pre-program responsibilities:*

Develop a course: The faculty director is responsible for developing one course within his/her discipline giving special attention to unique educational, cultural, and/or geographical aspects of field-supervised program

- full course proposal due 16 months preceding program
- course is sent to the IDPC and then to the full faculty for approval

Recruit students:

- the OIE, program advisor, and faculty director share responsibility
- faculty director attends fall and spring Study Abroad Fair organized by OIE and takes part in an interest meeting in February planned by returning group
- general promotion is handled by OIE, but faculty directors must actively promote program

Select program participants:

- the faculty director, assistant director, program advisor, and past faculty director, and two returning student participants form a selection committee. The committee is chaired by and final decisions are made by the faculty director
- each student submits an application form, a transcript, and two letters of recommendation
- the list of students is provided by OIE to the Dean of Students Office. The Dean of Students will notify OIE of students about whom they have concerns
- the list of students is provided to the Gustavus Adolphus counseling office and the academic support center. Those offices will initiate conversations with students about whom they have concerns
- when student files are complete, the committee interviews each candidate and makes recommendations on each student to the OIE who then informs each student of the status of their application.

*(see selection procedures and suggested selection criteria for off-campus study programs)*

Orientation:

- faculty director and assistant director attend orientation retreat and orientation sessions.
- they contribute where appropriate (especially in program-specific sessions)
- they take initiative in development of *esprit de corps* among students

b. *Program responsibilities*

Provide information to overseas coordinators/instructors (before and during program):

- all correspondence with local coordinators and host institutions is initiated by or coordinated through OIE
- Director of OIE is responsible for informing local academic coordinators of due date for grades and ensuring their timely transmission to Gustavus Adolphus Registrar

Logistics:

- travel, room, and board arrangements are preplanned and in most cases prepaid
- faculty director and assistant director have day-to-day responsibility for supervising group activities, confirming onward flights, and serving

as general liaison between host coordinators/ institutions, travel agents, Gustavus Adolphus students and OIE

Finances:

- faculty director and assistant director are responsible for day-to-day monitoring of financial expenditures
- expenditures must be consistent with college-wide policies expenditures and must be consistent with program budget developed by Director of OIE

Assist student adjustment:

- to culture(s)
- to group living
- to family stays

Instructional responsibilities of faculty director:

- teach one course
- help students integrate other course work through discussions and other appropriate means
- monitor other courses in program
- report final grades for own course and all other courses to OIE
- keep students informed of course requirements, due dates for independent studies (in the rare instances approved), drop deadlines, etc.

Support services to students:

- faculty director and assistant director must at times act in roles of Dean of students, counselor, financial consultant, health adviser, etc.

Explore new program options:

- faculty director and assistant director may be asked to explore program development, such as new faculty, accommodations, excursions, or field experiences

c. *Post-program responsibilities:*

Evaluation:

- since international offerings are not only courses but also on-going programs, they need to be reviewed carefully and from a broad perspective
- soon after return to campus, faculty director submits final report to program director and Director of OIE on all aspects of the program, including academic, housing, transportation, field trips, excursions, finances, site coordinators and student group
- students evaluate logistical aspects of program
- faculty director evaluates program: strongly encouraged to solicit student input regarding own course; may choose to use standard Gustavus Adolphus academic evaluation or may instead use an instructor-prepared evaluation tailored to program and own course
- faculty director's report and student evaluations contribute to ongoing Gustavus Adolphus assessment program and are a basis for planning by Program Advisory Committee, OIE, and faculty director for following year's Program
- faculty director shall attend re-entry meetings and activities
- assistant director is invited and welcome to participate
- activities include i) welcome back dinner; ii) reentry meeting—faculty director, program director, Director of OIE, and returned students meet once or more to review program and discuss re-entry issues; iii) interest meeting—conducted in early February by returned faculty directors and students, it

- includes slides and presentations about program
- returned faculty director is a member of committee to select students for next program
- returned faculty director attends orientation retreat as resource person
- returned faculty director and assistant director revise handbook

Faculty director position openings shall be announced through the *Faculty-L* at least three years before the start of the program. Applicants will be asked to complete the Faculty director/Assistant director application, which includes a brief statement about interest in the program, qualifications, and a general description of a course the applicant proposes to teach. The Director of OIE receives applications and forwards them to the selection committee.

Each applicant shall be interviewed. The interview committee will include the Director of OIE, two program directors for faculty-led programs, at least one returning student from the same program, and the chair of IDPC who will chair the interview committee. The committee will make its recommendations for appointment to the Provost of the College. Final responsibility for appointment rests with the Provost of the College.

If the committee recommends a candidate who is an administrator who does not have affiliation with an academic department, the Provost of the College in consultation with the appropriate department and division chairs will confer faculty status according to the provisions for part-time faculty appointments.

In making selections, the committee shall take into account these factors:

- a. Anticipated strength of applicants to work with a group of students over an extended period of time in stressful situations and under differing cultural conditions.
- b. Availability of applicants to participate in student recruitment, orientation, and re-entry in the academic year prior to and the semester that follows the study abroad program.
- c. Expertise in program content, geographic, and cultural knowledge of host site(s), or the potential for this expertise to develop.
- d. The appropriateness and strength of course proposed to be taught by applicants.
- e. Professional development considerations, including the potential for strengthening the on-campus curriculum and programs as a result of the study abroad experience.
- f. Potential for strengthening international programs at Gustavus Adolphus through continued involvement and support across the campus.

The department's, department chair's and the Provost's support of a faculty applicant to be faculty director are important. For the professional welfare of faculty leading a field-supervised program, departments are encouraged to consider the significant professional benefits that program participation can have for individual faculty, for the academic programs of the department, and for the students, faculty, and curriculum of the college as a whole. The faculty director applicant must address the issue of how and if they will be replaced during their period of absence from the College.

### 3. Deadlines

Interested faculty are encouraged, as a first step, to talk with the Director of OIE, at least a month before the application deadline about their interest in applying, and request information about the positions and application forms. Applicants should submit the complete application to the Director of OIE by the stated deadline. (*See Appendix L*)

### 4. Course Guidelines

Although general college policy discourages requiring work of students prior to the beginning of a course, a certain amount of preparation is essential for students intending to participate in a study abroad program. They spend time filling out applications, being interviewed, attending orientation sessions, meeting with their group, and meeting individually with their faculty directors. In addition, they can be expected to do preliminary study (familiarizing themselves with the history, geography, and cultures of the countries to be visited) before departure. It should be assumed, however, that in the summer months before a program begins, most students will be committed primarily to earning money to cover their expenses.

The faculty director, in planning his or her course, should take into account constraints that the study abroad environment places on students' academic work. In particular, access to library resources will be very restricted, students will have fewer large blocks of uninterrupted time for reading and research, and their motivation will be divided between "academic" and "experiential" components of learning. On the other hand, the faculty director can expect exceptionally high enthusiasm and a determination to learn and to get as much as possible from the program. Although students' time is often fragmented, there is time for reading and writing. In addition, there is a unique sense of an "expanded classroom," in which virtually everything the student encounters can become relevant to the concerns of courses.

Faculty directors are asked to consider the following specific recommendations:

- a. Courses should be designed to capitalize on resources and opportunities special to the program and, if appropriate, to suit the transient nature of the stay in each location. It is best to seek advice from former faculty directors on this matter, preferably early in the planning process.
- b. If research projects are required, they should be compatible with the computer and library facilities that will be available to students abroad. In the absence of adequate computer and library resources, field research may be the only practical alternative.
- c. Because students' time will be fragmented and because they will undergo a continuous barrage of new information and experiences, some traditional methods of evaluation, such as a single, large research paper or one major final examination, may not be effective. Alternatives, such as journals, notebooks, and shorter, more frequent examinations or papers should be considered.

## IV. OFF-CAMPUS JANUARY TERM COURSES

(See Appendices M, N, O and P)

The January Off-Campus Study Term differs from the regular semester in two principal ways: its brief length, approximately four weeks; and the immersion of students and faculty in a highly focused academic pursuit for that time period. Because of these differences, the mission of January Term is to provide ways for faculty and students to take advantage of this term's unique qualities in developing courses and other learning opportunities that enrich and expand upon the College's regular semester curricular offerings. The interim experience calls for balancing educational tradition with innovation, study within a general framework that is likely to be interdisciplinary and culturally focused in perspective, and preparation of students to lead lives of leadership and service. The Off-Campus Study January Term provides opportunities for courses that are innovative, experimental, and/or interdisciplinary. *Note the following January Term regulations as printed in the Gustavus Academic Bulletin (2007-2008) on page 48)*

1. First Year students are strongly advised to enroll in a January course. This may be an on-campus course or a Gustavus or consortium approved study-travel course. First-year students may not enroll in career explorations or independent studies.
2. Students on academic or disciplinary probation are not permitted to enroll in career explorations or other off-campus courses. This means that students on probation in the spring may not pre-register for a January travel course, and students on probation in the fall will not be registered for off-campus courses for the following January, even if they were pre-registered in the spring or summer.
3. In courses with a grading option, students will select their option and formally notify the instructor before the third day of the Interim (the add/drop deadline).
4. January Term courses *normally* may not count for major or general education requirements.
5. No January course (even if pre-approved for general education or a departmental major) can count toward the 32 regular semester courses required for graduation.

Please consult the January online catalog published at the end of September for more detailed information.

### A. *Gustavus Adolphus January Term Course Proposal*

Off-campus study domestic and international January Term courses are central to the Gustavus Adolphus global mission. Such courses are designed to capitalize on opportunities unique to the locations where they are taught and to integrate classroom instruction and experiential learning activities into a well-conceived whole. When appropriate for academic and other reasons, affiliations with local academic institutions are encouraged.

Proposals for off-campus January Term courses shall demonstrate the suitability of the course to the college curriculum. Furthermore, they shall provide a rationale for conducting the course off-campus by explaining the significance of the location(s) to the overall educational experience. The proposal shall provide a clear picture of the careful integration of course content and on-site living and learning opportunities. IDPC may request additional information about your course during the review process or request revisions prior to approval.

The January Term Instructor may teach only the approved course during the program. He/she may not modify the focus or level of the approved course. Because of the intensive nature of

January Term off-campus study courses, faculty members teaching these courses must obtain approval from the Director of the Office of International Education to supervise independent study/independent research or internship/career exploration projects during the January term.

New Proposals are due in the Office of International Education on October 20 of the academic year prior to the year of the proposed course. Letters of Intent for offering a repeat January Term course are also due in the OIE office by October 20. (*See Appendices M and N*)

*NOTE; Faculty member proposing a January Term off-campus program are requested to include a statement regarding their plans to have any individuals (family or staff) accompany them on the program upon submission of the proposal)*

1. General guidelines
  - (a) A January Term course that has not been offered during the last four years is considered to be a new course. Faculty adapting an on-campus course to an off-campus January Term must submit a new course proposal with a course number different from that of the on-campus course.
  - (b) Each course shall have a well defined focus, whether disciplinary or interdisciplinary.
  - (c) Pre-requisites shall be appropriate to course goals.
2. Instructors should address how courses fit into departmental or interdisciplinary programs and how they relate to existing programs in the same geographic area. Faculty members are encouraged to speak to area studies programs and their department chair in advance of submitting a proposal.
3. Instructors shall be mindful also of the intended audience(s), whether majors, non-majors, or both.
4. The January Term proposal should provide an accurate and complete summary of all activities associated with the course, including any non-traditional or experiential activities.
5. Academic guidelines
  - (a) Courses shall have academic integrity and coherence. The relationship between course content and the course location(s) should be articulated clearly. Instructors should give careful thought to the integration of course readings, lectures, site visits, and appropriate methods of evaluation.
  - (b) Courses shall normally combine experiential learning with more traditional academic learning.
  - (c) The type and amount of work required of students shall be appropriate to the focus and level of the course and compatible with living and traveling conditions. The academic expectations of the course should be comparable to on-campus courses. Students need to know in advance how they are to procure assigned reading materials (by purchase before departure, purchase on site, or the use of libraries). When students are expected to carry out research projects, faculty should ensure that libraries or other research facilities are available and adequate. If English is not the language of the location of the course, careful thought should be given to how students will carry out their course work and interact with local populations.
  - (d) The time devoted to classroom or course-related-activities shall be at least as much as for on-campus January Term courses, and normally significantly more. Faculty should submit a preliminary daily schedule that outlines how mornings, afternoon and evenings will be spent. As a general guide, faculty normal schedule at least two of the blocks (i.e. morning and afternoon or afternoon

- group scheduled activities in order to take advantage of the off-campus site.
- (e) Means of evaluation shall be clearly stated, realistic, adequate and appropriate for the course.

7. Itinerary

- (a) In preparing the itinerary, faculty should balance the academic integrity of the course, the logistics and cost of travel. Faculty are encouraged to consider carefully the number of sites they propose to visit, their geographical proximity to each other, and the time that will be spent traveling between them.
- (b) Instructors must make a good case for the amount of travel they propose.

8. It is expected that the duration of an off-campus January Term (not including travel days) will be consistent with the length of the on-campus January Term.

9. Course title and draft catalog statement

- (a) The course title shall reflect the disciplinary or interdisciplinary focus of the course as well as the *place* in which it is taught.
- (b) The draft catalog statement shall describe the main theme or focus of the course, and identify its main elements (such as readings, lectures, site visits, independent research and how students will be evaluated), in addition to the itinerary.

10. Course enrollment

A suggestion for a minimum and maximum number of participants should be prepared and accompanied with a rationale for those numbers. Generally speaking, off-campus January Terms courses taught by a single instructor enroll a minimum of 10 students and a team-taught course has a minimum enrollment of 20 students.

11. Review of new course proposals:

To propose a new off-campus January Term course, faculty need to complete a new course proposal available from the Office of International Education. Proposals (including an estimated program budget) are due at the OIE office on October 20 of the academic year prior to the year proposed for the course (14 months in advance of the actual January term). **The OIE staff is happy to work with faculty throughout the development of a new course proposal especially in the area of a proposed budget.** A new course proposal (first time offered) requires initial approval of IDPC for one year. A member of the faculty should have a back-up plan for their on-campus teaching if due to low enrollment the off-campus course is cancelled. If this new proposal is to also be considered for the following January Term (26 months in advance) a letter of intent including signatures of appropriate department chairs should be submitted to OIE by October 20 (2 months prior to the initial proposed offering). By February 15<sup>th</sup> (10 months prior to the proposed second offering) the following items should be submitted to IDPC:

- Copy of the original proposal
- Major, concentration or GE approvals
- Copy of the actual syllabus, itinerary and budget used
- A report on the first offering of the class, including a detailed plan for the changes in itinerary, budget, course syllabus and any other arrangements.
- After a January Term course is approved for the second offering, it is considered an “on-going January Term”.

Faculty and departments are encouraged to arrange 3-1-2 or equivalent teaching loads for all faculty proposing off-campus January Term courses. A member of the faculty

will then be able to replace a canceled off-campus January Term course with another course, either during January Term or during Semester II.

12. Review of on-going January Terms

Instructors proposing off-campus January Term courses already approved by IDPC as on-going and conducted within the previous three years (by themselves or by someone in the same department) need not submit a new course proposal for review by IDPC. Instead, they should send a letter of intent along with a copy of the most recent course syllabus to OIE by October 20. This letter is indication of the department's intent to offer the course again and should describe any changes instructors intend to make in the course (such as a change in course title, shift in content, the overall structure, sites visited, student work load, grading policy) and a revised budget. This letter is to be signed by the instructor and by the department chair. Signature of the department chair confirms approval of the January Term by the department.

13. Faculty eligibility

Any faculty member, with approval of the department chair, may propose an off-campus January Term course to be taught during the second year or a subsequent year on the Gustavus Adolphus faculty. Only the person proposing a January Term course shall teach the course. A January Term course instructor shall be familiar with the country (ies) included in the itinerary. Retired faculty members are eligible to serve as off-campus instructors.

14. Teaching load

Normally, January Term courses are taught by an individual faculty member. A team-taught course may be possible contingent upon:

(a) Approval of department(s) and Provost with regard to teaching loads.

Consideration should be given to on-campus guidelines regarding student enrollment for team-taught courses.

(b) Instructional costs not being added to the program costs for either faculty member.

*B. Mentoring Program*

To provide opportunities for Gustavus Adolphus College faculty to gain experience in leading off-campus programs, January Terms enrolling 20 or more students and taught by a single faculty member may include a second faculty member (mentee) who would accompany the January Term group and serve as assistant to the faculty instructor (mentor).

**The following guidelines apply:**

1. The mentee must not be scheduled to teach during the January Term. Serving as a mentee does not count as teaching a course, so the mentee will normally have a 3-0-3 teaching load.
2. A faculty member who wishes to be considered for the mentoring program must make his/her request (in writing) to the Director of OIE.
3. The faculty member wishing to serve as a mentee should first contact the Director of the Office of International Education. The Director of the OIE will conduct the discussions with the possible mentors.
4. The request should include the signature of the mentee's Department Chair signifying approval of the mentee's involvement in the Mentoring Program
5. The faculty instructor (mentor) must have taught at least one off-campus program prior to the start of the mentoring program.

6. All direct program costs (including travel, accommodations, 2 meals per day) for the mentee will be covered by the development fund of OIE.
7. A faculty mentee is expected to devote his or her entire effort to the program. Generally, family members may not accompany a mentee.
8. Applications should be submitted one year prior to the start of the January Term period for which the mentee is applying.

### C. Student eligibility

Each course instructor shall establish selection criteria for his/her own off-campus January Term course and describe them in application materials. Applications and acceptance deadlines will be provided by OIE by early April and instructors are asked to make every effort to comply with them. Applicants for off-campus study programs should be in good academic standing at Gustavus. A minimum GPA of 2.75 is required for participation in off-campus study.

Regular students must register to take the Off-Campus January Term course for credit. No student may participate in an off-campus January term who is not registered for the course.

### D. Health and Safety

In the interest of the health and safety of participants in off-campus January Term courses, these conditions shall be observed:

*NOTE: Proposals are asked to provide a description of the risk management issues regarding health and safety for students and/or faculty.*

1. January Term courses shall only be offered in countries with which the United States has official relations and for which no Department of State Travel Warning has been issued.
2. Instructors shall arrange for means to contact the Gustavus Adolphus campus either at or near the site(s) of proposed courses, and shall have a clear communication link to the campus. Regardless of the location(s) of a January Term course, instructors are encouraged to be prepared to respond to health and safety problems, whether emergency or routine in nature.
3. All January Term courses must comply with Gustavus Adolphus College Off-Campus Study policies and procedures  
(*For the Alcohol Policy for faculty-led January term programs, see Appendix H*)
4. All home-stays shall be arranged in accordance with OIE best practice guidelines.  
(*see page 9 of this document*)
5. Information regarding transportation
  - Land Transportation (Provider, cost)
  - Air Transportation (Provider, estimated cost)
6. Access to Medical Facilities
  - a. English speaking physician(s)
  - b. Proximity to location of student group
  - c. Payment options at medical facilities (insurance?)
  - d. Access to pharmacy (cash? insurance?)
7. On site contact information: telephone, fax, email (24 hours, 7 days/week)
8. Proximity to US Embassy or Consular Office
9. Specifics regarding use of cell phone at site

10. Capacity to accommodate students with disabilities or special needs
11. Identification of student audience(s)
  - a. Anticipated number participating
  - b. Number eligible to participate
  - c. Areas of study they are expected to come from
  - d. Criteria for selecting participants

*The IDPC will make the appropriate decisions for each area depending on the level of risk deemed acceptable for each program and/or country and in consultation with appropriate members of the Gustavus Adolphus College Administration. All students and accompanying faculty members are covered under either the ISIC (International Student Identity Card), ISTC (International Student Identity Card) and/or The EIIA, Educational and Institutional Insurance Administrators, Inc.*

#### *E. Budget Issues*

All off-campus study January Term course proposals will include a budget estimate in consultation with the staff in the Office of International Education.  
(See Appendix N)

While care should be taken by the instructor to hold costs to the student to a minimum, the costs associated with the instructor's participation should be built into the fee charged to the student.

1. Instructors shall develop budgets in cooperation with OIE. Instructor's salary and benefits are met through the operating budget of the college. Participating students pay a fee for all other January Term expenses.
2. Program budgets are to be submitted with the new course proposal or with the letter of intent. Budgets for off-campus January Term courses that have been taught before shall be updated by the faculty, in cooperation with the staff of OIE, during the month of February.
3. It is expected that off-campus January Terms will operate at the cost stated in the off-campus January Terms brochure published in April.
4. Pre-course cost adjustments will be made, prior to December 1 (the month prior to travel), if changes in airfare and/or exchange rates result in a difference of greater than 5%. This adjustment can either reduce or increase the cost of a January Term.
5. Post-course refunds to students will be processed according to the following policy:

If the fund balance (amount remaining at Gustavus Adolphus and the amount returned by the instructor) at the end of a January Term is \$75 per student or greater, the full amount will be refunded to the student. If the fund balance (amount remaining at Gustavus Adolphus and the amount returned by the instructor) at the end of the January Term is less than \$75 per student, the full amount will be directed to OIE to cover deficits in other January Term budgets and to support January Term program development. This policy encourages January Term instructors to return unused funds to campus rather than handing them out on site; it reduces the expectation of students of a hand-out at the end of January Term; and it eliminates the need for OIE to process small amounts of money.

#### *F. Final Report*

At the conclusion of the January Term, OIE will ask students to complete an electronic evaluation concerning organizational and logistical aspects of the course. OIE uses the results in reviewing subsequent January Term proposals.

In addition to the OIE questionnaire, January Term instructors must submit the following:

A final financial report to the Director of OIE by February 15.

A narrative report to the Director of OIE and to the instructor's Department Chair by March 1.

*(See Appendix O)*

***NOTE:*** *In the case of a January Term being offered for a first time and proposed for a second year, the narrative report and the financial report must be submitted by February 15.*

Faculty are strongly encouraged to have students evaluate the academic component of the course. This may be done by utilizing the online student feedback system. Information about course content and the impact of the January Term experience on students' program of study and cross-cultural learning and understanding contributes to the ongoing Gustavus Adolphus assessment program and can be included in the narrative report.

#### *G. Non-student participants accompanying off-campus January Terms*

Persons who are not registered for the January Term course are prohibited from participating unless approval is obtained from the Director of OIE. Faculty spouses are permitted to accompany the faculty member but will pay their own expenses except as noted below in section H. These arrangements must be discussed with the Director of OIE at the time of the faculty application for the program. Faculty members wishing to include dependent children on Gustavus-led programs are required to include this information in their application to lead the program. Special attention should be given to addressing the issues of child-care during the program and the cost of accompanying family members.

#### *H. Backup Policy*

On all Gustavus Adolphus College faculty-led off-campus January Terms, OIE will guarantee the presence of support personnel. The backup person is necessary in the event that an emergency situation often requires the faculty member to attend to the emergency and at the same time provide supervision for those in the group not affected by the emergency. The choice of personnel will be made by the Director of OIE in consultation with the IDPC. The variables involved in determining appropriate support for an individual January Term program include but are not limited to the following:

1. Presence of on-site support personnel, usually a provider at the host site.
2. Possibility of a faculty mentee assigned to a particular January Term
3. Possibility of an accompanying person (spouse, retired faculty member, colleague)
4. Potential impact on the program fee

In each case, the costs for support personnel will be covered by OIE development funds, increased program fee, or other funding sources. Responsibilities for support personnel will be articulated in a written statement at the time of the appointment.

The OIE reserves the right to make all final decisions concerning appointments of off-campus January Term support personnel. The following expenses will be covered for approved

back up persons:

- Transportation
- Two meals/day
- Accommodation
- Admissions

*(See Appendix P)*

## V. Independent Study, Internships and Career Exploration

Experiential learning theory holds that student learning can occur in an internship setting when: students establish clear, thoughtful learning objectives; students have an opportunity during the internship to analyze and synthesize information, problem-solve, research, and write; and students reflect on the experience during and after the internship.

The Internship Program at Gustavus Adolphus College provides these conditions as it offers students learning experiences in a variety of business, arts, social service, government, scientific, and other settings. The program consists of two components—Semester/Summer Internships and January Term Career Explorations.

Semester and summer internships provide students with entry-level pre-professional experiences, designed to enhance and build skills. Career Exploration is designed to give students an opportunity to work and observe in a professional setting, clarify major and career goals, and plan future course work. Both forms of internship frequently make subsequent course work more meaningful and often lead to increased class participation.

Internship Program Policies *(From the 2007-2008 Gustavus Academic Bulletin, pp.45-46)*

- (1) A student is permitted to count a maximum of four internship/career exploration credits toward graduation requirements. Credit toward a major is determined by the individual department.
- (2) All internships and career explorations are graded on a Pass/Fail basis.
- (3) A student on academic or disciplinary probation will not be permitted to enroll in an internship. The College reserves the right to remove a student from an internship if the student is placed on probation during the internship period.
- (4) Semester/summer internships are open to juniors and seniors; Career Exploration is open to sophomores, juniors, and seniors.

Responsibilities of the Internship Faculty Sponsor *(Career Center Policies)*

In addition to being informed about the policies and practices of the Internship Program, and providing feedback on the program to the Internship Director, a faculty sponsor assumes the following responsibilities during an Internship or Career Exploration.

Prior to the Internship:

- (1) Assists the student in the formulation of learning objectives and strategies.
- (2) Devises academic assignments appropriate to the nature, amount of course credit, and duration of the internship.
- (3) Signs the Registration Form, noting the above assignments as “Means of Evaluation.”

During: Communicates with the student periodically, either by phone or email during the internship experience.

After:

- (1) Collects and assesses academic assignments at the conclusion of the internship. Ideally, a personal meeting with the student at this time helps provide closure to the internship experience. You will also receive a copy of the Performance Evaluation from the site supervisor.
- (2) Files a grade of Pass or Fail with the Registrar.
- (3) Reminds the student to attend a “Wrap-Up” session led by the Internship Director, to discuss the internship experience and to reflect on its connection to other academic work.
- (4) Provides the Internship Director with feedback on internship sites (especially outstanding positive or negative experiences).

Students applying for an international or domestic Internship or Career Exploration must complete the form supplied by the Career Center Office. This form must then be submitted to the Office of International Education to complete additional information prior to final approval by the Career Center Office. (*See Appendix R*)

Students applying for an international Independent study must complete the Registrar’s form for this purpose including the signature of the faculty supervisor. This form must then be submitted to the Office of International Education to complete additional information prior to final approval by the Registrar’s Office. (*See Appendix R*)

# APPENDIX A

## GUSTAVUS ADOLPHUS COLLEGE OFF-CAMPUS STUDIES PHILOSOPHY, POLICIES, AND PROCEDURES

### PHILOSOPHY

Gustavus Adolphus College has established and approved Off-Campus programs for the benefit of students. These programs are by nature experiential; but they are also designed to be full academic experiences. The traveling, with its varied experiences, is not in itself justification for the existence of these programs. They have a solid academic base. They are often physically demanding as well.

When a student accepts a place on one of these programs they agree to support the policies and procedures set down to help ensure the success of the program. Students have a responsibility to make the program the best possible personal and academic experience by supporting the following policies and procedures. Remember that there are both freedoms and limitations involved in off-campus study.

All off-campus study programs may involve risk. It is the responsibility of students and providers to take whatever steps are necessary to minimize those risks. Every effort will be made to protect the health and safety of students on off-campus studies programs but the Gustavus Adolphus College, the Office of International Education, or members of the Gustavus faculty or administrative staff cannot guarantee a risk-free environment or accept responsibility for accidents or illnesses on a study abroad program.

### POLICIES AND PROCEDURES

Students are expected to conduct themselves in a responsible and mature manner at all times. This includes being sensitive to cultural dress, norms and behavior in the sites visited. The Faculty Director on Gustavus led programs will inform students of the appropriate dress, norms and behavior in each site, and it is the responsibility of each student to adhere to these requirements.

Program Supervisors have the full authority to act on behalf of Gustavus Adolphus's faculty and administration in any matter concerning the academic program, travel procedures, or student personnel. Should it be decided that a student must be separated from the program because of violation of rules, disruptive behavior, or conduct which could bring the program disrepute, that decision will be final. Separation from the program will also result in loss of academic credit.

### TRAVEL COORDINATION

Traveling requires organization and coordination. Schedules for travel, movement at airports, and other areas concerning travel arrangements will often necessitate a certain regimentation. Students are obliged to cooperate in this regard, realizing that it is imperative to follow the directions of one person at such times.

## ATTENDANCE

It is essential for students to be in attendance in all classes and other scheduled activities while on an Off-Campus program. The future of our programs depends upon the good will of our coordinators, professors, and guides off campus. Gustavus Adolphus must protect that good will by *requiring* that students be present at every scheduled class and activity. In most foreign countries, it is an insult to be absent from the classroom or scheduled activity.

## DRUGS AND ALCOHOL

All U.S. legal restrictions on use of drugs apply to all Gustavus Adolphus College Domestic programs.

Foreign visitors in countries abroad are particularly vulnerable when it concerns violations--intentional or unintentional--of local rules and regulations concerning alcohol and, in particular, drugs. The process of law and punishment is far more arbitrary than within the United States and more often than not may lead to prolonged imprisonment under substandard conditions. Consequently, it is of utmost importance for the welfare of the individual that extreme caution and prudence be applied when it concerns these matters.

The use, purchase, or sale of illegal drugs (hallucinogens, narcotics, stimulants, or depressants) is a critical issue. Any student who uses, buys, or sells illegal drugs will be expelled from the program and immediately returned to the United States at his/her own expense. **One violation will be cause for removal from the program.** Separation from the program will result in loss of academic credit. The cost of legal advice, fines, and return travel must be borne by the violator.

Gustavus Adolphus College prohibits the unlawful possession, distribution, or use of illicit drugs and/or controlled substances on any property owned by the college or in any program or activity sponsored by the college in any location.

Anyone violating college policy regarding alcohol, illicit drugs, and/or controlled substances will be subject to disciplinary action.

## OPERATION OF MOTOR VEHICLES

There are risks involved in operating any motor vehicle. It is strongly recommended that students do not operate a motor vehicle in another country. Traffic laws and regulations differ from those in the United States. In some countries, an international driver's license is required. If an accident occurs, you may find yourself responsible for all damages and costs. You must therefore assume responsibility for your own safety.

## VISITORS

Participants on the programs are reminded that visits by family members or friends must first be approved by the program or site director. All visitors must make their own arrangements for travel, housing and food. Gustavus students on off-campus programs cannot offer housing accommodations, meals or participation in classes and/or field trips to non-participants without the approval of the Program Supervisor. Any costs connected to these visits will be borne by the visitors.

## INDEPENDENT TRAVEL AT END OF PROGRAM

Many students make arrangements to remain on site and/or travel rather than return directly to the United States at the end of a program. Gustavus responsibility for students on off-campus programs ends at the time the group flight departs to return to the United States or at the scheduled end of a domestic program. Students assume full responsibility at that time.

## GENERAL RELEASE

Gustavus Adolphus College reserves the right to make cancellations, changes or substitutions in case of emergency or changed conditions or in the general interest of the program.

## INSURANCE

All participants should have sufficient health, accident, disability, hospitalization and personal property insurance to cover themselves during their participation in a program. None of the fees paid to Gustavus College for the Off-Campus study programs are used to pay for such insurance. Gustavus Adolphus College has no obligation to provide such insurance. Students are required to have the EIAA card which includes a minimum coverage for emergency health care, emergency evacuation and repatriation situations.

## HEALTH CONCERNS

It is to your advantage to provide information about current or past medical problems of which the Instructor or program site administrator should be aware.

In cases of illness of a student, the Program Supervisor will consult with local medical authorities regarding hospitalization and treatment. In emergency situations the Program Supervisor will authorize required surgery, but in non-emergency situations will only order surgery upon receipt of parental authority.

If, in the judgment of local medical staff, serious illness warrants return to the student's home, the Program Supervisor will make the necessary arrangements for such return and advance funds for return travel if needed. The OIE will make clear to the person involved that such financial assistance will require repayment to the college at the earliest opportunity.

In the case of medical withdrawal, the student will receive a refund of recoverable room and board charges. The student must submit a physician's statement to OIE along with a request for the return of funds.

*Note: Depending on the program, the Program Supervisor may be one of the following:*

- A. Accompanying Gustavus Adolphus College Faculty Member*
- B. On-Site Program Coordinator*
- C. Program Advisor*
- D. Program Director*



## **APPENDIX B**

### **Off-Campus Credit and Grades**

1. Students normally complete the same number of courses on an off-campus program as they would on the home campus.
2. Students considering an off-campus program must consider major and either Curriculum I or Curriculum II requirements to ensure participation will not jeopardize normal progress toward graduation.
3. Courses count toward Gustavus Curriculum I or II requirements where appropriate and, at the option of the department concerned, toward a student's academic major.
4. An exception is made when courses are worth fewer than three semester credits at a foreign university. See each program description for specific information on credits.
5. Students do not receive transfer credit if they make their own arrangements to enroll in a program with which Gustavus has an approved program. If a student is to receive academic credit, registration must be through Gustavus Adolphus College.

#### **Grades**

Gustavus sponsored off-campus programs (including those through other schools or consortia, as long as they are Gustavus approved) offer letter grades that do not count in the GPA. There are two exceptions:

1. A course taught by a Gustavus professor.
2. A full-year program gives a student course credits toward the number of computable courses required for graduation even though none of the letter grades from a full-year program are computed in the GPA.

Some graduate and professional schools reserve the right to include off-campus program grades in computing a GPA and do so retroactively.

## **APPENDIX C**

([http://gustavus.edu/facultybook/facultyhandbook/section1.php#Anchor\\_1\\_2\\_2\\_3](http://gustavus.edu/facultybook/facultyhandbook/section1.php#Anchor_1_2_2_3))

### **INTERNATIONAL AND DOMESTIC PROGRAMS COMMITTEE (IDPC)**

#### ***A. Functions***

1. To work with administrative offices and other faculty committees to support the college's mission of fostering an international perspective within the Gustavus community.

*Fostering an international perspective includes issues involving off-campus study, on-campus curriculum, on-campus co-curricular student life engagement, international students and faculty, visiting international scholars and faculty and program development. The role of the committee is to design and implement various methods to promote and support these activities.*

2. To review and make recommendations as appropriate regarding off-campus study issues such as geographic representation, disciplinary and interdisciplinary representation, budgeting, liability and transportation.

3. To approve and implement the off-campus studies policy manual for Gustavus Adolphus College.
4. To consider proposals for off-campus domestic and international programs and courses. Particular attention will be paid to their conformance to the off-campus studies policy manual. Recommended proposals will be sent to the curriculum committee for curricular approval.
5. To consider and approve repeat off-campus January term course proposals.

*Consideration of repeating off-campus January term courses will not require action by the curriculum committee. However, these courses will still need to be examined and approved by the IDPC, in particular to insure that they comply with the Off-Campus Studies Policy Manual.*

6. To review and make recommendations in support of the mission of the Office of International Education including: evaluation and assessment of existing off-campus study courses and programs offered both by Gustavus other institutions; study of the feasibility and initiation of new off-campus study courses and programs of the College; promotion of off-campus study among students and faculty; advising and assistance regarding recruitment, admission and support of international students; recruitment of visiting international scholars in cooperation with academic departments and programs.

*A major task of this committee will be to examine and evaluate all approved off-campus study courses and programs and develop a more functional listing of offerings available for Gustavus students in the off-campus environment.*

7. To consider and recommend field directors for Gustavus term programs such as the term in Germany and the term in India.

*It is the hope of the committee that members will play an important role in the approval of new Gustavus owned and operated semester length off-campus programs and play a critical role in the selection of faculty members to lead these programs. Final approval of field directors will be made by the Provost.*

8. To hear appeals of decisions made by the Office of International Education.

### ***B. Membership***

1. Nine faculty members, five elected by divisions and three elected at-large, with-staggered terms, plus one faculty member appointed by and from the curriculum committee.
2. Two students selected by the Student Senate. It is strongly recommended that at least one student have previous experience on a Gustavus off-campus study program and, ideally, that each student be willing to serve a two-year term.
3. Non-voting ex officio: Provost or designee, Director of January Term, Director of International Education, Director of Multicultural Programs, Chair of the Department of Education or designee, Chair of the Department Of Nursing or designee.

# APPENDIX D

## International Education Office Administrative Structure

**JOB DESCRIPTION:** Director of International Education

**REPORTS TO:** Provost and Vice-President of the College

1. Maintain working familiarity with all aspects of the office and programs of the International Education Office.
2. Supervise the staff of the International Education Office in:
  - a. Preparing annual budget requests for international and off-campus study.
  - b. Preparing annual office operating budget
  - c. Determining program fees for all programs.
  - d. Planning, on-going support and evaluation of all international and off-campus programs in cooperation with faculty, program advisors, field supervisors, IDPC, and relevant faculty members and committees.
  - e. Coordinating international and off-campus arrangements including bidding and booking transportation and accommodation, visa procurement and other logistical arrangements, correspondence with institutions and individuals at host sites
  - f. Coordinating on-campus arrangements, including: advising, informational meetings, application and selection process, orientation and re-entry, publications, assessment of programs, communication with off-campus students, faculty and parents, transfer of grades and credits.
  - g. Coordination of logistics including recruitment, applications, orientation, and on-campus support for International Students and Scholars.
  - h. Coordination of health, safety and liability issues.
3. Serve as ex-officio member of the International and Domestic Programs Committee (IDPC) and the Curriculum Committee
4. Develop and implement long-range/strategic plans for all off-campus programs in consultation with the Provost, the staff of the OIE and the IDPC. Work closely with faculty on initiatives to *integrate* the global perspective on the Gustavus (internationalization) .
5. Advise or serve on other college committees as requested by the Provost of the College.
6. Develop and implement methods for active promotion of off-campus study both on campus and off campus including working with parents, perspective students and the media.
7. Continue and expand efforts to attract and support multicultural students on off-campus programs.
8. Facilitate the planning for new off-campus programs and continue to assess the validity of existing programs.
9. Be active in professional off-campus study organizations.
10. Assist whenever possible with Gustavus Office of Admissions, the Business and Treasurer's Office, Financial Aid, Development and Public Relations.
11. Serve as liaison between the OIE and Administrative offices of the College
12. Annually review job performance and make salary recommendations for staff in the OIE.
13. Negotiate and maintain agreements with institutions of higher education on behalf of the College.
14. Recommend to the Provost the appointment of faculty as program leaders and advisors and work with them on the promotion and preparation of off-campus study programs.
15. Develop initiatives that focus on the importance of cross-cultural awareness and training for faculty and students.

**Assistant Director:** January Term Program Coordination, Office Management

**Off-Campus Study Advisor:** Student Recruitment, Advising and Orientation

**Finance Manager:** Budget, Billing, Visa Management

**International Student. Faculty & Admission Coordinator:** (International Students/Scholars)

# APPENDIX E

## Crisis Management Plan Gustavus Adolphus College Off-Campus Study Programs

**October 8, 2007**

Technological change and political turmoil have altered the administration of off-campus study programs in a manner that early program developers could not have conceived. One must distinguish between real and perceived emergencies. *Real emergencies* include natural disasters, outbreaks of violence, arrest, injuries, and similar events that pose an immediate threat to students and staff. *Perceived emergencies*, often viewed more seriously by those at home than those in the overseas program, result from events that are not immediately threatening to the health and safety of students and staff.

Both types of emergencies require a response from the home institution, and that response will be most effective if it is grounded in a well-reasoned master plan. Although no plan will apply to every situation, a common set of factors must be examined in every case. These have been organized below in the form of a checklist that can be used to guide response by Gustavus Adolphus College to emergencies facing a study abroad program.

Note: Gustavus will not allow students to begin a program at a site that is designated by the U.S. State Department as existing under a travel warning.

### **Before a crisis occurs abroad, the Office of International Education will:**

1. File the names of the study abroad travelers, itineraries, and emergency contact information with the U.S. State Department.
2. Provide faculty leaders of off-campus study programs with contact information at the College in case of emergency.
3. Conduct a training session for all faculty members leading groups of students on off-campus study programs.
4. Develop and regularly review our list of campus, local community, and state agencies and individuals who would be helpful in an emergency.
5. Develop a set of procedures to review and approve off-campus study experiences.
6. Provide each student with emergency insurance coverage, currently through ISIC (International Student Identity Card).

### **Conditions Requiring Crisis Management**

**The off-campus study faculty leader or host provider shall contact the Director of International Education under the following circumstances involving a Gustavus Adolphus participant:**

- A. Serious illness, injury or death.
- B. Emotional or psychological stress that appears to require removal of the participant from the situation or professional attention.
- C. A participant being the victim of a crime-theft, assault, rape, harassment, etc. or being accused of committing any crime.

- D. A situation arises that causes serious concern for the safety of participants, i.e., a political uprising or a natural disaster.

**Immediate Responsibilities of the Faculty Director, Host provider or Student** (in case of incapacity of faculty member)

- A. Contacts the appropriate local authorities (i.e., police, US Embassy, medical personnel) to begin the local action necessary to handle the situation.
- B. Removes the participant(s) from danger
- C. Contacts the Director of International Education

The Director of International Education is the primary contact for/to parents and with on-site officials. A College official designated by the President (Gwendolyn Freed) will act as the official spokesperson to media sources.

**Responsibilities of the Director of International Education**

Upon receiving a call from an off-campus study program faculty (or student) or host provider concerning a serious injury, death or emergency:

- A. Begin a log of all calls and activities pertaining to the incident
- B. Get the following information from the on-site faculty (or official person):
- Name of caller
  - Identity individuals involved in the situation.
  - Brief description of accident, illness or emergency
  - Location of caller-address, city, country
  - Location of accident or emergency; proximity to Gustavus students
  - Phone and fax number where caller can be reached
  - Verify that calls have been placed to emergency response services, and will be placed to US Embassy/Consulate if situation warrants
  - Information, if any, that has been released to the media
- C. If appropriate, instruct caller to call again after emergency response team and/or law enforcement have arrived.
- D. The Director should immediately notify the following in order of needed response: President, Chaplain, Director of Counseling, VP for College relations, Dean of Students.
- E. Proceed with appropriate steps as suggested below:

**Ill or injured student or faculty member:**

- Contact ISIC or ITIC (International Teacher Identity Card) (pg 7)
- Contact parents of student or the family of faculty member to apprise them of the situation
- Contact the Dean of Students, Provost, President's office.
- Brief official College spokesperson.
- Provide for necessary medical care or emergency evacuation.
- Contact finance office to make funds available to cover emergency expenses, if necessary. Such expenses are the responsibility of student/parents or the faculty member, but Gustavus will advance funds as needed to assure a timely resolution of the situation.
- Consult with College legal counsel as appropriate.

**Death of student or faculty member:**

- Contact ISIC or ITIC
- Contact parents of student or family of faculty member.

- Contact the Provost.
- Contact the Dean of Students
- Contact the President and the College Chaplain.
- Contact Counseling Center to begin appropriate counseling for other members of the group.
- Brief the official College spokesperson.
- Consult with College legal counsel as appropriate.

**Student or faculty member with emotional or psychological problems:**

- Ensure that college Counselors are in touch with student(s), faculty to evaluate the situation and make necessary recommendations.
- Contact parents of student or family of faculty member.
- Contact the Provost and/or Dean of Students.

**Student or faculty member is the victim of a crime-theft, assault, rape, harassment, etc. or has been accused of committing a crime:**

- Contact the Provost
- Contact the Dean of Students
- Brief the College's official spokesperson.
- If the incident is between two students of the groups, the Dean of Students has primary responsibility and College policy will apply.
- If the incident is between a Gustavus student and the Gustavus faculty, either the Provost or the Dean of Students will have primary responsibility and College policy will apply.
- If the incident is between a member of the group and an outside party, action taken will depend on legal requirements in the host country and the wishes of the group member.
- Consult with College legal counsel as appropriate.
- Contact local on-site authorities if necessary, for appropriate action.
- Contact parents of student and/or emergency contact as designated by student.

**A real or perceived situation arises that causes serious concern, i.e. a natural disaster, an act of terrorism, or an act of war/political retaliation:**

- Ask host contacts and on-site personnel for detailed answers to the following:
  - What was the target of unrest, if event was political?
  - What is the intensity of the emergency or political unrest?
  - Are there military or emergency personnel at the site of the emergency?
  - What is the advice of the nearest US Embassy/Consulate?
  - What impact, if any, did emergency have on availability of food, water, and medical supplies?
  - How able are our students/faculty to travel?
  - Is continuation of classes in the best interest of students' health and safety?

**The Director of International Education completes the following as indicated by the emergency situation:**

- Contact US State Department (If incident is abroad)
  - State Department Switchboard: 202-647-4000 (Ask for the Country Desk)
  - Overseas Emergency: 202-647-5225
  - Consular Affairs: 202-647-3600
  - After Hours Duty Officer: 202-647-1512

□ Call a meeting of the Crisis Management Team: The Provost, Dean of the Students, Director of International Education, Treasurer, Director of Safety and Security, Director of College Relations, Assistant Director of International Education, Director of Student Health Services and the College's legal counsel (if appropriate). In developing an action plan in response to the specific situation, the group must consider:

- Any immediate measures needed to preserve the health and safety of students and staff
- The appropriate course of action (dealing with initial student reaction, reiterating appropriate student behaviors, developing a written course of action, and having students acknowledge in writing receipt of such information)
- Developing and assisting with an evacuation plan, if necessary (considering the safety of various modes and routes of travel, the costs of evacuation and the method of meeting those costs, the possibility of reducing the level of threat by dispersing students in small groups to reconvene later in another locale, and available in-country resources) based on advice from US State Department and local program faculty (evacuation, move to Embassy compound, remaining on-site and maintaining low profile, or quarantine)
- Designating an individual to assume responsibility for the situation at the home institution (one person, with backup)
- Developing a communication document to be utilized by all individuals involved (consistency is crucial); remember the privacy of students/staff involved
- Preparing a list of individuals to be alerted once the entire plan is in place (to include the President, Board of Trustees; Gustavus faculty, staff, and students; parents and family of students abroad)
- Developing a daily communication plan which factors in the people to include, organizations to notify and effective methods of communication to utilize (i.e., website)
- Providing the College's designated official spokesperson with a daily bulletin until the crisis is over
- Assessing the impact of the event once ended and documenting all actions taken in a written report
- Developing a response to parents, including notification to all parents and a coordinated response to subsequent telephone calls
- Submitting an action plan to the President of the College for a final decision.

□ The approved action plan is transmitted to the faculty member.

**The on-site faculty member assumes responsibility for ensuring that:**

- Students are gathered and told of the emergency.
- Students are reminded of behaviors that draw attention to themselves and agree to avoid those behaviors and are asked to report any suspicious persons and packages.
- If authorized by the crisis management team, students will be given the opportunity to return to the campus or their homes immediately with no financial penalty and with

the assurance that an effort would be made to salvage the semester to the extent feasible.

- If directed by the crisis management team, the faculty member takes added security precautions at the classroom site (including the removal of all U.S. program identification).
- If directed by the crisis management team, the faculty member maintains daily contact with the Office of International Education and provides students with daily bulletins, if appropriate. The faculty also provides counseling and positive feedback to students.

### *Emergency/Crisis Management Team*

Patrick Quade  
International Ed  
Home: 507-645-5139  
Office: 507-933-7545  
Cell: 507-304-2710  
Email: *pquade@gac.edu*

Linda Shaw  
International Ed  
Home: 726-2880  
Work: 933-7545  
Email: *lshaw@gac.edu*

Hank Toutain  
Dean of Students  
Home: 934-6942  
Work: 933-7526  
Cell: 382-1804 or 955-3646  
Email: *htoutain@gac.edu*

Ken Westphal  
Treasurer  
Home: 931-1992  
Work: 933-7499  
Cell: 612-437-9320  
Email: *kwestpha@gac.edu*

Gwendolyn Freed  
College Relations  
Home: 952-836-0901  
Work: 507-933-6355  
Email: *gfreed@gustavus.edu*

Jill Fisher  
Study Abroad  
Advisor  
Home: 507-344-1064  
Work: 507-933-7546  
Cell: 712-360-0530  
Email: *jjfische4@gac.edu*

Mary Morton  
Provost  
Home: 507-931-0862  
Work: 933-7541  
Email: *mmorton@gac.edu*

Ray Thrower  
Dir. Safety/Security  
Home: 507-934-4019  
Work: 933-8809  
Email: *rthrower@gac.edu*

## Emergency Phone Numbers

We recommend contacting these offices in this order:

- |  |  |
|--|--|
| 1. Office of International Education<br>(Office Hours: M-F, 8am-5pm Central Daylight Time) | telephone: 507-933-7545<br>fax: 507-933-7900   |
| 2. Office of International Education Cell Phone<br>(After Hours Emergency Number)          | cell: 507-304-2710   |
| 3. Interim Director, Patrick Quade   | office phone: 507-933-7547<br>home phone: 507-645-5139<br>e-mail: pquade@gac.edu                         |
| 4. Assistant Director, Linda Shaw  | office phone: 507-933-7545<br>home phone: 507-726-2880<br>cell: 507-380-4193<br>e-mail: lshaw@gac.edu    |
| 5. Study Abroad Advisor, Jill Fisher   | office phone: 507-933-7546<br>home phone: 507-344-1064<br>cell: 712-360-0530<br>e-mail: jfische4@gac.edu |
| 6. Dean of the Faculty, Mariangela Maguire   | office phone: 507-933-7541<br>home phone: 507-931-1083<br>e-mail: mmaguire@gac.edu                       |
| 7. Dean of Students, Hank Toutain  | office phone: 507-933-7526<br>home phone: 507-934-6942<br>fax: 507-933-6526<br>e-mail: htoutain@gac.edu  |
| Dean's Office after hours phone  | cell 507-381-7281<br>Or 507-995-3648   |
| 8. Gustavus Adolphus Student Services (Office Hours: M-F, 8am-5pm Central Daylight Time)   |  |
| • Gustavus Health Services   | office phone: 507-933-7630   |
| • Gustavus Counseling Center   | office phone: 507-933-7027   |
| • Gustavus Chaplains Office  | office phone: 507-933-7446   |
| 9. Harassment Advisor, Joyce Aarsvold  | office phone: 507-933-7044   |

## Insurance Information: ISIC-International Student Identity Card (EMERGENCY ONLY)

### 1. ISIC - Basic Insurance for Semester and Miscellaneous Programs (independent, etc.):

**American International Assistance Services:** *Product is administered by Insure America division of Travel Guard International, assistance under policy series T30253NUFIC. Report final claims within 90 days, refer to claim forms for product #007439-CT 1/06. (coverage through ISIC for semester and year travel) \*All situations must be verified and approved in advance by the insurance company before treatment or assistance begins.*

Inside US: 1-877-370-4742

Collect from anywhere else: 1-715-295-5452

**RELEASE, WAIVER AND MEDICAL AUTHORIZATION  
GUSTAVUS ADOLPHUS COLLEGE OFF-CAMPUS PROGRAMS**

**This is a release – read it very carefully.**

**ID #** \_\_\_\_\_ **NAME:** \_\_\_\_\_

**PROGRAM OR COURSE** \_\_\_\_\_

**TERM** \_\_\_\_\_ **YEAR** \_\_\_\_\_

I, \_\_\_\_\_ (Student's name) will be participating in a cross-cultural off-campus program or course offered through Gustavus Adolphus College. Although Gustavus Adolphus College is sponsoring this course, I understand that neither the College nor any of the Course Instructors or travel arrangers will be supervising me all the time. I will have the opportunity and the right to independently leave the group periodically, subject to the instructor's requirements for participation in and attendance at classes and other activities, which are a required part of the course or program. Therefore, I will be responsible for my own safety and cannot hold the College or any of the Course Instructors or travel arrangers liable for any injuries to my person or property or any other losses as a result of my participation in the course or program. I understand that unless I am financially independent, my parent or guardian must also sign this Authorization.

I, therefore, agree that:

1. SUBMISSION TO PROGRAM RULES AND REGULATIONS: The program director has the authority to establish rules necessary for the operation of the program. I will comply with all rules and regulations established by the program director. Should the director decide that I must be separated from the program because of violation of such rules, for disruptive behavior, or for conduct, which could bring the program into disrepute, I understand that the decision will be final. I further agree that I will: a) not buy, sell, or use either illegal drugs or any prescription drugs for which I do not have a specific prescription at any time; and b) not engage in abusive use of alcohol; and c) participate in all orientation sessions, classes and scheduled activities unless ill; and d) abide by all local laws and dress and cultural codes suitable in the countries visited.
2. LIABILITY FOR COSTS AND FEES/NON-REFUNDABLE: I am responsible for any and all fees and costs, including, but not limited to, costs associated with travel (e.g. airfare) and accommodations associated with this program. I understand that if I cancel my involvement in this program, I will be responsible for all costs and fees that are determined to be non-refundable to the college.
3. LIABILITY FOR ACTS OF OTHERS: I release Gustavus Adolphus College, any member college, any employee, servant, agent, directors thereof, from any liability for injury to myself or any damage to or loss of my possessions caused by acts or omissions of any hotels, carriers, fellow students, restaurants, educational organizations, persons, groups, or organizations, including, but not limited to, Gustavus Adolphus College, its officers, employees, directors, agents, or servants in connection with, resulting in, or arising from my participation in this program.
4. VOLUNTARY TERMINATION FROM PROGRAM: If I decide to leave the program before completing my course of study, I will provide the program director with advance written notice of my intention to leave the program. I understand that, if I leave the program prior to its completion, Gustavus Adolphus College and the program director

have no liability to provide or arrange for transportation, housing, dining, or other services to me in connection with my early departure. I understand that I will continue to be responsible for all unrecoverable expenditures made on my behalf for this program.

5. TERMINATION OF PROGRAM: Gustavus Adolphus College may, at its discretion, determine that circumstances within a foreign country require the cancellation of the program within that country. Gustavus Adolphus College will provide me with as much advance notice as possible of its intention to cancel the program in which I will participate. I also understand that a foreign government may prematurely terminate the program. In that event, Gustavus Adolphus College will provide me with assistance in arranging transportation back to the United States, at my expense. I understand that Gustavus Adolphus College bears no liability for any losses or claims incurred by me in connection with the termination of the program. If I decide to remain in the foreign country after receiving notice of the intent of Gustavus Adolphus College to terminate the program, I bear complete responsibility and liability for my own care and safety.
6. REFUND POLICY: In the event of war or US State Department travel warnings, the College may be forced to cancel programs or courses. In this case students would have no financial responsibility for cancellation penalties and course payments. If a student elects to cancel participation in a course or program that has not been cancelled by the College, the student is responsible for all costs of the course, less recoverable costs, if any. If a situation arises during the course, the College will handle the same on a case-by-case basis following the Gustavus Crisis Management Plan as much as possible.
7. MEDICAL AUTHORIZATION: I hereby authorize the program director to procure all necessary medical assistance while I participate in this program and to authorize any competent medical person to do all things reasonably necessary, including the administration of anesthetics and surgery to treat any injury or illness which occurs during my participation in the program, if I am unable to direct my self care. I understand that I will be financially responsible for any medical treatment I receive.
8. HEALTH INSURANCE: I or my parent/guardian, has sufficient health, accident, disability, hospitalization and personal property insurance to cover him/her during his/her participation in the program. None of the fees paid for the program are used to pay for such insurance. Gustavus Adolphus College has no obligation to provide such insurance.

This waiver and release will be governed by the laws of the State of Minnesota

I have read the foregoing release and agreement and I accept the conditions stated therein.

<b>Date</b>	<b>Signature of Participant</b>	<b>Printed Name</b>
Health Insurance Provider _____		Policy # _____

**I have read this entire agreement and agree with the terms on behalf of myself, and my dependent child.**

<b>Date</b>	<b>Signature of Parent</b>	<b>Printed Name</b>
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*\*Must be signed by parent unless student is financially independent*

# APPENDIX F

## STATEMENT ON SAFETY

### GUSTAVUS ADOLPHUS OFF-CAMPUS PROGRAMS: DOMESTIC

*Adopted from National Statements of NAFSA (Study Abroad Association) and the IIE (The Institute for International Education)*

Gustavus Adolphus College has gained experience in all aspects of operating off-campus programs. Students study in various parts of the United States and the world for one month to one semester. In planning these programs, the concern for safety of our students and faculty is given careful attention. We know there are risks involved in travel. It is therefore important to prepare for both the known and unknown circumstances. The goal is to “manage risk” to the greatest extent possible.

The following are policies and procedures followed by Gustavus Adolphus College and its employees in assessing risks and assuring safety of our students and faculty on off-campus programs. We have also included common sense tips to help you avoid safety-related problems and promote a positive off-campus study experience.

1. An Orientation program is offered for students and faculty to assist in preparation for the off-campus experience. This provides practical health and safety information about the area where the student will study. Personal safety is increased when a student is sensitive to the differences between acceptable and unacceptable behavior, including the areas of traffic and public transportation (subways, trains, buses, cars). Danger most often lies in the area of accidents or personal confrontations.
2. Students on programs without an accompanying Gustavus faculty member are under the supervision of an on-site coordinator, who will assess students’ safety and notify the Office of International Education of crises or concerns.
3. In case of a crisis, re-arrangements of travel plans may be necessary and steps would be taken to act accordingly. Informed on-campus personnel and on-site advisers would be included in the decision-making.
4. Information is provided below for participants and their parent/guardians/families regarding when and where Gustavus Adolphus College and employees responsibility ends and the range of aspects of participants’ off-campus experiences that are beyond our control begin. In particular Gustavus Adolphus College:
  - a. *Cannot* guarantee or assure the safety/and security of participants or eliminate all risks from off-campus environments.
  - b. *Cannot* monitor or control all the daily personal decisions, choices and activities of individual participants.
  - c. *Cannot* prevent participants from engaging in illegal, dangerous or unwise activities.
  - d. *Cannot* assume responsibility for actions or events that are not part of the program or for those that are beyond the control of the sponsor and its subcontractors, or for situations that may arise due to the failure of a participant to disclose pertinent information.
  - e. *Cannot* assure that cultural values and norms will apply in the host environment.
  - f. *Cannot* assure that participants will be free of illness or injury during the off-campus experience.
  - g. *Cannot* assume responsibility for acts and events that are beyond our control.
  - h. *Cannot* ensure local adherence to political correctness and sensitivity, relationships between the sexes, or relations among racial, cultural and ethnic groups.

A realistic assessment by both students and parents of safety risks associated with the off-campus study program is strongly advised. Safety is everyone's responsibility. Parents, students and International Education office all have a role to play in minimizing potential dangers.

### **STUDENT RESPONSIBILITY FOR SAFETY**

We believe that participants have a major impact on their own health and safety through the decisions they make before and during the off-campus program by their choices and behaviors. Participants on Gustavus sponsored programs must:

1. Assume responsibility for all the elements necessary for their personal preparation for the program and participate fully in orientations.
2. Read all and carefully consider materials issued or recommended by Gustavus which relate to safety, health, legal, environmental, political, cultural and religious conditions at your program site, *prior to departure*.
3. Consider personal emotional, physical and mental health, safety and security needs when accepting a place in a program.
4. Make available to Gustavus accurate and complete physical and mental health information and any other personal data which is necessary in planning for a safe and healthy off-campus experience.
5. Obtain and maintain appropriate insurance policies and abide by any conditions imposed by the carriers.
6. Inform parents, guardians and any others who may need to know, about participation in the off-campus program. Provide them with emergency contact information and keep them informed on an ongoing basis.
7. Be aware of local conditions that may present health or safety risks when making daily choices and decisions. Promptly express any health or safety concerns to the program staff or other appropriate individuals, before, during and after the program.
8. Behave in a manner which is respectful of the rights and well-being of others and encourage others to behave in a similar manner.
9. Keep on-site coordinator and friends informed of where you will be if you leave the program site for any length of time.
10. Understand and comply with the terms of participation, codes of conduct and emergency procedures of the program.
11. Avoid illegal drugs and excessive or irresponsible consumption of alcohol.
12. Accept the consequences of your own decisions and actions.

### **PARENTGUARDIAN RESPONSIBILITY FOR SAFETY**

Parents/guardians/families play an important role in the health and safety of participants by helping them make decisions and influencing their behavior overseas. It is important for parents/guardians to:

1. Be informed about and involved in the decision of the participant to enroll in a particular program.
2. Obtain and carefully evaluate health, safety and security information related to the program.
3. Engage your daughter/son in a discussion of safety and behavior issues, insurance needs and emergency procedures related to the program and the specific site location.

4. Be responsive to requests from Gustavus for information needed regarding your daughter/son.
5. Keep in touch with your son/daughter while they are off-campus.
6. Be aware that the participant rather than the program may most appropriately provide some information.

### **GENERAL SAFETY**

The excitement of travel and the newness of a different environment can make it easy to become careless or distracted. The following suggestions offer no guarantee of safety and are mostly common sense. The idea is to be aware of where you are and what is going on around you at all times.

1. Safety begins with packing. Dress conservatively to blend in.
2. Always travel light. You can move more quickly and will be more likely to have a free hand. You will also be less tired and less likely to set your luggage down, leaving it unattended.
3. Never leave your baggage unattended; it contains everything you own for your program. A thief knows this and will take advantage of even a few seconds of your inattention. This is true no matter where you are—in a hotel, at a train or bus station, in the train or bus, at a restaurant or resting in a park.
4. In preparing for your time off-campus, talk with students who previously participated in your program or are from your program site. Their insights will prove very helpful.
5. Carry the minimum amount of valuables necessary. Protect your valuable documents by putting them in several places rather than a wallet. Carry these in a safe manner to prevent theft.
6. Do not use illegal drugs.
7. Think and act confidently and self-assured. Be purposeful when you move about and do not look like a victim. Avoid flashy dress, jewelry, luggage, or conspicuous behavior which would draw attention to you.
8. Avoid demonstrations, especially in politically volatile areas. What appears peaceful can suddenly become a dangerous situation, and you could be caught in the middle. Read the local newspaper and learn about the issues of the area.
9. Travel with a companion at night and stay in populated, well-trafficked areas. Do not travel to areas which the program host has labeled as “unsafe”. Use common sense if confronted with a dangerous situation. At times it may be best to attract attention by screaming or running. Yet, if confronted by superior or armed force, it may be best to not fight attackers, but give up valuables. Your personal safety is far more important than any property. In some areas it may be important to have a male companion in the group.
10. Try to avoid arriving in unknown areas at night. If you must arrive at night make sure you have already made sleeping arrangements.
11. Plan where you are going in advance and be aware of your surroundings. This is not paranoia—it’s good common sense. You know what feels comfortable and what doesn’t. If your instincts tell you a situation is uncomfortable, trust them and move along. If you become lost, ask directions from individuals in authority (police, store owners, etc.)
12. Taking photos of police or military installations is usually prohibited - your camera can be confiscated.
13. Do not swim at an unfamiliar beach unless you are positive it is safe. Watch the waves and the other swimmers. There can be some dangerous undertows. Beaches can also be contaminated, which only the locals might know. If no one is in the water, think twice.

14. Stay healthy by eating well and getting sufficient rest. If you become ill, take care of yourself by getting the proper care. Don't be afraid to visit a doctor or hospital.
15. Watch for anyone following you or loitering and observing your comings and goings. Keep a mental note of safe places, such as hotels, hospitals, police stations, etc.

### **RESIDENCE SAFETY**

1. Keep your hotel/residence doors locked when you are there and when you leave.
2. Do not open your door to people you don't know and don't give your room number to persons you don't know well. Meet visitors in the lobby. Let someone know when you expect to return, especially if you will be out late at night.
3. Know your exit options (stairways and exit doors).
4. If you are alone, do not get on an elevator if there is a suspicious-looking person inside.
5. Keep valuables in a safe place. When in doubt, carry money and valuables with you.
6. Close curtains after dark and lock ground floor windows.

### **TRANSPORTATION SAFETY**

1. Learn the traffic signals and patterns when you arrive in a new area, even if you are not driving.
2. If you are riding with a driver you feel is putting you at risk, ask to get out at the nearest safe place.
3. Lock taxi doors if possible, especially at night in unfamiliar cities

### **AIRPORT SAFETY**

1. Arrive early, check in with your airline as soon as possible and proceed immediately through security clearance. Usually, all shops and services available in the non-secure area will also be available once you have passed through the security check.
2. Consult the airlines for specific rules regarding what is allowed in luggage due to new safety regulations.
3. Put your name and address inside and outside each piece of luggage. Bright or fluorescent string or tape around your luggage will make it easier to find. Make sure you receive a claim check for EACH piece of luggage you check.
4. Do not make jokes about terrorism or hijacking. You may find that you are the object of unwanted attention. Respond to all questions asked by security personnel seriously and honestly.
5. NEVER carry packages or letters for strangers or agree to watch a stranger's luggage.
6. Do not carry on your person, or in your hand-luggage, anything that could be regarded as a weapon.
7. On the plane, check under your seat and in overhead baggage compartments. Report anything suspicious to flight personnel.
8. Machines that sell flight insurance can be a waste of time and money. They sell policies that pay family or friends in the event of a plane crash. Check with your family's insurance agent; you and your belongings are probably already covered.

### **WATCH OUT FOR THIEVES**

1. Pickpockets usually do not work alone. Be aware of distractions by strangers, as the "lift" often follows.

2. If any of your possessions are lost or stolen, report the loss immediately to the police and other appropriate authorities. Keep a copy of the police report for insurance claims. Traveler's Checks must be reported within 24 hours.
3. It is important to be aware that some people make a living of preying upon honest people. Follow your instincts with casual friendships—they are not always what they seem to be.
4. If someone tries to take your purse, backpack, or other property by force, let them have it. Your personal safety is far more important than any property.
5. A camera is the most often lost or stolen item on an off-campus program. Be especially careful not to leave the camera in a taxi, hotel room, or on a bus. Carry your camera inconspicuously.

Again, following these safety precautions will not GUARANTEE your safety, but they reduce your chances of problems.

## **APPENDIX G**

### ***STATEMENT ON SAFETY***

#### **GUSTAVUS ADOLPHUS OFF-CAMPUS PROGRAMS: INTERNATIONAL**

*Adopted from National Statements of NAFSA (Study Abroad Association) and the IIE (The Institute for International Education)*

Gustavus Adolphus College has gained experience in all aspects of operating off-campus programs. Students study in various parts of the United States and the world for one month to one semester. In planning these programs, the concern for safety of our students and faculty is given careful attention. We know there are risks involved in travel. It is therefore important to prepare for both the known and unknown circumstances. The goal is to “manage risk” to the greatest extent possible. The following are policies and procedures followed by The Office of International Education in assessing risks and assuring safety of our students and faculty on off-campus programs. We have also included common sense tips to help you avoid safety-related problems and promote a positive off-campus study experience.

It is important to have a comparative perspective of the United States and the world. The United States is known around the world as a comparatively dangerous country. Our street crime statistics back up this view. No country has as many guns or gun-related injuries and deaths. U.S. drug and alcohol abuse is among the highest in the world. Although international visitors come in great numbers to visit the United States, many arrive concerned about what they think they will find.

Yet, the perception is often that life at home is safer than life “over there”. U.S. media coverage of the rest of the world focuses on overseas political upheavals, violent strife, and natural disasters, rather than on positive political and social developments or on the richness and human warmth of life as it is actually lived. Students who study abroad often comment on how “normal” life seems abroad, in spite of cultural differences. This discovery comes when you can look past the stereotypes and misperceptions and see people and cultures with your own eyes.

The following are policies and procedures followed by Gustavus Adolphus College and its employees in assessing risks and assuring safety of students and faculty on off-campus programs.

We have also included common sense tips to help avoid safety-related problems and promote a positive study abroad experience.

1. An orientation program is offered for students and faculty to assist in preparation for the off-campus experience. This provides practical information about other cultures and countries. It teaches attitudes and skills which aid in understanding and interacting. Personal safety is increased when a student is sensitive to the difference between acceptable and unacceptable behavior in a different culture, including the areas of traffic and public transportation (trains, buses, cars). Danger more often lies in personal confrontations or accidents than in international political instability.
2. Faculty leading Gustavus programs are required to attend a series of orientation session led by staff of the Office of International Education designed to assist faculty members in dealing with health and safety issues which might arise on off-campus programs. They are requested to call, e-mail or fax the International Education Office immediately should there be concern for the group's safety. All Gustavus students are registered with the appropriate US Embassy/consulate when studying abroad.
3. Students on programs without a Gustavus faculty member are under the supervision of an on-site coordinator, who will assess students' safety and notify us of crises or concerns. Gustavus Adolphus College has strong relationships with many respected institutions and individuals in the United States and abroad.
4. In case of a crisis, re-arrangements of travel plans may be necessary and steps would be taken to act accordingly. Informed on-campus personnel, State Department personnel, and on-site advisers would be included in the decision-making. The Office of International Education has access to immediate international information over the Web. Each student and parent receives a copy of the crisis management plan and an emergency card.
5. Information is provided below for participants and their parent/guardians/families regarding when and where Gustavus Adolphus College and employees responsibility ends and the range of aspects of participants' off-campus experiences that are beyond our control begin. In particular Gustavus Adolphus College:
  - a. *Cannot* guarantee or assure the safety/and or security of participants or eliminate all risks from the study abroad environments.
  - b. *Cannot* monitor or control all the daily personal decisions, choices and activities of individual participants.
  - c. *Cannot* prevent participants from engaging in illegal, dangerous or unwise activities.
  - d. *Cannot* assure that U.S. standards of due process apply in overseas legal proceedings or provide or pay for legal representation for participants.
  - e. *Cannot* assume responsibility for the actions or events that are not part of the program or for those that are beyond the control of the sponsor and its subcontractors, or for situations that may arise due to the failure of a participant to disclose pertinent information.
  - f. *Cannot* assure that home-country cultural values and norms will apply in the host country.
  - g. *Cannot* assure that participants will be free of illness or injury during the abroad program.
  - h. *Cannot* assume responsibility for acts and events beyond our control.
  - i. *Cannot* ensure local adherence to US norms of due process, individual rights, political correctness and sensitivity, relationships between the sexes, or relations among racial, cultural and ethnic groups.

A realistic assessment by both students and parents of safety risks associated with any area of the world is strongly advised. Safety is everyone's responsibility. Parents, students and the Office of International Education all have a role to play in minimizing potential dangers.

### **STUDENT RESPONSIBILITY FOR SAFETY**

We believe that participants have a major impact on their own health and safety through the decisions they make before and during the abroad program by their choices and behaviors.

Participants on Gustavus sponsored programs must:

1. Assume responsibility for all the elements necessary for personal preparation for the program and participate fully in orientations.
2. Read all materials issued or recommended by Gustavus which relate to safety, health, legal, environmental, political, cultural and religious conditions in host countries, *and prior to departure*.
3. Conduct their own research on the country(ies) they plan to visit with particular emphasis on health and safety concerns, as well as the social, cultural and political situations.
4. Consider personal emotional, physical and mental health and safety needs when accepting a place in a program.
5. Make available to Gustavus accurate and complete physical and mental health information and any other personal data which is necessary in planning for a safe and healthy study abroad experience.
6. Report any emergencies or concerns FIRST to faculty directors or on-site coordinators.
7. Obtain and maintain appropriate insurance policies and abide by any conditions imposed by the carriers.
8. Inform parents/guardians/families and any others who may need to know, about participation in the study abroad program. Provide them with emergency contact information and keep them informed on an ongoing basis.
9. Understand and comply with the terms of participation, codes of conduct and emergency procedures of the program.
10. Learn the culture and laws of the country in which you will study. Comply with local codes of conduct and obey host-country laws. Americans are NOT immune to local law.
11. Be aware of local conditions and customs that may present health or safety risks when making daily choices and decisions. Promptly express any health or safety concerns to the program staff or other appropriate individuals, before and/or during the program.
12. Behave in a manner which is respectful of the rights and well-being of others and encourage others to behave in a similar manner.
13. Accept the consequences of your own decisions and actions.
14. Avoid illegal drugs and excessive or irresponsible consumption of alcohol.
15. Become familiar with the procedures for obtaining emergency health and legal system services in the host country.
16. When traveling to countries beyond your program site for more than a week, register upon arrival at the US consulate or embassy having jurisdiction over the location.
17. Inform the Resident Director, host family or foreign university official where you are studying as to how to contact you in an emergency. If you travel, even if only overnight, leave your itinerary.
18. Know and obey local laws. Laws and systems of justice are not universal. Do not assume that because something is legal in the US, it is legal abroad.

## **PARENT/GUARDIAN RESPONSIBILITY FOR SAFETY**

Parents/guardians/families play an important role in the health and safety of participants by helping them make decisions and influencing their behavior overseas. It is important for parents/guardians to:

1. Be informed about and involved in the decision of the participant to enroll in a particular program.
2. Obtain and carefully evaluate health, safety and security information related to the program, as provided by Gustavus and when necessary from the Center for Disease Control, the U.S. State Department and other sources.
3. Engage your daughter/son in a thorough discussion of safety and behavior issues, insurance needs and emergency procedures as related to the program.
4. Be responsive to requests from Gustavus for information needed regarding your daughter/son.
5. Keep in touch with your son/daughter via letters while they are abroad.
6. Be aware that the participant rather than the program may most appropriately provide some information.

## **GENERAL SAFETY**

The excitement of travel and the newness of the environment can make it easy to become careless or distracted. The following suggestions offer no guarantee of safety and are mostly common sense. The idea is to be aware of where you are and what is going on around you at all times.

1. In preparing for your time abroad, talk with students from the places you intend to study. Their insights will prove very helpful.
2. Safety begins with packing. Dress conservatively. Short skirts and tank tops may encourage unwanted attention. Avoid the appearance of affluence.
3. Always travel light. This enables you to move quickly. You will be less tired and less likely to set your bags down. Never leave your baggage unattended; it contains everything you own. A thief knows this and will take advantage of even a few seconds of your inattention. This holds true no matter where you are—in a hotel, at the train station, in the train or bus, at a restaurant or resting in a park.
4. Protect your valuable documents. Carry them in a money belt or neck wallet at all times. Wear them under your clothing.
5. Do not agree to meet a person whom you do not know in a secluded place. Be aware that sometimes people from other cultures tend to mistake the friendliness of Americans for romantic interest.
6. Do not use illegal drugs. This has been said many times before. You are subject to the laws of the country in which you are traveling. Hundreds of American travelers end up in foreign jails each year as a result of carrying, using or *being suspected* of using drugs. There is little the American embassy can do on your behalf in these cases and the laws in many countries are more severe than at home. It just isn't worth the risk.
7. Think and act confidently and self assured. Be purposeful when you move about and do not look like a victim. Avoid flashy dress, jewelry, luggage, or conspicuous behavior which would draw attention to you.
8. Do not participate in demonstrations, especially in politically volatile countries. Read the local newspaper and learn about potential civil unrest. What appears peaceful can suddenly become a dangerous situation, and you could be caught in the middle.
9. Travel with a companion at night and stay in populated, well-trafficked areas. Do not travel to areas of a city or country which the program host has labeled as "unsafe". Use common

- sense if confronted with a dangerous situation. At times it may be best to attract attention by screaming or running. Yet, if confronted by superior or armed force, it may be best to not fight attackers, but give up valuables. Your personal safety is far more important than any property. In some countries it will be important to have a male companion in the group.
10. Try to avoid arriving in unknown towns at night. If you must arrive at night, make sure you have reserved accommodations.
  11. Plan where you are going in advance and be aware of your surroundings. This is not paranoia—it's good common sense. You know what feels comfortable and what doesn't. If your instincts tell you a situation is uncomfortable, trust them and move along. If you become lost, ask directions from individuals in authority (police, merchants, etc.)
  12. Use banks and authorized money exchanges. Do not exchange on the black market or on the streets. Learn currency prior to arrival in a country to keep from being a target as you use money.
  13. Taking photos of police or military installations is usually prohibited - your camera can be confiscated. Watch for the sign of a camera with a line through it, which means "Don't take pictures".
  14. Do not swim at an unfamiliar beach unless you are positive it is safe. Watch the waves and the other swimmers. There can dangerous undertows even at marked beaches. Beaches can also be contaminated, which only the locals might be aware of. If no one is in the water, think twice.
  15. Stay healthy by eating well and getting sufficient rest. If you become ill, take care of yourself by getting the proper care. Don't be afraid to visit a doctor or hospital because you don't speak the local language. Usually there is someone who speaks English.
  16. Watch for anyone following you or loitering and observing your comings and goings. Keep a mental note of safe places, such as hotels, hospitals, police stations, etc.

### **RESIDENCE SAFETY**

1. Keep your hotel/residence doors locked when you are there and when you leave.
2. Do not open your door to people you don't know and don't give your room number to persons you don't know well. Meet visitors in the lobby. Let someone know when you expect to return, especially if you will be out late at night.
3. Know your exit options (stairways and exit doors).
4. Keep valuables in a safe place - this may be different for each place you stay. When in doubt, carry money and valuables with you.
5. In many countries it is customary that people will offer their apartments for rent at the train station by holding up "Room for Rent" signs. This is not always a safe option.
6. Close curtains after dark and lock ground floor windows.
7. If you are alone, do not get on an elevator if there is a suspicious looking person inside.

### **TRANSPORTATION SAFETY**

1. Learn the traffic signals, patterns and signs when you arrive in a country (or before if possible), even if you are not driving.
2. Many countries drive on the opposite side of the road than the U.S. Be aware of our natural reaction to look to the left and then right. This is reversed in the countries which drive on the other side.
3. If you are riding with a driver you feel is putting you at risk, ask to get out at the nearest safe place.

4. Bus accidents do happen. Be aware of the road conditions when and make appropriate decisions.
5. Take only taxis clearly identified with official markings and when you get in note the cab number. Beware of unmarked cabs. Lock taxi doors if possible, especially at night in strange cities. Settle on a price before leaving and pay while in the taxi. Don't share personal information with the taxi driver.
6. Well organized, systematic robbery of passengers on trains along popular tourist routes is a serious problem. It is most common at night and especially on overnight trains. If you see your way being blocked by a stranger and another person is very close to you from behind, move away.
7. Where possible, lock your compartment, especially at night. If it cannot be locked securely, take turns sleeping. If you must sleep unprotected, tie down your luggage, put your valuables in your hidden money belt and sleep on top of your belongings.
8. Do not accept food or drink from strangers. Criminals have been known to drug food or drink offered to passengers.
9. As stated in the Policies and Procedures for Gustavus Adolphus off-campus programs: There is risk involved in operating any motor vehicle. It is strongly recommended that students do not operate a motor vehicle in another country.

### **AIRPORT SAFETY**

1. Arrive early and check in with your airline as soon as possible and proceed immediately through security clearance. All shops and services available in the non-secure area will also be available once you have passed through the security check.
2. Consult the airlines for specific rules regarding what is allowed in luggage due to new safety regulations.
3. Put your name and address inside and outside each piece of luggage; bright or fluorescent string or tape around your luggage will make it easier to find. Make sure you receive a claim check for EACH piece of luggage you check. Make certain the airport listed on the claim check is your destination.
4. Do not make jokes about terrorism or hijacking, or you may find that you are the object of unwanted attention. Respond to all questions asked by security personnel seriously and honestly. Be aware of what you discuss with strangers or what may be overheard by others about your travel plans.
5. NEVER carry packages or letters for strangers or agree to watch a stranger's luggage. Be watchful for suspicious abandoned packages and briefcases. Report them to airport security and leave the area.
6. Do not carry on your person, or in your hand-luggage, anything that could be regarded as a weapon. Matches and lighters are forbidden in baggage. Metal objects in your suitcase may activate security devices, causing delays in the arrival of your luggage.
7. On the plane, check under your seat and in overhead baggage compartments. Report anything suspicious to flight personnel.
8. Machines that sell flight insurance can be a waste of time and money. They sell policies that pay family or friends in the event of a plane crash. Check with your family's insurance agent; you and your belongings are probably already covered.
9. When landing in airports abroad, don't be surprised if you see military guards and police carrying guns or automatic weapons. They are there to protect you.

## **SAFETY IN CITIES**

1. When possible, avoid places frequented by large numbers of Americans, especially military personnel. This would include fast food restaurants and other American chain stores.
2. Many students dress in a way that immediately identifies them as American. It's important to realize that this can bring you unwanted attention. College or fraternity sweatshirts, baseball caps, and white athletic shoes worn for non-athletic events will highlight the fact that you are American. You may decide to wear a college sweatshirt with hopes that other Americans will introduce themselves - but you can always meet Americans in America.

## **WATCH OUT FOR THIEVES**

1. Beggars may approach you with children. They may offer to carry your bags. Some beggars are in genuine need but others make as much as several hundred dollars a day. Giving money is a personal decision, but use common sense. If you are hassled or uncomfortable in a situation, speak angrily in a language that neither of you understand. This will break communication, an essential element in their asking for money.
2. Pickpockets usually do not work alone. Be aware of distractions by strangers, as the "lift" often follows.
3. Sometimes children in at train stations or in cities will wave cardboard signs to confuse you, and then swarm around you to relieve you of your possessions. Yell at them and swing whatever is in your hand to scare them away. They use their age to hide their intentions of thievery.
4. If any of your possessions are lost or stolen, report the loss immediately to the police and other appropriate authorities. Keep a copy of the police report for insurance claims and an explanation. Traveler's check loss must be reported within 24 hours.
5. It is important to be aware that some people make a living of preying upon honest people. Follow your instincts with casual friendships—they are not always what they seem to be.
6. If someone tries to take your purse, backpack, or other property by force, let them have it. Your personal safety is far more important than any property.
7. A camera is the most often lost or stolen item on off-campus programs. Be especially careful to not leave the camera in a taxi, hotel room, or on a bus. Carry your camera inconspicuously.

Again, following these safety precautions will not GUARANTEE your safety, but they reduce your chances of problems.

# APPENDIX H

## POLICY ON ALCOHOL AND ILLICIT DRUGS Faculty-led Off-Campus Study Programs

Visitors in countries abroad are particularly vulnerable when it concerns violations—intentional or unintentional—of local rules and regulations concerning alcohol and, in particular, drugs. The process of law and punishment is far more arbitrary than within the United States and more often than not may lead to prolonged imprisonment under substandard conditions. Consequently, it is of utmost importance for the welfare of the individual that extreme caution and prudence be applied when it concerns these matters. In the United States, all federal and state laws govern the use of illegal drugs and alcohol.

The use, purchase, or sale of illegal drugs (hallucinogens, narcotics, stimulants, or depressants) is a critical issue. Any student who uses, buys, or sells illegal drugs will be expelled from the program and immediately returned to their home at his/her own expense. **One violation will be cause for removal from the program.** Separation from the program will result in loss of academic credit. The cost of legal advice, fines, and return travel must be borne by the violator.

On faculty-led off campus study programs or courses, the consumption of alcoholic beverages is prohibited at all scheduled functions, no matter where located. This means that any activity (flights, meals, excursions, classes, etc.) that the group is expected to attend is considered a program or course scheduled function.

Faculty members accompanying groups of students on off-campus study programs are expected to discuss the guidelines for responsible use of alcohol during non-scheduled program or course times with the students in their group prior to departing on the program.

### **Responsible use of alcohol is when:**

1. A student abides by the laws of the country or state in which they are living.
2. A student does not miss any scheduled event because of the effects of alcohol consumption.
3. A student does not become ill due to the effects of alcohol consumption.
4. A student does not engage in inappropriate behavior toward other individuals that is the result of alcohol consumption.
5. A student does not engage in destructive behavior toward property that is the result of alcohol consumption.
6. A student does not engage in behavior that causes embarrassment to the other members of the group, the faculty member(s) or the in-country host(s) as a result of alcohol consumption.
7. Students in a group do not facilitate/encourage or ignore a fellow student who is abusing alcohol.

Providing alcohol to persons under the legal drinking age is illegal and against Gustavus policy. Transporting quantities of alcohol to program sites with the intent of sharing the alcohol with members of the group is considered to be irresponsible use of alcohol.

Students are encouraged to use good judgment if consuming alcohol at private homes or other accommodations during non-program hours. Student groups are encouraged to discuss issues related to alcohol abuse by other members of their group with the program supervisor/instructor.

The College realizes that students may hesitate to call for help in situations involving alcohol or other drugs for fear of facing judicial action. In the interest of health and safety, Gustavus provides limited immunity for those who seek assistance for themselves or others in need of medical attention. While policy violations cannot be overlooked, in situations such as these, the College will provide educational sanctions only and no disciplinary file will be maintained for this incident if the sanction is fulfilled. Should the student be found responsible for subsequent alcohol or other drug violations, notation of the educational sanction will be entered in the student's judicial file.

# APPENDIX I

## Establishing Pilot Programs and Program Development SITE VISIT ISSUES TO BE ADDRESSED

These guidelines apply to the development of semester-long programs, four-month programs, and year-long programs. They do not apply to January Term programs.

An individual faculty member, an academic department, or a group of faculty may propose a new off-campus international or domestic program which will be designated as a pilot program for its first two years. If a student wishes to introduce a pilot program, he/she must work with an appropriate faculty member to develop the proposal. Pilot programs may subsequently become approved international or domestic off-campus programs.

A proposal to IDPC to establish such a program should be the result of information-gathering and consultation with various constituencies. Appropriate constituencies may include academic departments, area studies programs and interested students. The Office of International Education staff will work closely with faculty members in the process of preparing a pilot proposal.

*(See Appendix I: Establishing Pilot Programs and Appendix J: Program Development and Funding Application Form)*

The proposal must be submitted by February 1 of the academic year *prior* to the first offering of the pilot program and should include:

*NOTE: Faculty normally will be primarily responsible for items 1-6a and the OIE staff will be primarily responsible for items 6b-11. Faculty and OIE staff will be familiar with all items contained in the pilot proposal. Much of the information below is included in provider (IES, CIEE, SIT, etc.) program brochures and websites in proposing an existing program for inclusion as a Gustavus approved program.*

1. The proposed program title as well as a brief abstract of a program that states its purpose and introduces what follows.
2. A summary of discussions with department and/or area studies faculty about how the proposed program fits into the Gustavus Adolphus curriculum overall and into particular programs of study (majors, concentrations); and a statement of support for the proposed program from the department or program chair. This statement shall relate the position of department or program faculty for or against the proposal.
3. A summary of discussions with the Director of OIE about the relationship of the proposed program to current and projected international studies programs and courses. Special attention should be given to the integration of the off-campus program with on-campus programs.
4. Description of the Academic program: (Include any printed or website materials from provider or host institution/site)
  - a. Length (semester, year long, academic calendar dates)
  - b. Focus (For Gustavus students)
  - c. Courses to be offered (if program specific, otherwise copy of host course catalogue)
    - (1) Title
    - (2) Level
    - (3) Credit
    - (4) Prerequisites

- (5) Possible general education and major requirements
- d. Staff and their qualifications
  - (1) Host faculty
  - (2) Host administrators including International Student Support Services
  - (3) Other professional staff (i.e. Academic Support, Counseling)
  - (4) Available resources (Library, technology, classrooms)
  - (5) Possible Gustavus faculty program advisor
5. Opportunities for GAC students to interact with student peers and others in the host community.
6. Plans for program evaluation
  - a. Academic
  - b. Logistical
7. Site Specific Details
  - a. How the proposed program balances other geographic offerings of Gustavus
  - b. Information on host site, planned excursions and arrival/departure arrangements
8. A description of the risk management issues regarding health and safety for students and/or faculty. *The IDPC will make the appropriate decisions for each area depending on the level of risk deemed acceptable for each program and/or country and in consultation with appropriate members of the Gustavus Adolphus College Administration. All students and accompanying faculty members are covered either under the ISIC (International Student Identity Card), ISTC (International Student Identity Card) and/or The EIIA, Educational and Institutional Insurance Administrators, Inc.*
  - a. Visa status in host country
  - b. Housing
    - (1) Options and costs for housing and meal plan
    - (2) Home selection of home stay families
 

If a home stay experience is part in the program, the following standards must be considered, including:

      - name(s) and credentials for individual or organization setting up the home stay experience
      - actual accommodation for student (e.g. private bedroom or private or shared bath?);
      - meal arrangements;
      - access to kitchen/laundry facilities;
      - number, gender and age of current occupants;
      - distance of home from classroom or academic meeting space, and transportation issues (if relevant);
      - orientation for host families and formal "meet and greet" session between host families and students;
      - stipends
      - any home stay rules, including curfew, alcohol or tobacco use, etc.
  - c. Special needs for health and safety related to sites (Include site specific CDC and State Department Consular Information). Provide 24-hour contact information at site.
  - d. Ability to accommodate students with disabilities
  - e. Proximity of health care practitioners and/or facilities
8. Identification of student audience(s)

- a. Anticipated number participating and the basis for that estimate
- b. Number eligible to participate
- c. Areas of study they are expected to come from
- d. Criteria for selecting participants
- e. Proposed channels of publicity to promote the new program
- 9. Institutional affiliation(s)
  - a. Information about host institution(s)/sponsoring organization(s)
  - b. Expectations and responsibilities of host institution(s)/organization(s)
  - c. Expectations and responsibilities of Gustavus Adolphus College
  - d. Responsibility of GAC faculty member for the program
  - e. Proposed agreements (student/scholar exchanges)
- 10. A budget
  - a. Program cost and explanation of how it has been determined
  - b. List of what is included in program cost (transportation, lodging, meals, vacation period expenses, etc.)
- 11. The Director of OIE will advise IDPC of the expected program fee.

IDPC will evaluate the proposal and make a recommendation to the Director of OIE. The IDPC will have the jurisdiction to determine:

- 1. To implement the program on a pilot basis.
  - a. Maximum and minimum number of student participants in pilot
  - b. Length of pilot status (normally 2 years)
  - c. Rationale and timeline for moving from pilot to full status (subject to faculty approval)
  - d. Assessment process to evaluate quality of program
  - e. Budget considerations
- 2. To decline to approve the proposal.

The Director of OIE will notify the IDPC each year of the status of all pilot programs being offered by Gustavus Adolphus. Before the end of the pilot period for a program, IDPC will consider whether it is advisable and timely to implement it as a full program. If IDPC supports the move to a full program, it will recommend the change to the Curriculum Committee and then to the full faculty for final approval.

## **APPENDIX J**

### **PROGRAM DEVELOPMENT FUNDING GUIDELINES**

A request for funding a site visit from Gustavus to an off-campus site can be made for one or more of the following reasons:

- A. To begin steps to pilot a new program;
- B. To get faculty, staff, and/or administrators to a site to become familiar with the operation/individuals/institutions in hopes of building a stronger connection between the campus and the off-campus site for purposes of program support, student recruitment;

- C. To check on the progress of students/program at a particular site either as a part of an established periodic assessment program or as the result of a perceived need to examine a program in greater detail;
- D. To strengthen the ties between the campus and the off-campus individuals/programs/institutions.

A request for funding a visit from individuals at an off-campus site to the Gustavus campus can be made for one or more of the following reasons:

- A. To plan, develop, or improve arrangements for off-campus programs;
- B. Purely for ceremonial/public relations reasons (i.e., honorary degrees);
- C. To explore possible new programs;
- D. To begin steps to pilot a new program.

The goal of OIE is to provide a fair and equitable system for access to site visit and program development funds. Decisions on funding of site visits will be based on finding the most economical plans in terms of human and financial resources. Requests for funding for one-time only site visits should be submitted by **February 15** for the following academic year. Two thirds of the available funds will be allocated to those requests which are approved and one third will be held back for “emergency” or unplanned necessary visits. Some funds might be available through other budget areas of the College (i.e., administrative budgets). Applicants are encouraged to pursue these possibilities.

.....  
*Request for funding*  
 .....

<b>PROGRAM DEVELOPMENT &amp; EVALUATION</b>
---

Request for Funds for Site Visit

Please complete the following form by answering in the space provided or by attaching your answers on a separate sheet. Return to the Office of International Education

Name:

Name of off-campus program to be visited:

Your relationship to this program:                     Program Director/Advisor  
     Instructor  
     Developer  
     Other

Site(s) to be visited and purpose for visit. Please include how this fits into the long range plan of the program:

Proposed time period for the visit:

Promoting the integration of off-campus studies with the on-campus effort to achieve a global perspective should be a consideration for all proposals. Applicants for funds who are considering a new program should explain how the new program would expand or complement existing on



# APPENDIX K

## Approved Study Abroad Programs

### Gustavus Exchange Programs

Kansai Gaidai University – Hirakata City, Japan  
Universiti Sains Malaysia – Penang, Malaysia  
Uppsala University – Uppsala, Sweden  
Växjö University – Växjö, Sweden  
United International College-Zhuhai, China

### Gustavus Sponsored Programs

Social Justice, Peace, and Development: A Semester in India, *fall semester* – Bangalore, India  
Gustavus Semester in Germany: Reformation(s) in Germany, *fall semester* – Wittenberg, Erfurt, Berlin  
Gustavus Semester in Sweden, *January Term and spring semester*  
Gustavus January Term Programs, *January term* – Worldwide

### Provider Sponsored Programs

American Councils for International Education (ACTR) – Russia  
Antioch Education Abroad, Buddhist Studies – India, Japan  
Budapest Semesters in Mathematics – Hungary  
Center for Education Abroad (Arcadia University) – Mexico, Italy, Greece  
Center for Global Education (Augsburg College) – Central America, Mexico, Namibia  
College Year in Athens, Greece  
Council on International Education Exchange (CIEE) – Worldwide  
Denmark's International Study Program (DIS) – Denmark  
Heidelberg University – Germany  
Institute for Study Abroad (IFSA-Butler University) – Argentina, Australia, Chile, Costa Rica, Cuba, England, Ireland, New Zealand, Scotland  
Institute for the International Education of Students (IES) – Worldwide  
Intercollegiate Center for Classical Studies (Duke University) – Italy  
Lancaster University – England  
Learning Abroad Center (University of Minnesota) – Worldwide  
Mansfield College Oxford – England  
Marymount College of Fordham University, London Drama Academy – England  
Round River Conservation Studies – Namibia, Canada  
School for International Training (SIT) – Worldwide  
Student Project for Amity among Nations (SPAN) – Worldwide  
University of Aberdeen, Scotland  
University of East Anglia, England  
University of Edinburgh, Scotland  
University of Wollongong, Australia

### Consortial Programs

Higher Education Consortium for Urban Affairs (HECUA) – Ecuador/Guatemala/Puerto Rico, Norway, Ireland, Bangladesh, Minneapolis/St. Paul  
Upper Midwest Association for Intercultural Education (UMAIE), *January term* – Worldwide

# APPENDIX L

## APPLICATION FOR FACULTY DIRECTOR/ASSISTANT DIRECTOR Gustavus Adolphus College faculty directed Programs

Information requested below should be submitted to the Director of International & Off-Campus Studies:

- Name of the faculty director applicant
- Name of the assistant director applicant
- Program for which you are applying
- Year(s) for which you are applying

### GENERAL INFORMATION

1. Why are you interested in the program and the specific geographic areas?
2. What are your relevant qualifications and background for the position?
3. Why would this particular year be a good one for you to lead the program? Would it be possible for you to take a program at another time?
4. Will you be available for recruitment, orientation, and re-entry the academic year preceding the program and the semester following the program? If no, explain.

### ACADEMIC CONSIDERATIONS

1. What is the course you propose to teach and how will it coordinate with the other courses in the program?
2. What resources are currently available to you, or that you hope to explore for the development of your course?
3. What are the advantages of teaching your course in the host country(ies)?
4. How would your course help students understand the cultures visited as well as their own American culture?

### PROFESSIONAL DEVELOPMENT CONSIDERATIONS

1. In what ways will this program serve as professional development for you? How do you expect this program to enhance your courses or research when you return to campus?
2. How will your participation strengthen the on-campus curriculum and programs, as well as the international studies programs themselves?
3. How do you envision your on-going participation in the area of international education?

### QUESTIONS/TOPICS TO CONSIDER IN PREPARING FOR THE INTERVIEW:

The following questions need not be addressed in the written application but should be given some thought. They may be raised in the interview.

### LEADERSHIP CONSIDERATIONS:

Describe your leadership style.

Describe your style of inter-personal communication.

How will you share responsibilities in the program between faculty director and assistant faculty director?

**PROGRAM DETAILS AND LOGISTICS:**

What is your previous experience and/or aptitude for handling travel arrangements and other logistical details?

How prepared are you to meet with officials and representatives of universities, religious organizations and other institutions?

**RELATIONSHIP WITH STUDENTS:**

What qualities would you look for when interviewing students?

What expectations would you have of students, before, during, and following the program?

What is your current involvement with students on or off campus (teacher, adviser, etc.)? Show how these involvements have benefited you and will help you to establish and maintain rapport with students in an intensive one earning/experiential program over the five months.

What might you anticipate as potential problem areas with a group of students on this sort of program? Briefly, how would you handle such problems?

**PERSONAL CONSIDERATIONS:**

How do you handle stress?

If you will be taking children along, how do you anticipate they will fit into activities of the program? How will you arrange for their schooling, if this is a concern?

**APPENDIX M**  
**GUSTAVUS ADOLPHUS COLLEGE**  
**January Term Off-Campus Study-2009**

**Faculty Course Proposal Form**

**Date:**

Completed form should be submitted to the Office of International Education prior to October 20, 2007.

**Proposer's name:**

**Phone:**

**Department:**

**E-mail:**

Dept. Chair Approval and (Initials and Date):

**Please check one of the following:**

**INTERNATIONAL Off-Campus Study Course**

**DOMESTIC Off-Campus Study Course**

## **I. Course Information**

**A. Course #:**

**B. Name of Instructor(s):**

**C. Course Title:**

*NOTE: The name of the place of study must appear in the title*

**D. Transcript Course Title (22 characters maximum, including spaces):**

**E. Course level: (100/200/300)**

What is the rationale for offering the course at this level?

**F. Minimum enrollment:**

*Single instructor must be at least 10 students.*

*Two instructors must be at least 20 students.*

If proposed minimum is less than the requirement, provide a rationale for receiving variance.

**G. Maximum enrollment:**

**H. Course Value: (1.00, .500, .250, .125)**

## II. Course Description

**A.** Catalog course description, including statement of expected course work (papers, exams, presentations, etc.) (c.100 words):

**B.** Are there prerequisites for this course?      Yes       No   
If yes, please list prerequisites and briefly provide a rationale.

**C.** Course Evaluation

1. Grading Option:       ABCDF       Pass/Fail       Student's Option

2. Required course practices and evaluation

a. explain specific course requirements such as participation, experiential journal reflections, exams, papers, presentations, field reports, etc.

b. % of grade for each requirement

**D.** Course Goals and Objectives

Gustavus January Off-Campus Study courses aim to provide the student with an active learning curriculum that integrates a rigorous academic program with experiential immersion activities. The learning objectives must guide the selection of course activities. Please provide a brief statement of how your proposed course will meet these objectives and how the course fits in with your department and/or college curriculum.

**E.** PROPOSED ITINERARY: In a separate attached document please demonstrate how the proposed educational activities enhance the course goals and objectives including:

- (a) Proposed dates for course
- (b) Proposed locations, means and time for transportation to site(s)
- (b) How the site location relates to the core objectives of the course
- (c) Methods of integrating educational and experiential activities
- (d) Integration of cross-cultural learning into activities
- (e) Sample daily schedule including formal classroom time, excursions, and assignments

**F. Access to Resources:**

- (a) Language issues (Language component in course?)
- (b) Library accessibility for works in English
- (c) Technology access (computers, web access, etc.)

**G. Homestays**

If you anticipate a homestay during your study-travel program how will you proceed with the arrangements?

### III. Other Information

1. Are you proposing to teach or cross-list this course in another department/program?

Yes  No  If yes, which department/program:

2. Has this course been offered in previous Interims? Yes  No

If yes, please indicate *when* it was offered and the approximate enrollment.

3. Is the proposed course also offered during the fall or spring semester? Yes  No

If yes, please indicate the rationale for also offering it in January.

4. If your course will meet requirements for a departmental major or professional certification, please explain briefly:

5. Indicate your level of familiarity with the site(s) visited on the program.

**IV. Proposed budget:** Please complete the attached worksheet with the assistance of Linda Shaw in the Office of International Education.

# APPENDIX N

## JANUARY TERM BUDGET WORKSHEET

(NOTE: Final Budget will be developed 12 months prior to the January Term)

Off-campus Interim Course Budget

YEAR \_\_\_\_\_

COURSE \_\_\_\_\_

The following costs will be included in the per student course charge beyond comprehensive fee for the above course based on the minimum target enrollment of \_\_\_\_\_ students.

Maximum enrollment	
<b>PART I</b>	<b>Total Cost      Per Student</b>

**A. INSTRUCTOR EXPENSES**

- Transportation air
- Transportation rail
- Transportation other
- Lodging location 1
- location 2
- location 3
- location 4
- Meals
- Events: tickets, admissions, excursions, other
- Group Incidentals
- Personal Incidental (\$200 dom. \$300 Int'l.)

TOTAL Instructor Expenses		
---------------------------	--	--

**B. DIRECT STUDENT EXPENSES**

- Transportation air
- Transportation rail
- Transportation other
- Lodging location 1
- location 2
- location 3
- location 4
- Meals
- Honorariums, fees
- Events: tickets, admissions, excursions, other
- Free-time per diems
- Group incidentals: communications, supplies
- Other (explain)

TOTAL COURSE EXPENSE BILLED BY GUSTAVUS (A+F)		
---	--	--

<b>PART II ADDITIONAL STUDENT EXPENSES</b>	<b>PER STUDENT</b>
--	--------------------

- Spending money needed
- Books
- Other (explain)

TOTAL ADDITIONAL EXPENSES NOT BILLED	
--------------------------------------	--

Submitted by \_\_\_\_\_

Date \_\_\_\_\_

## APPENDIX O

### Guidelines for Required Faculty Narrative J-Term Reports

Please bear in mind that reports of off-campus Interim courses not only document educational experiences, but also provide OIE and IDPC with important information for program assessment.

#### **1. SELECTION PROCEDURES AND COMPOSITION OF GROUP:**

- Please give the course number and title, instructor.
- Please provide a copy of the syllabus and the itinerary.
- Please provide information regarding number and breakdown of students (by majors, gender and year in college).
- Comment on the composition of the Interim group. Was the composition the result of deliberate planning and recruitment and selection techniques carried out by you, or was it a matter of chance? To what extent was it a “good mix”? Would you have wished for a different composition? Which one? why?

#### **2. ORIENTATION/PREPARATION:**

- What either helped or was counter productive in terms of:
  - OIE-organized orientation sessions for Interim instructors
  - OIE-organized orientation sessions for students
  - Your own instructor-led orientation sessions for your students (How many sessions? What topics covered?)
  - Work with OIE liaison?

#### **3. ACADEMIC ISSUES:**

- What worked well on your interim? (Pedagogical issues, level of rigor/challenge, particularly good assignments, and quality of learning demonstrated)
- What could be done to improve this area the next time this Interim is offered?
- What didn't work or worked less well than you had anticipated?
- What was the ratio of scheduled to free time? Did that work? If possible, include a detailed description of a particular day that demonstrates this balance.

#### **4. CROSS-CULTURAL LEARNING:**

- Please provide examples of successful initiatives in cross-cultural learning.

#### **5. LOGISTIC ISSUES:**

- Comment on each of the major stops in the itinerary:
  - Accommodation                      Meals
  - Transportation                      Host Agent(s)
  - Guide(s) (*It helps future programs to note names of guides*)
- What worked well with this particular itinerary?
- What advice would you have to the next instructor about changes in the itinerary?
- Was there anything problematic about this itinerary (i.e. “we arrived on a Sunday and had no way to access any local currency”)?
- Were laundry facilities accessible?

#### **5. Conclusions:**

- The best aspects/elements of the Interim experience.
- The least successful aspects/elements of the Interim experience.
- Words to the wise: advice for future leaders (and students) on this particular Interim.

Narrative reports are due to the Director of International Education on March 1. If your J-Term course is offered for the first time in January and is being re-submitted for the next January, you must submit both the budget and the narrative report by February 15.

## **APPENDIX P**

### **BACKUP SUPPORT**

#### **LETTER OF APPOINTMENT FOR BACKUP PERSONNEL ON OFF-CAMPUS STUDY PROGRAM**

Date

Name  
Address

Dear:

We are pleased to offer you an appointment as a volunteer support person for a Gustavus Adolphus College \_\_\_\_\_ off-campus study program to be conducted from January \_\_\_\_\_ through January \_\_\_\_\_, \_\_\_\_.

While performing services as a volunteer, you will follow the policies and procedures of the College similar to other College employees. Please note that this contract terminates on January, 31 \_\_\_\_\_, without further notice of termination or non-renewal by the College. If this course is canceled for any reason, this contract will also be canceled.

Your acceptance of this appointment indicates your willingness to share in the total program of Gustavus Adolphus College, to affirm and promote the mission of the College, and to accept reasonable assignments requested by the faculty leader of the program and the Director of International Education.

Please sign and return one copy of this letter within ten days of your receipt of this letter. I thank you in advance for your willingness to serve the mission of Gustavus Adolphus in this matter.

Sincerely,

Patrick Quade, Interim Director  
Office of International Education

## **APPENDIX Q**

### **UMAIE POLICIES**

<http://gustavus.edu/academics/ied/studyabroad/programs/jterm/UMAIE.php>

# APPENDIX R



Domestic Career Exploration Form / 2007–2008

## Career Center & Office of International Education

Students planning to participate in a January Term domestic Career Exploration program are required to complete this form in addition to the Career Center's application. The deadline for completion of all application materials is December 5, 2007

<b>APPLICATION DEADLINE</b>	
January Term Domestic Career Exploration 2008	December 5, 2007

Student Name: \_\_\_\_\_

1. Read, sign and submit the off-campus study waiver form in your application packet.
2. Provide a 24-hour contact number at your site: \_\_\_\_\_
3. Describe your travel and housing arrangements (includes modes of transportation and dates of travel):  
\_\_\_\_\_  
\_\_\_\_\_

4. Complete and return with your application the emergency contact information below:

Father's Name \_\_\_\_\_ Mother's Name \_\_\_\_\_

Address \_\_\_\_\_ Address \_\_\_\_\_

Home Phone \_\_\_\_\_ Home Phone \_\_\_\_\_

Work Phone \_\_\_\_\_ Work Phone \_\_\_\_\_

Email Work \_\_\_\_\_ Email Work \_\_\_\_\_

Email Home \_\_\_\_\_ Email Home \_\_\_\_\_

I give Gustavus Adolphus College permission to contact the above listed emergency contacts in case of an emergency:

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

Domestic Off-Campus Internship Form / 2007-2008

**Career Center & Office of International Education**

Fall Semester Internship 2007	September 11, 2007
January Term Internship 2008	December 5, 2007
Spring Semester Internship 2008	February 8, 2008
Summer Internship 2008	May 15, 2008

**Students planning to participate in a domestic off-campus internship are required to complete this sheet in addition to their application form. The deadlines for domestic internships are as follows:**

**Student Name:** \_\_\_\_\_

- 1. Read, sign and submit the off-campus study waiver form in your application packet.**
- 2. Provide a 24-hour contact number at your site:** \_\_\_\_\_
- 3. Describe your travel and housing arrangements (includes modes of transportation and dates of travel):**  
 \_\_\_\_\_  
 \_\_\_\_\_
- 4. Complete and return with your application the emergency contact information below:**

**Father's Name** \_\_\_\_\_ **Mother's Name** \_\_\_\_\_

**Address** \_\_\_\_\_ **Address** \_\_\_\_\_

**Home Phone** \_\_\_\_\_ **Home Phone** \_\_\_\_\_

**Work Phone** \_\_\_\_\_ **Work Phone** \_\_\_\_\_

**Email Work** \_\_\_\_\_ **Email Work** \_\_\_\_\_

**Email Home** \_\_\_\_\_ **Email Home** \_\_\_\_\_

**I give Gustavus Adolphus College permission to contact the above listed emergency contacts in case of an emergency:**

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**

International Career Exploration Form / 2007–2008

**Career Center & Office of International Education**

Students planning to participate in a Career Exploration program abroad are required to complete the application and orientation with the Office of International Education. In addition to the typical Career Center’s registration deadlines, the Office of International Education has deadline that are much earlier. The deadlines for career explorations abroad are as follows:

January Term Career Exploration Abroad 2008	October 1, 2007
---	-----------------

Student Name: \_\_\_\_\_

Country: \_\_\_\_\_ Program: \_\_\_\_\_

1. Provide the name, address, and phone of the closest health care facility:
2. Provide a 24-hour contact number at your site *other than* your cell phone:
3. Describe your housing arrangements: If there is a homestay component to the program, provide the name and contact of the person who is making the arrangements:
4. Do you have a passport? When does it expire? Does it have TWO blank pages for VISA stamps?
5. Is there a VISA requirement to travel to the country? (Check with Office of International Education.)
6. Check [http://travel.state.gov/travel/cis\\_pa\\_tw/tw/tw\\_1764.html](http://travel.state.gov/travel/cis_pa_tw/tw/tw_1764.html) for travel warnings to all countries involved in this experience. If there is a warning, contact the Office of International Education immediately. Note: you will not be able to obtain Gustavus credit for your experience of a travel warning is in effect.

## Career Center & Office of International Education

Students planning to participate in an internship abroad are required to complete application and orientation with the Office of International Education. In addition to the typical Career Center’s registration deadlines, the Office of International Education has deadline that are much earlier. The deadlines for internships or career explorations abroad are as follows:

Fall Semester Internship Abroad 2007	March 1, 2007
January Term Internship Abroad 2008	October 1, 2008
Spring Semester Internship Abroad 2008	October 1, 2008
Summer Internship Abroad 2008	October 1, 2008

**Student Name:**

**Country:**

**Program:**

1. Provide the name, address, and phone of the closest health care facility:
  
2. Provide a 24-hour contact number at your site *other than* your cell phone:
  
3. Describe your housing arrangements: If there is a homestay component to the program, provide the name and contact of the person who is making the arrangements:
  
4. Do you have a passport? When does it expire? Does it have TWO blank pages for VISA stamps?
  
5. Is there a VISA requirement to travel to the country? (Check with Office of International Education.)
  
6. Check [http://travel.state.gov/travel/cis\\_pa\\_tw/tw/tw\\_1764.html](http://travel.state.gov/travel/cis_pa_tw/tw/tw_1764.html) for travel warnings to all countries involved in this experience. If there is a warning, contact the Office of International Education immediately. Note: you will not be able to obtain Gustavus credit for your \ experience of a travel warning is in effect.

# GUSTAVUS

GUSTAVUS ADOLPHUS COLLEGE

## Domestic Off-Campus Independent Study Form

(Applies to students who are non-resident on the Gustavus campus during the time of their study)

**Students planning to participate in a domestic off-campus independent study program are required to complete this sheet in addition to their application form. The deadlines for domestic independent study courses are as follows:**

Fall Semester domestic off-campus Independent Study	March 1
January Term Off-Campus Independent Study	October 1
Spring Semester domestic off-campus Independent Study	October 1
Summer domestic Independent Study	March 1

\_\_\_\_\_

<b>ID #</b>	<b>Last Name (Please Print)</b>	<b>First</b>	<b>MI</b>	<b>Date</b>
-------------	---------------------------------	--------------	-----------	-------------

1. Read, sign and submit the off-campus study waiver form in your application packet.
2. Provide a 24-hour contact number at your site: \_\_\_\_\_
3. Describe your travel and housing arrangements (includes modes of transportation and dates of travel):  
 \_\_\_\_\_  
 \_\_\_\_\_

**4. Complete and return with your application the emergency contact information below:**

Father's Name _____	Mother's Name _____
Address _____	Address _____
_____	_____
Home Phone _____	Home Phone _____
Work Phone _____	Work Phone _____
Email Work _____	Email Work _____
Email Home _____	Email Home _____

**I give Gustavus Adolphus College permission to contact the above listed emergency contacts in case of an emergency:**

\_\_\_\_\_

<b>Student Signature</b>	<b>Date</b>
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## International Off-Campus Independent Study Form

(Applies to students who are non-resident on the Gustavus campus during the time of their study)

**Students planning to participate in an Independent Study program abroad are required to complete this form in addition to the application and participate in the orientation with the Office of International Education. The deadlines for independent study abroad are as follows:**

Fall Semester Independent Study Abroad	March 1
January Term Independent Study Abroad	October 1
Spring Semester Independent Study Abroad	October 1
Summer Independent Study Abroad	October 1

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ID	Last Name (Please Print)	First	MI	Date
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1. Provide the name, address, and phone of the closest health care facility:
  
2. Provide a 24-hour contact number at your site *other than* your cell phone:
  
3. Describe your housing arrangements: If there is a homestay component to the program, provide the name and contact of the person who is making the arrangements:
  
4. Do you have a passport? When does it expire? Does it have TWO blank pages for VISA stamps?
  
5. Is there a VISA requirement to travel to the country? (Check with Office of International Education.)
  
6. Check [http://travel.state.gov/travel/cis\\_pa\\_tw/tw/tw\\_1764.html](http://travel.state.gov/travel/cis_pa_tw/tw/tw_1764.html) for travel warnings to all countries involved in this experience. If there is a warning, contact the Office of International Education immediately. Note: you will not be able to obtain Gustavus credit for your experience of a travel warning is in effect.
  
7. Complete and sign the Release, Waiver and Medical Authorization Form

# APPENDIX S

## FERPA

### **The Family Educational Rights and Privacy Act**

Gustavus Adolphus College accords its students all rights under The Family Educational Rights and Privacy Act (FERPA) of 1974, and will annually notify students and their parents of their rights pursuant to FERPA through notifications in the College Catalog, Gustavus Guide, and Information Please. The College will not disclose information from students' education records without the written consent of students except to personnel within the institution, to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons.

At Gustavus only those persons acting in the students' educational interest are allowed access to student education records. These include personnel in the offices of the Dean of Students, Provost of the Faculty, Registrar, Admissions, Academic Advising, Student Financial Assistance, Career Services, and to faculty members within the limitations of their need to know.

At its discretion, the institution may provide directory information in accordance with the provisions of the Act to include: student name, address, telephone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, the most recent previous educational institution attended, participation in officially recognized activities and sports, and weight and height of members of athletic teams.

Students may withhold directory information by filing the appropriate form with the Registrar within two weeks after the first day of classes for the fall semester. Request for nondisclosure will be honored by the institution for only one academic year; therefore, authorization to withhold directory information must be filed annually.

Students may inspect their education records, challenge any contents, have hearing if the outcome of the challenge is unsatisfactory, and submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panel are unsatisfactory.

Student education records at Gustavus are maintained in the offices of the Dean of Students, Registrar, Student Financial Assistance, and Career Services.

Students wishing to examine their education records must make written requests to the appropriate office listing the item or items of interest. Only records covered by the Act will be made available, within thirty days of the requests. Students may have copies made of their records, except for an academic record for which a financial "hold" exists, or a transcript of an original or source document. Copies will be made at the student's expense at prevailing rates.

Education records do not include records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute, records of the security department, student health

records, employment records, or alumni records. Health records, however, may be reviewed by physicians of the students' choosing.

Students may not inspect the following as outlined by the Act: financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment, job placement, or honors to which they have waived their rights of inspection; or education records containing information about more than one student, in which case the College will permit access only to that part of the record which pertains to the inquiring student.

The College is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975.

Students who believe that their education records contain information that is inaccurate or misleading may discuss the matter with the chief administrator of the office involved. If that person is in agreement with the students' requests, the appropriate records will be amended. If not, the students will be notified within a reasonable period of time that the records will not be amended and be informed of their rights to a formal hearing.

Requests for a formal hearing must be made in writing to the Dean of Students who, within a reasonable period, will inform students of the date, place, and the time of the hearing. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearing by one or more persons of their choice, including attorneys, at the students' expense. The hearing panel will be comprised of the students' faculty adviser, a representative of the Dean of Students, and the Provost of the Faculty/Vice President of Academic Affairs.

Decisions of the hearing panel will be based solely on the evidence presented at the hearing, will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing panels, if the decisions are in favor of the students. If the decisions are unsatisfactory to the students, the students may place with the education records statements commenting on the information in the records, or statements setting forth any reasons for disagreeing with decisions of the hearing panels. The statements will be released whenever the records in question are disclosed.

Students who believe that the adjudications of their challenges were not in keeping with the provisions of the Act may request, in writing, assistance from the President of the College. Further, students who believe that their rights have been abridged, may file complaints with The Family Educational Rights Privacy Act Office (FERPA), Department of Health, Education, and Welfare, Washington, D.C. 20201, concerning the alleged failures of Gustavus to comply with the Act.

Approved by the Gustavus Adolphus College Board of Trustees: June 28, 1993.

# APPENDIX T

## Gustavus Adolphus College Motor Pool Policy and Guideline For Van Drivers and Occupants January 1, 2004

### I. PREPARATIONS BEFORE DRIVING

A. Walk around the van to do a quick visual inspection. Look for new dents or fluids leaking from beneath the vehicle; check light covers, tire condition, etc. With the help of someone in the driver's seat, check the running lights, turn signals and brake lights.

B. Make sure that your van is equipped with a fire extinguisher.

C. Clean all trash from the inside of the vehicle at the beginning and end of your trip. If the previous user has not done this, please note on your trip report.

D. Adjust the seat, mirrors and tilt steering wheel before starting the vehicle. Do not attempt to adjust the seat or steering wheel while driving

**E. When vehicle is in operation, the driver and all passengers must wear seat belts.**

F. Make sure the gas tank is full. College vehicles take regular unleaded gas of at least 87 octane.

G. Record the starting mileage and remember to record the mileage again at the end of the trip.

H. Have your driver's license with you when driving.

I. Cell phone use by the driver is prohibited while the vehicle is in operation.

J. Remember, when driving a college vehicle you are representing Gustavus Adolphus College.

**K. Do NOT carry more than the recommended number of passengers (including the driver) or cargo in any van. Individuals who are 18 years old or younger and are not enrolled as a Gustavus Adolphus College student are prohibited from riding in any van.**

### II. SAFE DRIVING GUIDELINES

#### A. Basic Safety

1. Drive defensively – assume that others do not.
2. Do not exceed posted speed limits! Always drive more carefully and slowly than you would in your own vehicle.
3. Obey traffic laws.
4. If you have consumed any alcohol in the previous 12 hours, do not drive. This does not mean you must be below the legal blood alcohol limit of .10%. This means **any amount** of alcohol. The same is also true for any drugs that can affect one's driving ability, especially illicit drugs but also including legal drugs that may cause drowsiness, etc.
5. The van is longer than your car! It is necessary to take turns wider than you would in a car due to the van's length. Because the van is so long, the rear

wheels tend to track further inside the turn than the front wheels. This means that on a tight turn, either to the right or left, your front wheels might still be inside your lane while your inside rear wheel is on or over the yellow line. Be careful not to sideswipe things on the inside of the turn! Use your mirrors to find out where you are relative to the boundaries of your lane, and how close you are to objects alongside the van.

6. **The van is heavier than your car. It will take more time and distance to stop the van than a car.** This is especially true when the van is carrying many passengers. To compensate for this extended stopping distance:
  - (a) Use a light foot on the gas. Accelerate slowly and evenly to your desired speed. Accelerating too quickly will require braking to keep your speed under control.
  - (b) Maintain at least a five-second following distance at all speeds.  
**DOUBLE YOUR FOLLOWING DISTANCE IN POOR CONDITIONS.** In rain and fog, drive at a speed that will allow you to stop within the distance you can see ahead.
  - (c) Use the road to help control your speed. Anticipate that an uphill stretch ahead will slow the van, so use the incline to help you slow down. Freeway off-ramps are a great example, just coast to the top. Because going down hill will add to your speed, let up on the gas before you come over the top and start to descend.
  - (d) Learn to COVER THE BRAKE. Watch the road ahead for problems that will require you to brake. When you see brake lights in traffic ahead of you, cars with turn signals, or curves in the road, move your foot from the accelerator and hold it above the brake pedal. The van will begin to slow even before you decide that you need to apply the brakes, and your braking distance and time will be shortened because you are anticipating the need to stop.
  - (e) In general plan ahead, look ahead, to the sides, and in your mirrors, and start braking earlier than you think you need to.
7. Remember that your brakes are a finite resource. Constant braking can lead to brake failure. Instead, use the transmission to help hold your speed down on long or steep down hills. Slow down and downshift to a lower gear before you begin to descend.
8. Use extreme caution when passing other vehicles. On the Interstate or other four-lane roads remember the following rules:
  - (a) Before pulling out to pass, check your mirrors and turn your head to look into the van's blind spot on the left side. Signal your intention well in advance.
  - (b) Maintain a steady speed while passing, and stay in the center of your lane. You should not need to go to the extreme left side of your lane while passing – this puts you at risk of driving off the road into the median.
  - (c) After you have passed the other vehicle, signal early before returning to the right lane. You will know you have given the other vehicle enough room when you can see him clearly in your rear view mirror (not the right side mirror). You may also ask for a visual check by a passenger (in addition to you checking your mirrors) before pulling back to the right lane. More room will be needed if you are pulling a trailer!
  - (d) Avoid driving in the left lane for extended periods. Faster vehicles will begin to pass you on the right, creating difficulties since you cannot see well on that side. Traveling alongside another vehicle reduces

your ability to maneuver – you will have nowhere to go if you need to change lanes. Try to avoid passing on two-lane roads, or any time that passing will take you into a lane used by oncoming traffic. If you find yourself behind a slow moving vehicle (i.e., farm machinery), do not try to pass until you are certain that you have enough room and sight distance to do so safely. There is no rush.

9. Drive with both hands on the wheel (in the 9:00/3:00 or 8:00/4:00 position), especially in heavy traffic, bad weather or on winding roads. Accidents are more likely when the driver is rushing to meet a schedule or the driver's attention is focused on things other than the road. Avoid changing the radio station, trying to eat, reading a map, or looking back at the rear passengers. It is a good idea to have the person “riding shotgun” assist in navigating, adjusting the radio, etc. As far as schedules go, arrive late instead of not arriving at all. Safe driving takes priority over schedule problems at all times.
10. Stopping and changing lanes in a van can take a lot of distance. You will need to be constantly aware of traffic and road conditions ahead of and around your vehicle. Check your mirrors frequently to:
  - (a) See where other vehicles are. Has an overtaking car moved into your blind spot? Do you know where you can go if you have to change lanes quickly?
  - (b) Shift your forward vision from near and far frequently. Know what is going on around you and look far enough ahead (**12 to 15 seconds, or 1/4 mile at 60 mph**) to be able to deal with upcoming road or traffic problems.
11. The vans are equipped with cruise control. If you are not familiar with cruise controls, read the owner's manual (prior to driving) before attempting to use it. It is imperative that you pay full attention to the road when the cruise control is on. This is not autopilot! **DO NOT USE CRUISE CONTROL ON SLIPPERY, WINDING, OR UNPAVED ROADS, IN HEAVY TRAFFIC, OR IF YOU ARE SLEEPY.**
12. When backing, or maneuvering into any tight spot:
  - (a) Do not move until you have walked around the van to examine obstacles and are certain you will not hit something. If there is someone else in the van with you, have them get out to act as a spotter to direct you around posts, cars, or other objects in your path.
  - (b) Back to the left if at all possible, as you will be able to see better.
  - (c) Be sure to roll down your window so that you can hear the spotter. Make sure the spotter stays safely away from the vehicle and is clearly visible to you at all times.
  - (d) **USE YOUR HORN TO GIVE A SHORT WARNING HONK BEFORE YOU BEGIN TO BACK UP.**
13. Monitor the dashboard gauges while driving. If a warning light comes on, or if a gauge indicates a problem, pull over safely, stop the engine and check to see what the problem is.
14. When locking the van make sure to lock the back doors, all side windows, and the front and side doors.

## **B. Driving with Passengers**

1. The driver is responsible for the safety of all passengers in the vehicle.
2. **All passengers must wear their seat belts at all times.**

3. The driver should not allow any horseplay that might lead to an injury or distract the driver.
4. Smoking and/or consumption of alcohol are prohibited in the van.
5. You should not drive with the rear door windows open, since exhaust fumes will be drawn into the van.

### **C. Driving on long trips and especially long nights**

1. Safe driving requires concentration and can be tiring. Change drivers every three hours to avoid driver fatigue. If the current driver is having trouble keeping his/her eyes open, or is feeling particularly tired, he/she should pull over at the first safe spot to do so and change drivers. If all approved drivers in the van are too tired to continue driving **STOP AND REST**. Remember that if the driver falls asleep at the wheel everyone in the van could be injured (or killed)! **DON'T DRIVE WHEN YOU SUSPECT YOU MAY BE TOO TIRED TO DO SO SAFELY.**
2. On long trips, the "shotgun" passenger should stay awake to assist the driver with navigating, passing, and to help keep the driver awake with lively conversation.

### **D. Driving on unpaved roads**

1. **Do not exceed 20 mph** on narrow, unpaved mountain roads.
2. Braking is tricky on gravel and dirt since the van can skid easily. Consider using a lower gear to keep your speed down and save the brakes.
3. Lookout for washboards (tightly spaced ripples) in the road surface. These can cause the van to "float" off the road.
4. It is best to drive in the center of the road, except when entering a sharp turn, being approached by another vehicle or approaching the top of a hill, shoulders can be very unstable and may give way under your van.
5. When being approached by another vehicle on a narrow dirt road, move slightly to the right and stop. Give the other driver a chance to decide what to do. Do not hurry. You may need to get out and negotiate with the other driver in order to pass safely. Be careful not to pull off onto an unstable shoulder. You may need to back up to a wider part of the road – use spotters and unload passengers if you feel this will be safer.
6. Consider using the horn on blind curves. At night, you may see the headlights of oncoming vehicles before you meet them. Flash your lights from high to low and back again as you enter a sharp curve to let oncoming cars know you are in the curve.
7. Make U-turns only at safe turnarounds, not in the middle of a narrow road.
8. If you can hear the transmission constantly switching in and out of overdrive while driving on mountainous roads, turn the overdrive function OFF.
9. Turn overdrive OFF if you downshift to control your speed.

### **E. IN EMERGENCIES**

1. In case of an accident, **stay on the scene until police arrive**. Do not attempt to assess blame. Complete the Accident Information Form contained in the motor pool vehicle pouch.

2. In an accident or mishap that involves personal injury: Contact the Gustavus Adolphus College Department of Safety and Security at (507) 933-8888. **Do not make statements to the Press;** instead refer any questions to the Office of Marketing and Public Relations.
3. In any accident or mishap that involves injury, or that will require repairs to the van:
  - (a) Have a police report done as soon as possible.
  - (b) Obtain a copy of the report or arrange for one to be sent to the Finance Office for insurance purposes.
  - (c) Take photographs of the scene and vehicles involved. A disposable camera is included in the motor pool vehicle pouch.

# *NOTES*