**GLOBAL LEARNING PROGRAMS OPERATING MANUAL**

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**Global Learning Program Philosophy**

Western’s Global Learning programs are credit-bearing academic courses that take place at least partially in a country other than the U.S. and are codified in University policy POL-U2105.01. They are intended to be an integral part of a student’s learning experience at Western and to maintain the same level of quality as on-campus learning. Therefore, the program’s destination should be an integral part of the curricular design and be in alignment with the faculty member’s expertise and travel experience. These programs of study may involve classroom time, field projects, service learning, interning, data collection, or interviewing of human subjects. As with any academic course, it is expected that there will be graded assignments, activities, or projects. It is also expected that no more than 20% of group time will be spent on activities unrelated to the academic goals of the program.

The ideal faculty leader is already familiar with the host country and its culture prior to leading a group of students there. The faculty leader and second responsible adult should be proficient in the host language in most circumstances or will arrange to be accompanied by interpreters for the entire experience abroad.

**GLOBAL LEARNING OUTCOMES**

1. Students will demonstrate the relevancy of course study to a destination outside of the U.S.
2. Students will demonstrate an awareness of differences that they encounter in the country they visit.
3. Students will demonstrate basic knowledge of the culture(s) they visit.

**GLOBAL LEARNING PROGRAM GUIDELINES**

1. All GL courses must be taught by Western faculty.
2. Per ACC policy, GL programs must follow the University’s policy on credit hours (see the section in this packet titled, “Calculating Global Learning Program Credit Hours”).
3. All student assignment requirements must fall within the quarter in which the GL credits are being offered.
4. All program proposals must provide clear itineraries (with the understanding that circumstances change, e.g. natural disasters, new service opportunities, political emergencies, airport weather delays). In addition, clear deadlines are required for start date, travel dates, and course completion.
5. All program budgets must have a breakdown of anticipated costs, including:

* Tuition and program fee
* Center for Disease Control recommended immunizations and medications
* Estimated airfare
* Passports and visas
* Special course fees, if relevant
* Housing/transportation/meals abroad (not covered by special course fee)
* Any other required expense over $100 (e.g. high-altitude hiking gear, art supplies)
* Administrative fees
* Marketing materials (optional)

1. All programs must have an interview process where the faculty member meets with potential students face-to-face.
2. GL programs are open to all degree-seeking, WWU students, WWU faculty and staff, and other qualified, matriculated students from an affiliated institution. Non-matriculated individuals may participate by enrolling through Western’s non-matriculated student process.
3. All programs must meet on campus prior to departure. Pre-departure meetings must consist of a minimum of four hour-long sessions or one week of regularly scheduled class time. These meetings should include academic content, team-building, destination-specific content, including health, safety, security, and travel logistics.
4. All students must attend pre-departure orientation sessions organized by Ed Abroad. These sessions will cover: visa acquisition, student conduct, travel logistics and packing, finances abroad, communications, safety, Title IX, mental and physical health abroad, resources for sexual harassment/assault, cultural competency, and culture shock.
5. All academic year programs should meet on campus after the program and before the end of the term to complete research projects, to conduct reflective exercises, or to organize presentations.
6. For academic year programs, faculty should consult their department chairs prior to proposal to come to an agreement on the minimum amount of students served to justify the burden of the faculty member’s absence for the term in question. Note: IGE has two sets of NTT replacement funds that academic departments may request to hire an NTT the term the faculty member is abroad to teach on a Global Learning program.

**ACC Policy on Study Abroad Course Numbering**

Rationale:

The new ACC policy is designed to bring clarity and consistency to Western’s system for identifying and numbering study abroad courses. The policy will aid ongoing efforts at Western Washington University to promote: (1) development and implementation of WWU study abroad courses; (2) expansion of student and faculty participation in WWU study abroad courses; (3) integration of study abroad courses into Department and Program curricula; (4) full and consistent inclusion of study abroad courses in the WWU Catalogue; (5) clarity in the reporting of study abroad courses in student records.

Policy:

(1) Every department and program will have a generic course number, “X37,” available for study abroad courses. The generic course number is a permanent course number analogous to Western’s existing system for identifying independent study courses. The generic course number allows departments and programs a high degree of flexibility in introducing, modifying, and otherwise experimenting with study abroad courses. In this respect, it is analogous to a “special topics” course number. For departments and programs that use the generic course number, the course will be listed in the Catalog, followed by a sub-listing of specific course titles that the department or program has offered and intends to offer repeatedly under the generic course number.

(2) ACC prefers that departments and programs offer study abroad courses identified by a specific new or existing course number, instead of the generic course number. The use of a specific course number indicates a longer-term commitment to inclusion of a specific study abroad course in the department’s curriculum. Such courses would include study-abroad versions of existing campus-based courses; new courses designed solely for study abroad; or new courses designed with distinct campus-based and study-abroad versions.

(3) Every study abroad course, whether identified by a generic or specific course number, will be clearly indicated as a study abroad course in university records, including the WWU Catalog and student transcripts.

(4) For informational purposes, the ACC will request a report at the end of each academic year from the Office of Education Abroad listing all study abroad courses that have been taught during the preceding academic year, including the specific course titles and credit totals that have been offered under generic X37 course numbers.

**CALCULATING GLOBAL LEARNING PROGRAM CREDIT HOURS**

The revised ACC policy on credit hours (2017) states that 30 hours (instruction + student work) = 1 credit. As per the policy, this is based on either “(a) one hour of direct instruction (as, for example, in a lecture, seminar, or discussion) and two hours of additional work per week, or (b) two hours of direct instruction (as, for example, in a laboratory, studio, rehearsal, or fieldwork) and one hour of additional work per week.”

As fieldwork is the closest approximation to the Global Learning model, we recommend that you apply option (b) above: 2 hours of instruction + 1 hour of student work.

For example:

**4-credit GLP:** 30 hours x 4 credits = 120 hours, of which about 80 hours should constitute instruction and 40 hours should constitute student work.

**8-credit GLP:** 30 hours x 8 credits = 240 hours, of which about 160 should constitute instruction.

**15-credit GLP:** 30 hours x 15 credit program = 450 hours, of which about 300 should constitute instruction.

Global Learning instruction takes place pre-departure, in-country, and post-travel. It can be defined generally as the following:

Pre-departure instruction: direct instruction by faculty member(s); direct instruction by health and safety professionals or other experts; group orientation/information sessions; directed activities aimed at building group identities and cohesion.

In-country instruction: direct instruction by faculty member(s) or local expert(s); directed field work; directed service learning; program-relevant cultural excursions (including guided travel); group learning activities; community-based projects.

Post-travel instruction: direct instruction by faculty member(s); directed individual or group projects; directed public presentations; directed assessment activities.

Calculate the number of credits for your program using these definitions. You might consider blending option (a) above for your WWU campus-based instruction and option (b) for the host country component. Be sure to demonstrate these contact hours in your Global Learning program course syllabus, which may be subject to ACC review.

**GLOBAL LEARNING PROGRAM APPROVAL PROTOCOL**

1. The GL program proposal form requires signatures from the faculty member’s chair as well as the college dean in order to facilitate their curricular planning. Only complete forms will be considered. The EdAbroad Director considers program viability as well as compliance with University policy and EA guidelines for each GL program proposal when presenting it to EAAC for its recommendation in support of conditional approval. Conditional approval remains in place until the program meets its enrollment requirement. Only at that time will programs earn final confirmation from the EA Director. Note: GL course approvals are the responsibility of the faculty member through the regular course approval process involving departments/programs, curricular committees, and the ACC.
2. In the event that the EdAbroad Director and EAAC membership disagree about whether or not to conditionally approve a proposed GL program, the Executive Director of IGE will make that decision.
3. A faculty member who believes that a GL program was not confirmed or was cancelled by the EdAbroad Director without justification can appeal that decision to the Executive Director of IGE, who will make a final determination in the matter.
4. As per University policy POL-U2015.01, travel may be terminated or restricted at the discretion of a senior administrator. If a program is cancelled because the Provost denied a State Department Travel Advisory Exception request, there can be no appeal. If a major crisis or disaster occurs in the days or weeks leading up to a program’s start date, the Provost or President’s Office, after consulting the EdAbroad Director and the Risk Management Office, can cancel a program without recourse or appeal.
5. If there is verifiable evidence that a faculty member has disregarded University and EdAbroad policies with regard to GL programs, and that as a result of that action participating students, the faculty leader or the University were put at risk, whether physically, ethically, or legally, future GL program proposals by that faculty member will be denied a conditional approval.

**GLOBAL LEARNING FACULTY RESPONSIBILITIES**

1. As Travel Leaders, GL faculty will comply with the University policy related to Traveling Outside of the United States [POL-U2105.01] and with the policy related to Managing the Risks of Off-Campus Experiential Learning Programs [POL-U2100.03].
2. GL faculty will comply with EdAbroad requirements for faculty who accompany students abroad for credit and non-credit programs or events. [See University policy POL-U2105.01]
3. GL faculty will comply with the EAAC-approved *GL Program Guidelines* and the *GL Faculty Responsibilities*.
4. GL faculty will attend the quarterly GL faculty information sessions offered by EdAbroad.
5. GL faculty will carry the Emergency Contact information at all times while abroad.
6. GL faculty will have access to student health information at all times while abroad.
7. GL faculty will carry out the planned GL program as advertised and as contracted with EdAbroad. Failure to do so may mean that future program proposals will not be approved.
8. GL faculty will implement course evaluations for each course taught abroad, as required by their department, college and the University.

**SECOND ADULT POLICY**

1. A second adult must accompany all GL programs unless a third-party provider or a host institution at the site of the program can provide logistical support and serve as a 24-hour emergency contact.
2. The second adult serves in one of three capacities: as a faculty member, as a program assistant, or as a volunteer. The second adult may be a Western faculty or staff member, a spouse or partner who brings a relevant skill set to the program, or a Western graduate student with a relevant skill set. A second faculty member who is teaching in the program will earn salary (in-load, summer, or overload), splitting the credits in agreement with the other instructor(s). A program assistant assists with programming but does not teach and may earn a stipend and/or will have travel expenses covered by the program fee. A volunteer also assists with programming, but must register as such, per University policy POL-U5300.20, including the submission of the University’s Criminal Conviction Verification. Only the travel expenses and per diem of a volunteer are paid. Professional and classified staff need supervisor approval and must take paid leave to participate as the second adult. In compliance with collective bargaining contracts, classified staff can only volunteer if their role will not mirror their job at Western. Overtime pay may apply to classified staff who accompany a GL program.
3. The ideal second responsible adult will be proficient in the host language and must be able to lead the group back to the United States in the event that the primary faculty leader is incapacitated. It is not expected that the second responsible adult will teach the course; rather, the second responsible adult would take command of the group and work with the Education Abroad office to repatriate the student cohort, if necessary. It is also ideal that the second adult be a different gender than the faculty leader to match the likely gender diversity of the student cohort.

**ACCOMPANYING MINOR POLICY**

1. Western does not recommend that faculty take accompanying children on a study-abroad program. [See University Policy POL-U5300.20 – Section 5] Faculty who elect to take a child with them on a GL program must conform to this policy in the following ways:
   1. They must seek prior written authorization from the department head, in this case the EA Director.
   2. The child must be accompanied by a full-time caretaker who is not the GL program leader, but may be the second adult if that adult is a legal custodian of the child.
   3. Faculty are fully responsible for the care and welfare of the child.
   4. Faculty must pay for all expenses incurred on the child’s behalf.
   5. The child’s presence should not disrupt or alter the study abroad activity in any way.

**GL FACULTY PLANNING GUIDE**

**Twelve months before your proposed program dates**

* Review the *GL Program Guidelines* and *GL Faculty Responsibilities* approved by the Education Abroad Advisory Committee. All GL programs must follow these guidelines and faculty must comply with the list of responsibilities.
* Review relevant University policies: *Managing the Risks of Off-Campus Experiential Learning Programs* [POL-U2100.03], *Traveling Outside the United States* [POL-U2105.01], *Bringing Children to Campus* [POL-U5300.20 – Section 5].
* Research possible destinations.
  + Do you have work or life experience as well as academic expertise relevant to the destination? Successful proposals will demonstrate these qualities.
  + Do you (or the second adult) have the necessary language skills to be an informed leader at that destination?
  + Is there a university partner institution at or near the destination that can help you with the program’s logistics? See the IGE website for a list.
  + Do you have reliable faculty or staff contacts at that location?
  + Do you know of a third-party provider who could provide logistical support?
  + Consult the U.S. State Department travel advisory webpage to see the status of your destination. If there is a Travel Advisory for that destination and the Provost does not grant you an Exception, you cannot take students to that destination.
* Plan the course you would like to teach abroad.
  + How might the selected destination help you teach your course?
  + In what ways do experiential activities align with your course?
  + How does the course you plan to teach fit into your department’s curriculum?
  + What student populations will be attracted to the course and its travel destination?
  + How will the proposed GL program benefit your professional development?
  + How will your department evaluate your leadership of a GL program?
  + How will the department adjust to your absence: will NTT funds be available to replace courses you might otherwise have taught?
* Determine who will serve as the second adult on the proposed program. What experience and qualities does that person add to the proposed program?
  + If you select a second faculty member, what are the compensation implications?
  + If you select a spouse or partner who is not affiliated with Western, see the University policy [POL-U5300.20] and state law [RCW 51.12.035] regarding registered volunteers or designate her/him as a program assistant.
  + If you select a graduate student, how will s/he be compensated?
  + Do you have confidence that this person can take over if something happens to you?

**Nine months before departure: Propose your GL program**

* This is a time-consuming process. Is this the right time in your career for you to take on this project?
* Meet with your department chair and colleagues to discuss your GL plans as they relate to the curriculum, to your professional development, and to your department’s needs.
* Initiate the course approval process, if necessary, through the regular curricular process.
* Meet with the EdAbroad Director to discuss your program proposal.
* Complete, route, and submit the GL program proposal e-form.

**Six/Eight months before departure: Your GL program is conditionally approved**

* Research all possible logistical needs: in-country travel, hotels/hostels, events, visits, classroom or field study locations, etc.
* Meet with the EdAbroad Director to set up a realistic program budget that will set student enrollment and student cost.
* Meet with the EA Director/AA staff to flesh out the itinerary, discuss visa requirements, and develop a contract and payment strategy.
* Stay informed about your eventual destination and plan for contingencies: DOS travel advisories, political unrest, epidemics, droughts, terrorist incidents, etc.
* Apply for a Travel Warning Exception if necessary [See University policy PRO-U2105.1A], using FRM-U2015.1A. Note: You have 30 days after conditional approval to submit this request.
* Begin an outreach agenda aimed at recruiting students into the program. How?
  + Post or share link to the GL program one-page brochure wherever appropriate. EA will print posters for your use if the cost is built into the program budget.
  + Publicize the course in department meetings; ask to visit courses.
  + Email the one-page brochure, or share a link to it, as well as additional program information, to studentmajors and advisors in relevant disciplines.
  + If the course is cross-disciplinary, ask to publicize it in courses in other departments.
  + Set up an information table in your departmental office or in the VU.
  + Make a short video about the program and post it on a departmental website, Facebook, Viking Village, etc.
  + If the course might attract students from WCC, BTC or NWIC, reach out to a colleague there to publicize the program.

**Four/Six months before departure: Your GL program is confirmed**

* If your program has not met its required minimum enrollment, discuss your options with the EdAbroad Director in conjunction with your department chair.
* If your program has met its required enrollment, meet with the EA Director/staff to: assure that contracts are processed with vendors where required and that final invoices and payments have been made.
* Attend the winter and spring quarter GL faculty training sessions.

**One month prior to departure**

* Meet with EdAbroad staff to finalize any pre-departure payments and review in-country budget.
* Meet with students to ensure that:
  + they have registered in the program,
  + they have a valid passport and any required travel visa,
  + they have the appropriate health insurance,
  + they know the itinerary,
  + they know their rights and responsibilities as a program participant, and
  + they have specific instructions on where to meet the group if arriving independently and have your and your co-leader’s host country contact information.

**After the program**

* Request course evaluations for students (in-person or online). Education Abroad will send students the program evaluation.
* Provide all receipts to Global Learning staff support to reconcile the program budget.
* Meet with the EdAbroad Director to debrief and to discuss the results of the student assessment tool.

**EDABROAD DIRECTOR’S GLOBAL LEARNING RESPONSIBILITIES**

PRE-PROGRAM:

1. Disseminate information to faculty about the GL approval process, policies and procedures for implementing a GL program. [Use IGE webpage for GL Programs]
2. Meet with individual faculty to discuss program proposals.
3. Route GL proposal esign forms to department administrator, chair and dean.
4. Inform Extended Ed of program proposals for course creation.
5. Work with EAAC to give conditional approval to GL proposals per the published calendar.
6. After conditional approval, work with individual faculty to create program budget and establish outreach agenda.
7. Work with EdAbroad staff to build the proposed programs in Terra Dotta, to enter students into TD (SWAISOTT), and to manage related expenses (POs, electronic transfers, contracts).
8. Work with EdAbroad and Academic Affairs staff to initiate the TEM process for each proposed program and to set up payment strategies (pre-departure and in-country) for programs.
9. Review budget/program viability during enrollment phase with relevant faculty and staff.
10. Inform faculty of final confirmation.
11. Provide IGE’s Admin Assistant with all info (coding, fees) necessary to input finalized courses into Banner.

DURING PROGRAM:

1. Serve as emergency response contact for GL faculty and students abroad. Follow University protocol in emergencies (Annex L).
2. Monitor crises world-wide and contact GL faculty and students when necessary.

POST-PROGRAM:

1. Direct EdAbroad staff to contact students to ask them to complete the program assessment.
2. Meet with faculty to review all non-curricular aspects of the GL program and to communicate results of student assessment of the program.

ON-GOING:

1. Set annual deadlines for program proposals and approvals.
2. Facilitate quarterly informational meetings for GL faculty.
3. Work with EAAC to review the GL Operating Manual, including student assessment tool, and to define short- term goals for GL programs.
4. Work with IGE Executive Director to manage contingency and NTT funds related to GL programs:
   1. Determine number of NTT sections that can be funded each academic year;
   2. Communicate with relevant chairs about NTT funding options;
   3. Determine amount of contingency funds to keep for emergencies;
   4. Charge GL programs a predetermined and set amount for contingency purposes;
   5. Determine on a case-by-case basis when contingency funds might be used to help a GL program meet its budget;
   6. Provide IGE with the necessary information to implement a departmental transfer of funds to support NTT replacements: faculty name, W number, department, estimated cost, relevant quarter for transfer.
   7. Provide IGE with the necessary information to transfer contingency funds to GL program budgets: program budget codes and amount.
5. Report annually to IGE Executive Director on program operations and staff resourcing.
6. Inform awardees of the annual GL Travel Grants.