
By their very nature, international and domestic Travel Seminars involve educational, geographic, financial, and administrative elements that go well beyond most traditional, classroom-centered courses. While the central criterion for evaluating Travel Seminar proposals is the educational value of the travel component, the unique nature and cost of Travel Seminars lead the college to use an extended timeframe and more extensive criteria for their development and review. Travel Seminar proposals should follow the guidelines and deadlines outlined below.

All proposals are initially reviewed and approved/denied by a committee made up of the chair of the Advisory Committee on Off-Campus Programs (ACOP – a sub-committee of CEPP), two Associate Deans of the Faculty, and the Director of Off-Campus Study & Exchanges (OCSE). The group considers the following aspects of each proposal when determining which are viable:

- Academic strength;
- Use of the location as classroom;
- Available resources on site and connections the proposing faculty/staff member has with the host community;
- Budget feasibility, including ability of program to attract sufficient students; and
- Impact on department and delivery of on-campus curriculum.

Given that these opportunities are limited, the group will also take into consideration whether the proposing faculty member or department has taken advantage of other OCSE faculty opportunities in the past. Preference is given to proposals from faculty/staff and/or departments that have not been given the opportunity to participate in the past or from departments/programs that are underrepresented in the standard semester-long off-campus study options. In addition,

(i.e. student athletes, STEM majors/minors, first generation students, etc.). Finally,

Travel Seminars can follow one of two models. In both program models, the travel component may be offered during the winter, spring or summer breaks.

_____ : This Travel Seminar is not connected to any course on campus; rather, the course is delivered in its entirety off campus. Please note that stand-alone Travel Seminars offered during the summer will not be eligible for Skidmore financial aid.

_____ : This Travel Seminar is a combination of a semester-long on-campus course and an additional off-campus academic experience the Travel Seminar. The on-campus course is offered during the fall or spring semester. The Travel Seminar should follow or be delivered in the middle of the on-campus course rather than precede it. Faculty

Early Dec.	OCSE to convene review group for selection process.
Mid-Dec.	OCSE to send selected proposals to Curriculum Committee for review.
January	OCSE to inform applicants and chairs/directors of decisions. OCSE to announce decisions to campus.
Feb./March	Faculty to meet with OCSE staff to discuss recruitment strategy, on site logistical planning, pre-departure orientation, etc.

Sponsoring faculty must possess the academic expertise to inform and guide the proposed course of study. Staff must possess necessary skills and expertise to support students in significant and distinct ways. (It should be clear that faculty and staff add value specific to topic or location.)

Faculty/Staff must have experience with the culture of the host country/location or be able to identify host-country/location experts and guides who can support the project.

Because faculty/staff are leading a group of students for off-campus study, they must possess a high level of commitment to recruiting students and to organizing and leading the project. They must also demonstrate strong organizational skills, responsibility and reliability, resourcefulness, and a readiness to provide a level of personal guidance to students that is well beyond the expectations of the traditional classroom environment.

Travel Seminars must offer carefully structured, focused, and rigorous learning experiences. Faculty and staff are urged to consult with OCSE and the ADOF for guidance as they develop their proposals and courses.

Travel Seminar selections are made based on course quality, distinctness of the opportunity, ways in which the Travel Seminar supports curricular and strategic goals of the College, overall balance among the disciplines, frequency of off-campus offerings from specific departments and programs, and availability of resources.

Course proposals must:

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define how the off-campus learning experience promotes student knowledge and abilities beyond observation and towards interaction and engagement with people or places on the itinerary.

Considerations for selection include:

Academic:

- the quality of the course;
- how well the course makes use of the off-campus location as a classroom;
- how the course fits into College priorities and programs;
- whether the host country/region/location is one which Skidmore students are otherwise unlikely to experience as part of an academic program (preference given to strong proposals in underrepresented locations or disciplines);
- whether the course has been successfully offered in the past (a successful repeat seminar could have an advantage over a new course that does not meet the other criteria);
- whether the faculty/staff member and/or department/program/office has offered off-campus programs in the past.

Administrative:

- whether the on-site connections/partnerships outlined by the faculty/staff will provide appropriate students support;
- whether the h , safety or
- political risks;
- how likely it is that the seminar

shepherding proposals through approval process;
informing faculty/staff and campus constituents of selection decisions.

Faculty/Staff will be responsible for:

- locating and evaluating resources in the host country for classroom space, student housing, local transportation, etc., with help from OCSE;
- obtaining accurate cost information on the rental fees for classroom space, local transportation, student and faculty housing, and any expenses associated with field trips (e.g., entrance fees, lecturing permits, etc.) , with help from OCSE;
- promoting the program to students through flyers, information meetings, etc. NOTE: Due to the financial elements of a Travel Seminar, insufficient student enrollment will jeopardize the ability to run the program. Faculty are responsible for recruiting students sufficient to run the program(s). OCSE will assist in recruitment; however, faculty must take primary responsibility for enrolling the necessary number of students;
- providing OCSE with text describing the program and developing recruitment materials;
- reviewing applications and selecting program participants with OCSE;
- using expertise in program location to develop pre-departure materials with OCSE that appropriately prepare students for the program and the host country and host culture;
- holding pre-departure orientation for program participants with OCSE.

OCSE will be responsible for:

- assisting with locating and evaluating resources in the host country for classroom space, student housing, local transportation, etc.;
- organizing international/domestic transportation, including group flights;
- attending to all financial arrangements needed to meet program costs in the U.S. and abroad, according to established Skidmore financial policies and procedures;
- e the host location in particular and sharing with faculty and students;
- creating promotional materials (e.g., brochures, flyers), application forms and pre-departure materials;
- assisting with promotion of the program and serving as central resource for information on the program;
- setting deadlines and overseeing application process;
- reviewing applications and selecting program participants in collaboration with faculty;
- developing pre-departure materials about program and host country/culture with faculty;
- presenting on cultural adjustment, emergency procedures, and health and safety resources at pre-departure orientation;
- managing program finances, including payment/collection of deposits and billing of students;
- assisting faculty and students with visa applications and/or other necessary documents to lead/attend the program overseas.

Faculty/Staff will be responsible for:

- delivering academic and co-curricular portions of program;

providing ongoing student support in and out of the classroom;
liaising with on-site partners on program delivery;
attending to any student personal or behavioral concerns that arise;