THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802-4275

Date: July 12, 1989
To: Presidents
From: W. Ann Reynolds, Chancellor

Subject: State Funded Campus Based Study Abroad Programs — Executive Order No. 550

I am transmitting to you a copy of Executive Order No. 550 relating to the development, administration and conduct of state funded campus based study abroad programs in The California State University together with the following document:

“A Practical Guide: Standards and Procedures for State Funded Campus Based Study Abroad Programs” (Attachment A)

This Executive Order supersedes the footnote (page 1), Attachment A to Executive Order No. 165, dated November 10, 1972. Further revision to these documents may be expected as we gain experience under these policies and guidelines.

In accordance with the policy of The California State University, the campus President has the responsibility for implementing Executive Orders where applicable and for maintaining the campus repository and index for all Executive Orders.

WAR:If

Attachments

Distribution: Academic Vice Presidents
Associate Vice Presidents, Academic Affairs
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Continuing Education Deans
Chairs, Academic Senate
Business Managers
Foundation Managers
Chancellor’s Office Staff
THE CALIFORNIA STATE UNIVERSITY
Office of the Chancellor
400 Golden Shore
Long Beach, California 90802-4275

Executive Order No.: 550

Title: State Funded Campus Based Study Abroad Programs

Effective Date: July 12, 1989

Supersedes: Footnote (page 1), Attachment A to Executive Order No. 165.

1. This Executive Order is issued pursuant to Title 5, California Administrative Code, Sections 40100 and 40102.

2. Presidents of the campuses of The California State University (CSU), or their designees, may initiate state funded campus based study abroad programs which support, enrich, and/or broaden existing curricular offerings.

3. For purposes of this Executive Order, "state funded" shall mean any CSU campus instructional program which in any respect employs appropriated public funds to support its operation. "Study abroad" shall mean any CSU campus instructional program which is in whole or part conducted at a site outside of the United States of America. Normally, campus based study abroad programs will approximate one standard academic term (semester or quarter), or any part thereof. Proposals for longer term programs will be considered under special circumstances.

4. The following policies and procedures apply to the development, administration, and conduct of all state funded campus based study abroad programs:
   
a. State funded campus based study abroad programs must be administered and conducted as regular offerings of the CSU campus. They will not be operated under the terms of authority of, nor shall they be organized as, extension or special session programs (vide: Executive Order No. 165).

b. Such programs must undergo a normal on-campus development process which incorporates all appropriate administrative and academic reviews and approvals as defined by the sponsoring CSU campus curricular process.

c. State funded campus based study abroad academic offerings must present a coherent, thematic course of study which is congruent with or adjunct to the campus curriculum and which relates to the overseas instructional site. Courses offered must satisfy CSU campus graduation requirements as a condition of receiving state fund support.

d. Prior to the establishment or operation of a state funded campus based study abroad program, a detailed proposal consistent with the Chancellor's Office guidelines and standards for such programs must be submitted by the campus President, or designee, to the Office of the Chancellor and written approval from the Office of the Chancellor of said proposal must be received by the campus President, or designee.

e. Approval by the Chancellor's Office to establish and operate a state funded campus based study abroad program is granted by the Chancellor's Office for the initial iteration of the proposed
program. Subsequent iterations of approved programs may operate without further prior review unless they undergo a fundamental change, such as a change in the general location of instruction, substantial curricular revisions, or major changes in fiscal or administrative arrangements.

f. Campus Presidents, or their designees, will incorporate plans for the review, evaluation, and improvement of state funded campus based study abroad programs as a regular feature and condition of their approved operation. Reports, including information obtained in the review and evaluation process and a summary of planned or instituted improvements, will be provided to the Chancellor's Office on a timely basis at the conclusion of each iteration of the program.

g. No state funded campus based study abroad program may be established which duplicates offerings of The California State University International Programs.

5. This Executive Order may be augmented by guidelines and procedures consistent with its provisions by the Vice Chancellor, Academic Affairs, or designee.

6. Approval of proposals for state funded campus based study abroad programs is delegated to the Vice Chancellor of Academic Affairs. Proposals should be forwarded to that office for review.

W. Ann Reynolds, Chancellor

Date: July 12, 1989
ATTACHMENT A
Executive Order No. 550

THE CALIFORNIA STATE UNIVERSITY

A PRACTICAL GUIDE:

STANDARDS AND PROCEDURES FOR STATE FUNDED
CAMPUS BASED STUDY ABROAD PROGRAMS

Introduction

This publication replaces the "Guidelines for the Establishment, Administration, and Evaluation of Study Abroad Credit Programs for CSU Students" (approved by ACIP on October 10, 1986 and the Statewide Academic Senate, AS-1766-87/ACSP) and articulates the intent of the Chancellor's Executive Order No. 550 by providing detailed guidance on required and recommended policies, standards, and procedures for the development, establishment, conduct, and evaluation of state funded campus based study abroad programs offered by campuses of The California State University system. It is designed to be used both as a general reference and as a practical checklist for faculty and administrators who are contemplating or operating such programs. The contents are based on input from a variety of sources, including official system policy, advice from the Statewide Academic Senate, the recommendations of individual faculty and staff members on the campuses of The California State University, and on the long experience in state funded overseas study operations of the staff of the CSU Office of International Programs. A PRACTICAL GUIDE is a living document which will profit from the suggestions of its users. Their comments and recommendations for its improvement are solicited.

Organizing and operating academic programs in an international and intercultural environment is a complex and demanding effort which holds out the opportunity for powerful instructional enrichment, but which also requires a well-coordinated effort on the part of many elements of the campus community. The material which follows illustrates the roles played by many campus personnel. The success of these unique programs depends on a collegial and broad-based effort on campus which will guarantee the support and services these programs require.

In the text which follows, a distinction is made between recommended and required standards and procedures. Nevertheless, each listed element should be regarded as a significant aspect of planning and conducting high quality semester abroad programs. A PRACTICAL GUIDE specifies requirements for meeting Chancellor’s Office standards for the initial approval of proposed programs and for the review and approval of reiterations of previously approved programs. The intent of these processes is to assure the proper development of system policy guidance in a new area of academic endeavor and to exercise both the support and responsible supervision of CSU international activities which such activities require. Campuses are encouraged to develop and document their own internal procedures and standards for the development, operation, and approval of state funded semester abroad programs consistent with Executive Order No. 550 and A PRACTICAL GUIDE.
I. ACADEMIC MATTERS

All study abroad programs begin with a concept which ties domestic educational objectives to perceived opportunities for enrichment, specialization, and/or altered intellectual perspective available in a foreign learning environment. The linking of domestic academic programs with a foreign instructional environment produces opportunities, but also special requirements involving curriculum, collegial governance, logistics, and other factors which complicate the process of realizing the program concept. This section points to the key matters in moving from step 1, the preparation of a written general concept of the proposed program, to a detailed academic plan.

The Curriculum

☐ 1. Do courses selected for the instructional curriculum support specific elements of degree programs currently offered at the campus?

Required: Programs supported by state funds must be so designed that they allow "normal progress" toward the accomplishment of campus graduation requirements.

Courses may support general education requirements, major and/or minor requirements, and/or elective courses within the broad scope of campus graduation requirements.

☐ 2. Are courses selected for the study abroad curriculum based on existing, approved campus offerings; on proposed course offerings unique to the program; or on courses offered by a foreign institution?

Defining the origin of each proposed course in these terms will lead to appropriate strategies for obtaining approvals in accordance with established campus review and evaluation procedures.

☐ 3. Have contact hours and unit credits been specified for each proposed course?

Required: Prevailing campus standards for assigning contact hours to justify unit credit award will normally be observed for study abroad programs. Exceptions, as in the case of coursework offered by a foreign institution, must be approved in advance by campus authorities according to established local procedures.

☐ 4. Have detailed course descriptions been developed for each proposed study abroad course which incorporate any special features associated with the foreign instructional environment?

Detailed course descriptions are not only essential for campus approval processes, but an essential part of program and instructor selection. They must be prepared early in the process of program development.

☐ 5. Does the curricular plan provide sufficient unit credit to allow full-time enrollment?

Required: As an aspect of the “normal progress” standard, state funded campus based study abroad programs must require enrollment in a full term of instruction. This is normally interpreted to be 15 semester hour credits but may not be less than 12 semester or quarter hour credits. Programs of shorter duration than a semester or quarter may be exempted from this requirement by the Chancellor’s Office.

☐ 6. Have all curricular options and course enrollment rules and requirements (including course prerequisites) been defined and described in the program plan?

Rules on minimum and maximum unit enrollment levels should be prepared and published in program publicity information as well as the program proposal.
7. Have any planned instructionally related tours or travel been described? Are such activities fully integrated into the instructional program?

**Required:** Note that academic credit cannot be awarded for travel *per se*. Travel time is noninstructional time. Integration of tour and travel activities must be accomplished by on-site instruction, retrospective reports, etc.

8. Does the curriculum considered as a whole relate to the instructional site? Does each course support the overall curricular theme of the program concept?

**Required:** It is critical that instruction support a theme consistent with the program locale; otherwise, the curriculum will lose the academic focus which justifies its conduct at a particular overseas site.

9. Can the curriculum be repeated in subsequent iterations of the program? Do adequate instructional resources, including qualified faculty, exist to support continuation of the program?

The campus makes a major commitment when it initiates a study abroad program. The curricular plan should provide for continuation of the program beyond its inaugural operation. It is particularly important that the program locale and theme be supportable by related instruction in subsequent iterations. Long term planning for these iterations should be a part of the initial program plan. “Cobbled together” curricula based on faculty availability alone should be avoided.

10. Does the curriculum include both classroom and physical orientation to the host country and/or instructional site?

Practical and cultural orientation to the host country and instructional site is an essential element of programmatic success. It insures quick integration of the student into the local environment. Effective initial orientation is particularly critical in programs operating for only a semester or quarter, as time for student integration is relatively limited.

11. If the program is conducted in a non-English-speaking locale, does the curriculum provide instruction in the host country language?

A basic principle of successful international education is the critical role of language competency in cultural integration. The curriculum should incorporate an appropriate level of instruction in the host country language, including a language “survival” skills component, as part of a well-conceived orientation program.

If the program assumes a specific level of language competency, the linguistic preparation required must be carefully defined in advance in terms of successful prior formal instruction and/or competency evaluation through tests and interviews. In selecting participants, care must be taken to avoid too great a degree of variation in language preparation levels, as this could invalidate the curriculum for some participants.

12. Have provisions been made in the curricular plan to allow for a sufficient instructional staff to permit a variety of teaching methods and perspectives in the study abroad curriculum?

Too few instructional faculty create a “thin” program which does not approach the variety of perspectives students would normally expect to encounter within a particular field of study on campus. While practical considerations necessarily limit the number of faculty positions which can be supported by a study abroad curriculum, primacy should be given to a quality student experience.
Campuses may wish to establish guidelines to guarantee appropriate staffing levels as a part of internal program proposal reviews.

☐ 13. Have all academic aspects of the program received a thorough review and approval by faculty committees and academic administrators as specified by campus authorities prior to submission for Chancellor’s approval?

**Required:** The planning and development process must begin early enough to permit successful completion of all campus review processes before seeking final approval to operate any proposed program. The Chancellor’s Office will not act until campus processes have been completed. Likewise, campus processes designed to evaluate existing programs and approve changes in their academic aspects must also be completed prior to submission to the Chancellor’s Office.

☐ 14. Do adequate instructional facilities exist and are such facilities available for use at the program instructional site?

Laboratories, libraries, classroom space, photocopying and typing (word processing) equipment, calculators, computing and data processing equipment, audio-visual and graphics support, administrative supplies, printing support, telephones, and office space — any or all of these and a myriad additional items may be critical to, or desirable for, instructional success. Do not assume the availability of anything. Plan for every needed item.

**Required:** All materials, facilities, or services must be identified and costed in the program state fund budget, including those items that you assume to be free. If the campus proposes to charge any miscellaneous course fees (per Executive Order No. 362) to participating students, such proposed fees must be derived from currently approved on-campus fees practice and may not be employed to avoid the obligation to provide state fund support for instruction, instructional facilities and materials, and administrative support as described elsewhere in A PRACTICAL GUIDE.

**Personnel Matters**

☐ 15. Has an approved campus procedure for the selection and assignment of faculty been established in which peer assessment, competitive selection, and open access are respected?

**Required:** State and federal law, CSU policy, labor contracts, and campus procedures all govern the selection of faculty personnel for teaching assignments. Regardless of the proprietary interest of faculty or administrators who initiate particular study abroad programs, actual staffing decisions must derive from approved personnel selection processes.

☐ 16. Have faculty qualifications to participate in the study abroad program been defined in terms of instructional competencies experience in the cultural milieu of the overseas instructional site and appropriate administrative experience?

It is particularly critical that instructional personnel involved in study abroad programs be equal well qualified to conduct formal instruction and to assist students in appreciating the instruction and personal aspects and opportunities of the host environment. Inexperienced personnel will undermine student confidence and limit the full integration of the student experience — the essential objective of study abroad programs.
17. Have staffing requirements been defined both in terms of instructional requirements [see Standard I 12, above] and administrative requirements?

Planners typically underestimate the commitment of program staff to the operational aspects of the program. Counseling, advising, handling logistical details, providing unplanned for support services for students, covering faculty absences, handling programmatic correspondence and paperwork, interfacing with host agencies, institutions, and governments, and dealing with contractors for services, housing, and travel — all these produce demands on faculty time beyond in-class instruction and support of instructionally-related and extracurricular tours and activities. Staffing in depth for such requirements is an essential part of program planning.

18. Have appropriate arrangements been made and clearances obtained from departments and schools to permit the absence of selected faculty for study abroad assignment?

Early involvement of departments and schools in the planning of study abroad programs will make their own planning easier and will elicit improved cooperation.

19. Have arrangements been made for the extension of faculty benefits and pay while serving on the semester study abroad assignment?

Program planners should consult with the campus personnel officer to determine the availability of benefits and arrangements necessary for proper handling of paychecks, etc. While some services can be arranged with ease, others may be less accessible or may require a special effort. Medical and dental programs should be of particular concern. No assumptions are justified. All details must be checked. Supplementary costs may be involved. Neither should planners fail to consider the health and medical benefits of dependents whether accompanying the CSU employee abroad or not.

Likewise, even experienced faculty travelers will need to think about the personal arrangements involved in an absence of several months. The development of local “practical guides” which pass on suggestions from one generation of study abroad staff to another on these matters will prove to be helpful and is strongly recommended.

20. Have arrangements been made with departments and schools to conduct appropriate personal assessments for study abroad instructional faculty and administrators?

Particular care must be taken to be certain that consideration for tenure and promotion are in no way adversely affected by absence from the home campus to serve on study abroad program staffs. Arrangements for completion of standard annual evaluations, where appropriate, must be made.

Assignment as a member of a study abroad teaching/administrative support group place special demands on those who participate. While its professional value as international teaching and research experience is limited, study abroad assignment requires special teaching, leadership, and management skills which should receive appropriate recognition as a part of faculty career development.

Evaluations

21. Has a comprehensive plan of internal evaluation for the study abroad program been prepared and approved in accordance with campus procedures?

Required: An evaluation plan which results in a focused and detailed review of program operations is essential as a tool to capture operational experience and to permit that experience to
be shared by the home campus community and others who must make judgments about and assign resources to the study abroad program. It is a substitute for the more regular oversight given to academic operations on campus.

The value of the evaluation process is related not only to its effective design and the broad communication it establishes between the program and the campus community from whence it draws its support. Its value is also defined in the frankness and candor of its reporting. Quality overseas programs are had only at the expense of a self-critical process. Not less significant are the constantly changing factors of operating within a foreign instructional environment. Only effective program evaluation can detect such changes and provide hints on necessary adaptations.

☐ 22. Have arrangements been made to incorporate student evaluations into the comprehensive evaluation process?

Questionnaires should be developed which are aimed at evoking the student perspective in the evaluation process. In developing such questionnaires, it must be noted that leaving room for open comment usually produces the most useful input.

Additionally, arrangements for the preparation of standard student perceptions of faculty performance, if they are required, must be made well in advance. Normally, the standard campus procedures should be respected in this matter, but conditions may require modification of those procedures. This may, in turn, require prior coordination on campus.

☐ 23. Have grading policies been established and approved for the program? Have arrangements for timely reporting of grades been made?

Some program participants may have special needs for grade reporting for graduation or other reasons. Students should know in advance when grades will be reported on campus. Special attention must be given to the applicable rules and procedures for the assignment of “incomplete” grades, as conditions may not permit the subsequent completion of assigned work away from the instructional site abroad.
II. LOGISTICS, SERVICES, AND FINANCE

Travel and Insurance Services

Program-arranged (group and individual) travel is a campus responsibility to the participating students. It may not be avoided or delegated. Contracted travel agents and carriers do not normally deal directly with students nor can they under any circumstances make individual agreements with students enrolled in the study abroad program who are participating in program-arranged travel services.

☐ 24. Have air carriers been selected which are approved under the provisions of Chancellor’s Executive Order No. 486?

Required: Only those air carriers may be employed for program-arranged travel which have complied with Trustees standards. Air carriers which have so complied are announced in Chancellor’s Executive Order No. 486, which is prepared in the Educational Support Office of the Chancellor’s Office. This announcement is updated quarterly and is circulated to the CSU campuses. Currently non-approved air carriers may become approved by application to the Chancellor’s Office. Contact Dr. Philip Johnston, (213) 590-5992 or ATSS 635-5992 for further information.

☐ 25. Is the travel agency bonded in accordance with standard State of California procedure?

Required: As the contracting agency will be handling student funds, it is essential that it be bonded and handle student funds received as a trust until the promised services are actually provided. (See Business and Professions Code, Section 17540 et seq.)

☐ 26. Has a valid, approved contract for travel services been concluded prior to the transfer of any funds in payment?

Required: A valid, approved contract is one which has been obtained in a competitive bidding or approved single source process and executed by an authorized officer of the campus, the Office of the Chancellor, and the Department of General Services, as appropriate, in accordance with standard State of California contracting procedures (see Public Contract Code, Section 10335 et seq.; State University Administrative Manual, Section 2510 et seq.) No travel arrangements may be confirmed, tickets issued, or payments made until a valid contract is in effect.

Required: In addition, care must be taken to avoid any implication that the travel services contractor is in any way affiliated with the CSU campus or the State of California. Using tour operator publicity channels or publications to advertise or promote the program, or permitting the contractor to employ any means to wed in public the interests of the State of California with those of the contractor is not permitted. Your campus contracting officer will assist you in interpreting this aspect of your relationship with your contractor.

☐ 27. Do contracts provide for cancellation refunds and penalties, and are students advised in advance of commitment to program-arranged travel of program travel refund policies and procedures?

☐ 28. Is casualty insurance provided to cover all air travel portions of the trip at a minimum?

Required: Casualty insurance for CSU group travel is a Board of Trustees requirement. A minimum of $50,000 coverage is suggested.
29. Have study abroad program operators arranged student travel to maximize economy and efficiency?

In negotiating travel arrangements with private agents or air carriers, primacy must be given to the right of the students to have their interests represented by achieving acceptable levels of travel services at the lowest possible cost. Therefore, adherence to state and CSU requirements for appropriate competitive bidding processes (see Public Contract Code, Section 10335 and State University Administrative Manual, Section 2510) is important.

Contractor provisions for “Group Leader” tickets for study abroad program faculty may be incorporated into contractual arrangements for travel services only on the condition that accepting them will not result in a higher cost to students than might have been obtained without such provisions.

A balance must be struck between cost and convenience in arranging student travel. Study abroad program operators should consider all aspects of flight and ground services offers by contractors: number of modal transfers, routing, in-flight services (meals, movies, flight equipment), time of arrival, stopovers, etc. The lowest cost may produce intolerable travel conditions and negatively color student attitudes from the outset of the program. On the other hand, unnecessary luxuries may set students to wondering whether program planners have taken their pocketbooks into account. Thus, a request for proposal process may be employed which includes selective criteria in addition to price (see Public Contract Code, Section 10344).

30. Will the travel contractor provide necessary assistance at check-in and at critical transfer points in the student travel itinerary?

Check-in at a crowded airline desk can be easy or complicated and harrowing. Intermodal transfers can result in stragglers, missed buses and trains, etc. Spell out with the contractor every detail of the student trip from the departure point to the instructional site.

31. Have all travel documentation requirements for students and faculty been carefully defined? Are documents in hand and in order?

Clarify with the travel contractor and/or the local consulate of the host country for your program’s instructional site what documentation will be required for students and staff. Passports and required student visas are standard for students, but shot records and health certificates may also be required. In some countries, staff may have to obtain prior clearances to enter as an employed person — on a business-related status. Do not assume that tourist visas are sufficient for either students or staff. The laws of the host country govern the status of visiting U.S. nationals. They may not be safely disregarded.

Also, do not overlook transit documentation requirements if students must stop over in a third country en route. Make sure students sign passports and understand the use and significance of their travel documents.

32. Does the travel plan include arrangements for a smooth transition at the instructional site into temporary or permanent housing arrangements?

Students are tired and travel weary at trip’s end. Psychologically, they will need a well-handled transition to the comfort (and security) of a waiting room, shower, and bed. Program planners should consider an appropriate meal schedule on that first day at the instructional site. A 24-hour period of lightly structured personal adjustment after arrival is needed before instruction begins to allow for time zone adaptation.
33. Do provisions exist for an independent student travel option?

Some program participants may wish to travel to the instructional site separately from the group. There should be a program policy to deal with such requests for exception to group travel arrangements. If exceptions are permitted, joining instructions will have to be issued and a student waiver of program responsibility for travel arrangements and travel insurance coverage signed. Program operators should be aware that too wide a utilization of such options might reduce the travel group size and may result in higher per capita travel costs, depending on travel contract provisions.

Housing and Food Services

Perhaps no other factor concerns students more at the outset of an overseas study program than housing. Knowing that comfortable residential facilities are awaiting their arrival takes on a disproportionate significance to inexperienced travelers facing the unknown of foreign locales. Good planning will result in relatively comfortable and affordable housing and convenient, affordable, and (one hopes) palatable meals being available to the students. This, in turn, will produce benefits in good student morale and give a boost to group efforts.

34. Have appropriate accommodations been contracted for in accordance with standard state contracting procedures well in advance of student arrival?

While single source contracting is probably justified in many instances in contracting for housing services, a housing search should be made of the instructional sit to identify well-located housing of an appropriate level of comfort and at an affordable cost. Thought should also be given to how well the housing arrangements contribute to the cultural integration aspects of the program. Housing arrangements which isolate the student group from the cultural environment, though they may be easy to arrange, may be less desirable than housing with families, dispersed small group living, or other possible options.

**Required:** Program operators must exercise reasonable care to determine that housing arrangements meet appropriate standards of safety, habitability, and comfort whether or not such arrangements have been made by a housing contractor. Housing standards and options abroad vary widely and local standards will certainly dictate limits to the available options. Nevertheless, basic concerns of safety and habitability must be addressed, such as proper venting of natural gas or oil space or water heaters, safety of electrical wiring and appliances, broken or damaged stairs, and other environmental dangers and threats such as neighborhood crime and traffic. Contracts for housing must be executed in accordance with standard state contracting procedure, but must also comprehend local leasing and rental practices and laws. Program operators must ascertain that their students understand their responsibilities as renters or lessors to the program and to the landlord or property manager.

**Required:** Costs for housing and any associated food services, including expenses specifically associated with program management of housing arrangements, must be charged to students, not to state fund accounts, as such expenses are not directly related to program administration and the instructional curriculum. Such costs must be defined as a part of the student budget for the program.

**Required:** Housing contracts must specify refund amounts and conditions, limits of program liability for use and abuse of housing facilities and furnishings; access to ancillary services, such as laundry facilities; and specific provisions for meals to be provided. No significant detail should be left to a merely verbal understanding. Special care is due in a situation where the state contracts for services which are to be paid for by students. Potential liabilities must be specific so that students, in turn, can be advised of the extent of their individual financial responsibility to the state for program-arranged housing and meal services.
35. Has a program housing policy been established?

The program housing policy permits a clear statement of student housing options; rules of conduct in housing, and penalties; terms of early cancellation and refunds; and options on meals, if applicable. Establishing a housing policy is essential to an informed student body to assure student cooperation and compliance and to avoid misunderstanding.

36. Is the housing near to classroom and other program facilities or to dependable local transportation? Are costs for required local transportation included in the student budget?

37. Are costs for utilities included in the housing contract, or are students subject to individual charges?

Inclusion in contracted housing costs of utilities expense based on gross estimates is preferred to individual billings, as the latter may vary widely from student to student, and billings may be delayed. In some locales, utilities costs may equal the cost of the lease on a monthly basis.

38. Will students be required to provide their own linens, utensils, or other items to render their housing arrangement usable?

Such items must be planned for as materials to be brought from home or purchased at the instructional site as part of the student budget.

Health and Safety

Operating an overseas program places a special responsibility on the campus to plan for all aspects of student needs in the overseas locale. Illness and injury are virtually inevitable events in the course of conducting programs abroad. Arrangements must be made in advance to deal with such events effectively.

39. Has the program arranged for a dependable overseas health and accident insurance coverage for students (and staff) which will meet all contingencies from outpatient services to major hospitalization?

Required: Program participants must be covered by an appropriate medical insurance policy. The costs of such coverage must be borne by the insured, not by state funds.

Program planners should select coverage which provides substantial major medical coverage and reasonable outpatient coverage as well as at least a $10,000 death and dismemberment benefit. To be effectual, the casualty insurer must provide a responsive and relatively simple claims process. The insurer should provide a specific guide of policy coverages and terms in a brochure form in straightforward language for student use.

Most policies available for overseas programs employ a reimbursement feature rather than a direct payment to health providers. Accordingly, students must be advised to be prepared to cover medical expenses from their own resources until reimbursements are received from the casualty insurer.

Required: The program must be prepared to guarantee or prepay from contingency funds any major medical expenses or hospitalization costs when these exceed what may reasonably be supported by students from their own resources. Arrangements must be made in advance with students to permit the program operators to obtain reimbursement for committed or expended program contingency funds. Such contingency funds may also be required to cover emergency medical evacuation costs.

Health and accident insurance costs should be incorporated into the student budget.
40. Have medical services available at the instructional site been surveyed?

It is crucial for program operators to know what facilities are available for emergency medical treatment of students and staff and to have a referral list of physicians. Assistance in obtaining information of this kind can be had by contacting the U.S. Consulate nearest the instructional site. Limits on medical services at isolated sites should be reported to students prior to their departure for overseas.

41. Have any special medical precautions recommended for residence in the host country been identified and reported to participants?

Everything from recommended inoculations to food and sanitation cautions should be reported in advance of departure to students.

42. Have precautions on safety issues relevant to the instructional site been provided to students?

Traffic hazards, knowing "the bad part of town," and terrorism are subjects, among others, which students need to know about their new environment. Program operators need to make their own site survey — to include housing facilities — for safety issues. Student deaths and severe injuries have resulted from ignorance of traffic rules and practices, safety factors involved with rail travel, and the threat of unvented heaters and other environmental factors. Failure to forewarn can expose program operators and campuses to criticism and suit, not to mention the potential pain of witnessing avoidable casualties.

43. Have participating students been required to undergo detailed physical examinations and to report their medical histories?

Having medical examinations prior to departure not only provides an opportunity to discover conditions which may need special treatment at the instructional site, but also provides a medical record which may be used in emergency situations at the site. The medical record should include blood type and Rh factor and an evaluation of any significant abnormalities. The physical examination also provides a useful basis for dealing with disputes about "pre-existing conditions" which may arise with casualty insurers.

Program Budgeting and Financial Aspects

This section does not provide a complete plan for designing and reporting the program budget. Campuses are responsible for devising their own study abroad program budget formats and reporting/approval procedures. It is the intent here only to point to some basic and minimal requirements and considerations to assist program planners to avoid common errors in thinking about budgetary matters.

"State support" programs involve the use of appropriated public monies to support the administrative and instructional aspects of operating a public university. In the CSU, California resident students pay specified Trustees-authorized fees: the State University fee; instructionally related activities fee; health facilities fee; student body association fee; and student center fee. These fees do not cover facilities, faculty salaries and benefits, equipment, or administrative costs associated with planning and conducting instruction. Study abroad programs which are not operated under the aegis of the campus office of continuing or extended education must operate as state support programs. They must, in their fiscal aspects, carefully distinguish between program costs which must be covered by public monies and those which must be supported by monies collected from participating students.

44. Has a state support budget been prepared? Has state money been identified or committed to support this budget prior to the making of any contractual or participant selection commitments?
45. Has a detailed student budget been prepared?

While state costs should be relatively easy to specify, student costs are usually a combination of known and estimated costs. Student budgets should result in a comprehensive picture of the total amount of money the average student is likely to spend throughout the entire duration of the program. Travel, books and materials, housing and meals, personal expenses, insurance costs, and entertainment expense, as well as campus fees, are all components of an appropriate student budget. A process of budget evaluation and update based on actual student experience should result in ever more accurate student budgets in each iteration of the program. A post-program student cost questionnaire is, therefore, highly recommended.

**Required:** A detailed, projected student budget incorporating the best possible estimates must be submitted with proposals for approval by the Office of the Chancellor.

46. Has a method of disbursement for state and student funds been established which permits holding and disbursement of funds both on campus and (if applicable) at the instructional site? Will an overseas bank account be required?

47. Has a state trust account been established on campus for the receipt and accounting of student funds? (See Education Code, Section 98721 (d)).

**Required:** No funds may be collected or solicited from students prior to final approval of program by the Office of the Chancellor and until approved application and selection processes are complete. Funds may then only be received by officers of the campus authorized to receive and retain such funds.

48. Will students receive a detailed, individual accounting of the disposition of the funds they have paid into the program?

Program operators should maintain sufficient records of the expenditure of student funds to account for their disbursement for program-arranged services. Unexpended funds remaining at the close of each program iteration must either revert to an authorized trust fund (as a contingency fund, for example), to state general funds, or be refunded to the participating students. Each campus must establish its own policy on this matter.

49. Has a comprehensive refund, penalty, and nonrefundable fee policy been established, approved and provided to program participants?

50. Have emergency funds for medical and evacuation purposes been identified in the program budget?

**Note:** Contingency funds must ultimately derive from student sources as such costs are not legitimate state expenses. The campus chief financial officer should be consulted on rules and procedures for establishing a contingency fund.

51. Have arrangements been made to disburse financial aid awards to students at the instructional site?

Special arrangements are needed to register study abroad students and to permit the release, transfer, and disbursement of such funds either prior to student departure for the instructional site, or after arrival at the site. Students dependent upon financial aid to support their program expenses will be concerned to receive their aid on a timely basis.
52. Has a student payment schedule been prepared? Does it provide for deferred payments for financial aid recipients?

While it is not mandatory, breaking program payments into a schedule may be convenient for students and parents. For those students who are dependent upon financial aid, some form of payment deferment may be necessary to allow them to participate.

53. Will a petty cash fund be maintained by program staff at the instructional site?

Arranging a state and/or student fund resourced petty cash fund for small on-site expenses can be a very useful practice. Alternatively, staff can make purchases from their own funds and claim reimbursement.
III. STUDENT RECRUITMENT AND SELECTION

There are three basic elements in a successful educational program: a well-conceived curriculum, a knowledgeable and prepared faculty, and a capable and motivated student body. Obtaining the latter element of this essential trio for a study abroad program requires a thoughtful recruiting strategy and an effective selection process. The program preordains the nature of its student body in the methods and messages it employs in its publicity and recruiting materials. The selection process serves to refine the self-selection which goes before the formal application process. Accordingly, program operators should develop a clear concept of the ideal program participant and appeal to that concept throughout the recruitment, application, and selection effort.

☐ 54. Has a study abroad program publicity and recruiting program been designed which will open the application process to the broadest possible number of qualified students?

State-funded programs have an obligation to publicize widely and recruit students from the campus community on a broad basis. Programs designed to serve only a preidentified group of students may not meet this obligation.

☐ 55. Have academic and personal qualifications for participation in the program been defined as application and selection criteria?

As any quality program is necessarily designed with standards for student preparation in mind, semester abroad programs must derive from their basic conceptual intent and specific course structure the personal qualities and specific academic preparation they must require to assure instructional success. These standards should be employed with minimum exception unless and until experience proves that modification of the criteria is justified.

☐ 56. Have publicity and recruiting materials been prepared which accurately and thoroughly describe or characterize the academic, financial, and personal commitments required from students? Does the material also describe accurately the selection criteria to be employed and provide instructions on gaining access to the application process?

Required: Proposed or revised program proposals submitted to the Office of the Chancellor must be accompanied by samples or drafts of publicity and recruiting materials.

☐ 57. Has an application form been developed which explores all relevant issues of qualification and provides needed personal data on applicants?

☐ 58. Will applicants be interviewed prior to selection?

Long experience has shown that the selection interview is a useful tool in assessing student interest, preparation, and motivation. It affords an opportunity for clarification of program and participant goals. Some applicants for overseas study programs come with personal agendas which may or may not be compatible with the program design.

☐ 59. Has an appropriate selection process been established? Have qualified individuals been selected to participate in the decision-making aspects of that process?

Program operators may find it useful to include an array of faculty, counseling personnel, and others in the process of participant selection, as well as being represented themselves to give breadth and balance to the process.
60. Will recommendations from faculty or others be required as part of the application process?

Recommendations from colleagues can be extremely valuable in assessing student qualifications and as a means to develop an academic and personal profile of each participant which will be useful to program operators at the instructional site.

61. Will students receive notification of the disposition of their applications at the time most convenient for their individual planning?

Students who have applied to a study abroad program must plan employment, situations at home, finances, and other personal factors, as well as their academic programs. Notification of program selection decisions should come as early as possible prior to the beginning of the study abroad program to accommodate their planning.

62. Has an efficient means of completing predeparture program business with students been established?

A well-organized predeparture processing system to complete necessary paperwork, arrange for visas, submit payments, apply for options, preregister, and all other actions which students must take prior to departing for the overseas instructional site will not only speed the effort, but will help to avoid overlooking details. In some cases, small details overlooked on campus can create major problems for students and/or staff at the instructional site.

63. Will an appeal process be incorporated into the selection plan?

Program operators should consult with campus admissions personnel on the rights of applicants for admission to campus-based academic programs and the obligations and authority of the campus to control admission to such programs. To assure fairness, substantive appeals to the selection process by students who have not been accepted to the program may be desirable. Prevailing campus practice and policy should guide the establishment of appropriate methods for the study abroad program.

64. Does the program have a stated policy on nondiscrimination?

Required: Program materials should state that participation in the program will not be subject to restrictions on the basis of race, color, sex, handicap, or national origin. Program operators must be prepared to include noncitizens (even visa students) and students with handicaps, as well as admit students whose race or color may present potential cultural communications obstacles at the instructional site and to provide all possible assistance to such students. Students with physical handicaps who require special environmental considerations may not always find the overseas instructional sites responsive to efforts to accommodate such students. Program operators must make a reasonable effort to accommodate such students. Early counseling and a detailed awareness of the instructional environment on the part of program operators will assist in dealing with specific student situations.
IV. PROCEDURES FOR CHANCELLOR'S OFFICE APPROVAL OF
STUDY ABROAD PROGRAM PROPOSALS

This section provides details on what materials must be submitted and what procedures employed to obtain authorization from the Office of the Chancellor to operate a state funded campus based study abroad program. The objective is to assist campuses to institute quality programs and to avoid potential liabilities and pitfalls wherever possible.

Prior to Submission

Before submitting a new proposal or a proposal to revise a previously operated program, the campus must have completed certain steps to maintain a logical process and to assure that campus authorities are not bypassed.

1. The general program concept must be prepared and approved for further development by the appropriate campus authorities.

   Program development may involve the use of state resources in personnel, materials, and travel. Before such development is undertaken, a concept proposal should be approved by the appropriate campus officers. The campus should predefine this initial process and name the responsible officials.

2. A fully documented final proposal needs to be prepared.

   **Required:** A fully documented proposal will reflect a great deal of preparation and effort. It will include, at a minimum:

   • A summary of the program concept;

   • Course lists, including detailed descriptions, course numbers, unit values, and contact hour information; each description will also include a statement on a prerequisite study or other preparation;

   • A curriculum plan, summarizing the course structure and enrollment requirements;

   • A summary of planned instructionally related tours and travel;

   • An approximate calendar of events for the study abroad program;

   • A brief description of any planned on-site orientation program;

   • A statement on the estimated potential for reiteration of the program over a specified number of years;

   • Information on faculty and staff: brief position descriptions; description of faculty selection process to be employed; student/faculty ratio to be achieved [qualifications of faculty selected need not be included];

   • A description of instructional facilities and support required and of the plan for obtaining such facilities and support;
• A description of the plan for all aspects of program evaluation, including student evaluation;

• Copies of all proposed draft agreements or contracts for services: travel, accommodation, instruction, facilities, insurance, etc.;

• A detailed state fund budget plan;

• A detailed student budget plan;

• A statement of program student accounting procedure and refund policy;

• Samples or drafts of publicity and recruiting materials;

• A description of the student selection process, to include a summary of selection criteria;

• A copy of the student agreement or contract; and

• A statement of the program’s nondiscrimination policy.

3. Each aspect of the total proposal must receive appropriate on-campus reviews by faculty and staff.

Program planners must think beyond approvals in the academic area alone. Coordination with business affairs, legal, student services, and other elements of the campus community may also be appropriate. It is the responsibility of the campus community to determine its own internal review and approval processes, but that process must be completed prior to submission to the Office of the Chancellor.

4. The final proposal must be submitted to the campus President and/or Vice President for Academic Affairs for approval.

**Required:** The Office of the Chancellor will consider only formal proposals for study abroad programs which originate with either the President or Vice President for Academic Affairs of the campus making the submission. This will assure that all applicable on-campus procedures have been followed prior to submission.

5. The proposal needs to be prepared according to a plan which permits time for on-campus and Chancellor’s Office review without impinging on essential operational deadlines.

Allow a period of up to a year after initiation of the proposal for on-campus and on-site development and campus approvals to be obtained. While every effort will be made to process campus proposals as expeditiously as possible, the campus should allow at least 30 days for Chancellor’s Office review. The planning and approval time should be phased so as to allow all processes to be completed prior to contract deadlines and the initiation of the student recruiting effort.

**Required:** Campus based study abroad programs may not be put into operation until required approvals are granted by the Office of the Chancellor.

**Subsequent Iterations of Approved Programs**

It is expected that well-conceived study abroad programs will have a durable academic and administrative foundation which will permit their continuation over time. On the other hand, it is essential that such programs
adapt and develop to meet changing host environment conditions and opportunities, as well as student requirements and desires. It is critical, therefore, that each CSU campus establish a process of internal review of its study abroad program operations. [See item #21, page 5 of this document.]

Once approved by the Chancellor’s Office, study abroad programs may operate without further review unless they undergo some fundamental change, such as a change in the general location of instruction, substantial curricular revisions, or major changes in fiscal or administrative arrangements. Typically, the decision as to whether a formal reappraisal is required by the Chancellor’s Office can be determined informally between campus program planners and the responsible Chancellor’s Office staff.

6. Program operators and campus staff must prepare and submit a timely post-program evaluation for on-campus review and action.

A well-conceived reporting format will keep everybody involved in the operation and governance of these programs well informed. It will also provide program administrators with a vehicle to have issues raised and addressed by senior campus planners and decision-makers.

**Required:** Campuses will provide informational copies of post-program evaluations to the Vice Chancellor, Academic Affairs on a timely basis. These evaluations will provide essential data and insights on campus based study abroad operations on which to base informed policy development and practical operational guidance. It will also permit a sharing of information on lessons learned to allow for the general improvement and success of study abroad operations throughout the CSU system.

**For Assistance**

A PRACTICAL GUIDE will help the state funded campus based study abroad program planner and operator to organize the effort to design a quality program proposal and to realize the promise of the ideas from which the program proposal was born. It cannot answer all the questions, nor cover all cases. Planners have been encouraged in a PRACTICAL GUIDE to make use of the valuable resources which exist on campus to help them achieve their objectives. They should also feel free to avail themselves of knowledgeable staff in the Office of the Chancellor when answers — particularly on matters of system policy — are not available on campus. A brief phone call can save time and effort. For matters related to state funded campus based study abroad programs, including the development of this publication, contact:

Dr. Ronald S. Lemos  
Assistant Vice Chancellor, Academic Affairs  
The California State University  
ATSS 635-5564  
or  
(213) 590-5564
Date: August 15, 1989

To: Vice Presidents
   Academic Affairs

From: Lee R. Kerschner
   Vice Chancellor, Academic Affairs

Subject: Implementation of Executive Order No. 550

Executive Order No. 550, which addresses standards and procedures for the approval, management, and conduct of state funded, campus based study abroad programs was recently published and distributed to each campus. This memorandum addresses the implementation of the approval process described in the Executive Order.

No state funded campus based study abroad program may be operated by any campus without the prior approval of the Chancellor's Office. Submissions for approval must be made consistent with the provisions of Section IV of Attachment A, A Practical Guide: Standards and Procedures for State Funded Campus Based Study Abroad Programs, to Executive Order No. 550. Submissions must be made for programs as follows:

1. All new or proposed programs must submit an initial request for approval. This includes programs which have operated without previous approval from the Chancellor's Office.

2. Programs which have previously received written, verbal, or interim approval from the Office of International Programs or any other office within the Chancellor's Office, must submit a request for approval for a subsequent iteration of the Program.

3. An exception is being made for programs which have previously received written approval, or written interim approval and which are scheduled to operate in Fall, 1989. Operators of these programs must be prepared to submit requests for approval, in accordance with the Executive Order, for any planned reiteration of the program in subsequent cycles.

Distribution:
   Presidents
   Associate Vice Presidents, Academic Affairs
   Deans of Education
   Deans of Continuing Education
   Chairs, Academic Senate
   Business Managers
   Foundation Managers
   Chancellor's Office Staff
Vice Presidents, Academic Affairs
Page 2
August 15, 1989

Campuses are advised in the Executive Order to submit requests for approval at least thirty days prior to making any program fully operational, i.e., before confirming financial and logistical arrangements, enrollment status, academic plans of students, and assignments of staff, etc. This should be regarded as the minimum time. Longer lead times are recommended to allow more time for correction of policy violations, submission of requested additional documentation, and clarification of issues raised in the review process. This is particularly true for new submissions. Whenever submitted, however, requests will receive the earliest possible attention and response consistent with careful review.

Thank you for your cooperation in this matter.

LRK:km