The membership of the Advisory Committee on Off-Campus Programs (ACOP) for the 2013-2014 academic year consisted of the following individuals:

Carolyn D’Abate, Management & Business, - Chair and CEPP Representative (fall)
Michael Arnush, Classics, Chair and CEPP representative (spring)
Cori Filson, Director, OCSE
Tina Breakell, Associate Director, OCSE (non-voting member)

Note: ACOP continues to operate as an advisory group with significantly reduced faculty membership in response to 2010 FEC motion.

COMPLETED AGENDA ITEMS 2013-2014:

- ACOP Charge Revisions
- CEPP Affiliation Guidelines: Discussion Regarding Academic Partners on Skidmore Programs
- Travel Seminar Review Guidelines: Revisions Approved
- Travel Seminar program proposal review and approval
- Matrix Course Equivalency Project: Discussion
- Program Terminations - China and NSE
- Non-Approved petition review
- Approved Programs updates/changes

ACOP CHARGE REVISIONS

During its meeting on September 10, 2013, CEPP discussed the membership of ACOP as well as its charge. CEPP recommended the following changes in regard to its role in ACOP’s work with OCSE. The revised ACOP charge now reads (changes reflected in red):

CEPP Subcommittee:

Advisory Committee on Off-Campus Programs (ACOP)

Charge (revised September 2013)

The CEPP sub-committee on off-campus study - the Advisory Committee on Off-Campus Programs - serves in an advisory capacity for the office of Off-Campus Study & Exchanges on issues defined by CEPP and/or OCSE. As an advisory body, ACOP crafts its agenda in direct and regular consultation with OCSE, and OCSE solicits advice from ACOP on a broad range of off-campus study abroad. Off-campus study is an integral aspect of a Skidmore education: the college strives to develop a compelling link between students’ academic and co-curricular work before and after the off-campus study experience and their work while away, in order to embed off-campus study in our students’ overall educational experience.

ACOP reports regularly to CEPP, periodically seeks CEPP’s input, and issues an annual report in consultation with the office of Off-Campus Study & Exchanges.

The Advisory Committee (ACOP) consists of the director of OCSE and one faculty member who serves as chair of ACOP, typically appointed by CEPP for a two-year term. ACOP is charged with the following responsibilities:
review, evaluate and possibly recommend revisions of current policies governing overseas study in year-long, semester, and short-term programs;
periodically bring topics requiring consultation to CEPP;
develop mechanisms for changing the Approved Programs list, and for conducting systematic reviews of existing Approved Programs that allow us to maintain quality and variety in the portfolio of programs made available to students;
review petitions from students applying to study abroad on a program not on the Approved Programs list;
consider recommending the creation of a summer Approved Programs list, and the appropriate mechanisms for the development of such a list;
develop mechanisms for more thoroughly and formally preparing students for overseas study, and integrating their experiences into the classroom upon return. This may include recommendations to assess the learning outcomes for study abroad (at short-term or semester-long programs);
coordinate with the Intercultural and Global Understanding Task Force the implementation of the college's goals for study abroad as articulated in the Strategic Plan and the Middle States Self-Study;
collect relevant data on study abroad (e.g., retention, achievement, diversity, gender, etc.) and provide recommendations aimed at eliminating inconsistencies in the data collection;
recommend a plan for the management of the growth of study abroad in light of the implementation of the Approved Programs list, and conduct a cost-benefit analysis of the strategic goal of sending 60% of our students abroad (this analysis will include studies of the anticipated impact on campus enrollments, the role of faculty-led short-term programs in that goal, and the staffing necessary to support such growth);
recommend opportunities for faculty development in programs abroad;
consider recommending guidelines for approving student enrollment in domestic off-campus study programs and for the appropriate institutional oversight of such programs;
consider recommending guidelines to accommodate an unusual opportunity that arises for a short-term program abroad or domestically, one that would require a timeline for approval shorter than the eighteen-month standard timeframe (see the Short-Term Program guidelines).

CEPP PROGRAM AFFILIATION GUIDELINES: Discussion Regarding Academic Partners on Skidmore Programs (Appendix A)

ACOP discussed the specifics of which academic partnerships need CEPP approval and which can be approved by ACOP or by OCSE independently. CEPP confirmed the approval process as outlined in the existing affiliation guidelines. CEPP also discussed the addition of new academic partners/universities to existing Skidmore programs. It was determined that on Skidmore programs OCSE and the Skidmore resident directors have the authority to make decisions regarding the addition or removal of partner institutions within the program. This is based on the fact that the resident directors are charged with the development and oversight of the academic program overseas. For example, if we need to develop a relationship with a new ceramics studio, that can be decided by the resident director in consultation with OCSE.

The only exception is the Skidmore London spring program- because there is no resident director who provides academic oversight. Therefore, any changes to academic partnerships for the Skidmore London spring program will be brought to CEPP for review and approval.

TRAVEL SEMINAR PROPOSAL REVIEW GUIDELINES: Revisions Approved (Appendix B)

ACOP discussed the approval process for Travel Seminar proposals from faculty. The past process was
cumbersome and resulted in delays that affected faculty’s ability to fully develop the seminar and recruit students. In addition Curriculum Committee had questioned their role in “approving” the seminars. While they would review the academic content, there are many aspects of the seminars that CC does not approve (i.e. budget, logistics, personnel, etc.). With that in mind, ACOP recommended changes to the approval process that would include the appropriate individuals while streamlining the process. The following approval process was approved by CC on September 20, 2013.

Approval of Travel Seminar proposals:

- Faculty or faculty-administrator team prepares full proposal in consultation with OCSE and with support from ADOFAPA.
- Faculty submits proposal to chair of department (and director of program if applicable) for review and approval.
- A Chair/Director who is proposing a Travel Seminar should consult with and submit the proposal to the ADOFAPA in lieu of the “Chair/Director”.
- Chair (and director) partners with ADOFAPA and a faculty member of Curriculum Committee to review proposal looking at:
  - Academic rigor
  - Fit with departmental/program curriculum and goals
  - Impact on on-campus curriculum, including need to replace faculty, delivery of major, other planned leaves, etc.
- Chair (and director) consults with ADOFPD to determine resource implications and feasibility.
- ADOFPD approves and signs off on proposal based on resources.
- Chair (and director) approves and signs off on proposal based on departmental/program needs and academic strength of proposal.
- Chair submits proposal to ACOP via OCSE.
- ACOP and OCSE review proposals and make final decisions. ACOP asks ADOFAPA to attend review meeting if additional information about the academic program is needed.
- Chair of ACOP and Director of OCSE report results to ADOFs, chairs/directors and faculty.

APPROVED TRAVEL SEMINARS

The committee reviewed Travel Seminar proposals from faculty in various disciplines for the 2014-2015 Academic Year.

Approved Travel Seminars for 2014-2015 are as follows:

- Biology of Wild Horses (USA-West)
- Music & Culture (Bali, Indonesia)
- Music Performance in Context (Venice, Italy)
- Italy: Writing Rome (Rome, Italy)

MATRIX COURSE EQUIVALENCY PROJECT: Discussion

OCSE has worked diligently over the past few years to develop a “matrix” of course equivalencies for Chairs and Program Directors to reference when approving courses for study abroad in order to lessen the burden of signature requests for departments. This year OCSE made significant progress with this project and plans to launch an online course approval process that uses the Matrix. This will link to the launch of the online application system through Terra Dotta, which will be available over the summer. Both of these initiatives were developed in response to the faculty concern about workload.
CEPP approved the termination of the Skidmore in China program, along with Skidmore’s affiliation with IES Beijing. The faculty voted to approve this termination on April 4, 2014. This decision was made after many months of discussion and deliberation and follows a substantive on-site program evaluation by Paty Rubio, Associate Dean of the Faculty, and Mao Chen, professor of Foreign Languages and Literatures. The result of this decision allows for Skidmore to develop a richer portfolio of approved programs in China, through a variety of schools and providers, to replace the Skidmore in China option. In this way, we will continue to offer opportunities in China but will avoid the ongoing issues we face by administering a Skidmore-specific program.

We intend to move forward with the following approved programs in China to replace the Skidmore in China program.

- IES Beijing
- Associated Colleges in China (ACC)/Hamilton Beijing
- CET Shanghai

We will continue to offer the SIT program in Kunming: China – Languages, Cultures and Ethnic Minorities.

NATIONAL STUDENT EXCHANGE PROGRAM TERMINATION

CEPP approved the termination of the Skidmore College partnership with the domestic National Student Exchange program. CEPP announced this termination to the faculty on December 17, 2013. (Because this was an exchange, the change did not require a faculty vote.) Initially approved as a pilot program in 2007, it was hoped that the NSE program would provide students with enhanced opportunities for off-campus study for traditionally underrepresented groups in study abroad. OCSE envisioned students utilizing domestic exchange in order to access courses with a different perspective, explore new areas of study or a subfield within a chosen major (specifically STEM fields), experience a different academic environment, or investigate graduate or professional school opportunities. We were particularly interested in student access to study opportunities at historically black colleges or universities, Hispanic-serving institutions, and urban or large research universities.

Unfortunately, the program with NSE has not led to the results we hoped for. Interest and subsequent enrollments have not been healthy. Each year we have several students who want to attend Skidmore College, but we continue to struggle to attract outgoing Skidmore students. Because this is a one-to-one exchange, this imbalance has been problematic for Skidmore and for NSE. Along with the enrollment imbalance, many of the HBCUs and HSIs have left the consortium and are no longer available for our students. We also have discovered that many of the large research institutions have very limited access to courses in the sciences, fine arts and business – three areas we hoped would attract students. Finally, the incoming students do not appear to have enhanced the diversity of the student body, at least according to race and gender nor have our outgoing students come from the traditionally underrepresented student groups we initially hoped to serve.

OCSE no longer believes the NSE exchange program is the appropriate venue to achieve our initial goals. Instead, we would like to consider very select, individual partnerships (similar to the Spelman Exchange) or enhanced short-term faculty-led programs within the United States that will allow us to offer targeted domestic experiences for our students.

CHANGES/UPDATES TO APPROVED PROGRAMS LIST

ADDED:

- IFSA-Butler Australia Programs to replace GlobalLinks Programs
- SIT Brazil: Social Justice and Sustainable Development
- SIT Ecuador: Development, Politics, and Language
- SIT Peru: Indigenous Peoples and Globalization
- SIT Senegal: National Identity and the Arts
MOVED:
- Washington Semester, DC and Woods Hole, MA from Skidmore Domestic Programs to Approved Programs

REMOVED:
- GlobaLinks Australia Programs (merged with ISA)
- CIRMA Guatemala (cancelled)
- SIT Brazil: Amazon Resource Management and Human Ecology (cancelled)
- SUNY Albany Kansai Gaidai (no longer available for our students)
- National Student Exchange (terminated)
- Skidmore in China (terminated)

NON-APPROVED PROGRAM PETITIONS

ACOP approved the following petitions for off-campus study to non-approved programs:

PETITIONS FOR OFF-CAMPUS STUDY-SPRING 2014:

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<th>Program City</th>
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<td>Freiburg</td>
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<td>Bali</td>
<td>Indonesia</td>
<td>SIT Indonesia: Arts, Religion, and Social Change</td>
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<td>Brazil</td>
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<td>Panama</td>
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<tr>
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<td>Bocas del Toro</td>
<td>Panama</td>
<td>SFS: Tropical Island Biodiversity &amp; Conservation Studies</td>
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<tr>
<td>IFSA/Butler</td>
<td>Edinburgh</td>
<td>Scotland</td>
<td>University of Edinburgh Parliamentary Internship</td>
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SIT Dakar Senegal

PETITIONS FOR OFF-CAMPUS STUDY-SPRING 2015 (to date):

Total Approved: 7
Total Denied: 0
Total Petitions: 7

APPROVED PETITIONS FOR OFF-CAMPUS STUDY- SPRING 2015 (to date):

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<td>Accademia dell'Arte</td>
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<td>Irkutsk</td>
<td>Russia</td>
<td>C.V. Starr-Middlebury College School in Russia</td>
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<tr>
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<td>Istanbul</td>
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Drafted by
Tina Breakell, Associate Director of the Office of Off-Campus Study & Exchanges

Reviewed and respectfully submitted by

Caroline D’Abate, ACOP Chair and CEPP Representative, Fall 2013
Michael Arnush, ACOP Chair and CEPP Representative, Spring 2014
APPENDIX A
GUIDELINES FOR SKIDMORE’S ACADEMIC AFFILIATIONS

The Purposes of an Academic Program Affiliation: Affiliated programs offer students academic opportunities that are not available through the regular Skidmore curriculum – for example, through special programs abroad, domestic exchange programs, research facilities, courses, internships, and geographical and cultural resources. In addition, an affiliation may provide faculty with opportunities to develop teaching, research, or administrative interests.

Standards for Affiliation Agreements: Proposed and continuing affiliations must provide clear evidence of academic strength, of credible academic reputation, of appropriate study and other facilities, and of administrative and financial stability. Affiliations should enhance the academic mission of the College and should, over the course of time, sustain sufficient student and faculty participation. Proposals for an affiliation should include a schedule for regularly reviewing the above standards.

Different Types of Affiliations: We recognize four types of affiliations, distinguished from one another in the following ways:

- **Skidmore Programs** are those affiliations that include a significant Skidmore influence over the content and quality of the program: for example, through the on-site presence of Skidmore faculty or administration or through Skidmore-approved curricular or administrative structures. (See OCSE’s website for a current list of Skidmore Programs.)

- **Approved Programs** recognize the special academic value of another institution’s course offerings and other resources. In contrast to Skidmore Programs, the College does not shape or influence Approved Programs. Individual departments, in conjunction with the Office of Off-Campus Study & Exchanges, develop a list of international and/or domestic Approved Programs after careful consideration of a program’s credentials and reputation. Students attending an institution on the Approved Programs list pay tuition and fees to Skidmore and receive their financial aid or some portion of it. (See OCSE’s website for a current list of Approved Programs.)

- **Articulation Agreements** employ a combination of Skidmore courses and the courses of another institution to meet combined degree requirements. (See the Skidmore College Catalog, Preparation for Profession: Affiliated Programs and Other Agreements for active Articulation Agreements.)

- **Exchange Programs** are those affiliations in which students or faculty essentially trade places, usually on a “banking” system that assures equitable trades over the course of time. In order to receive academic credit, exchanges would need institutional review and approval and individual courses would need departmental review and approval. Typically the students pay tuition and fees to their home institution and receive their regular home-institution financial aid or some portion of it. (See OCSE’s website for a current list of Exchange Programs.)

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Procedures for Proposing an Academic Affiliation:

Members of the faculty or administration interested in establishing a new academic affiliation or making serious modifications to an existing affiliation should consult with the Office of Off-Campus Study & Exchanges and, for articulation agreements, with the Associate Dean of the Faculty for Academic Policy and Advising, who will coordinate information on all established or proposed academic affiliations. With the aid of the Office of Off-Campus Study & Exchanges or the Associate Dean of the Faculty for Academic Policy and Advising, the person or department proposing an affiliation will then present the proposal, consisting of the following, to CEPP:

a) Full information on the proposed affiliated group or institution, including information on the institution’s academic reputation, accreditation, faculty qualifications, and comparability of curriculum.

b) A rationale for establishing the affiliation, including the need for, and potential student or faculty interest in, this particular program, the relationship of the program to the mission of the College, and the contributions the program would make to Skidmore’s curricular offerings.

c) Supporting opinion, as appropriate, from Skidmore faculty and departments and administrative offices.

d) An outline of the proposed curricular and administrative structures, including the means of incorporating courses and grades into the Skidmore degree, financial costs to the student and to Skidmore, billing procedures, analysis of staffing implications (especially when faculty or staff are expected to coordinate, direct or teach in the program), and a description of the student application process and the selection criteria and procedures to be employed. Selection criteria should be commensurate with those administered for Skidmore by the Committee on Academic Standing or should present strong academic reasons for departing from these all-college criteria.

e) A schedule for reviewing the program.

Approval and Review Process:

CEPP will review all formal proposals for the four types of academic affiliations: Skidmore programs, approved programs, articulation agreements, and exchange programs. When supporting a proposed Skidmore Program, CEPP will take this proposal to the faculty for consideration and a faculty vote. CEPP may request that the faculty suspend the usual 30-day layover period to take advantage of an affiliation opportunity. CEPP will determine whether to take a major modification of an existing “Skidmore Program” to the faculty for a vote.

CEPP will review and approve proposals for approved programs, articulation agreements, and exchange programs, and will report these affiliations to the faculty. These three types of agreements do not require a faculty vote.

The appropriate department chairs, program directors, and the Curriculum Committee will review a proposal for affiliation for any Skidmore Program (or at least a substantial sample of these courses) before Skidmore acceptance. The Curriculum Committee will also review courses that a Skidmore Program wishes to add, within the constraints of unpredictable program changes at our host institutions. The Office of Off-Campus Study and Exchanges and/or the Office of the Dean of the Faculty and appropriate department chairs and program directors will give ongoing scrutiny to course changes within approved programs, articulation agreements, and exchange programs.
The Office of Off-Campus Study & Exchanges and the Associate Dean of the Faculty for Academic Policy & Advising will keep information on all international and domestic academic affiliations, including copies of signed agreements. The Office of Off-Campus Study & Exchanges and/or the Associate Dean will provide progress reports to CEPP whenever they are considering a new affiliation or serious modification of an existing affiliation.

CEPP will bring any decision to terminate a “Skidmore Program” to the faculty for a vote. CEPP will decide on the termination of an exchange program, articulation agreement, or approved program and report such decisions to the faculty.

Course Credits and Grades:

All courses and grades from all affiliated programs will appear on the Skidmore transcript. Only those affiliations designated as “Skidmore Programs” may treat affiliate courses as though they were Skidmore campus courses and only grades from “Skidmore Programs” may be calculated in the Skidmore GPA. Skidmore will treat other affiliate courses (from approved programs, articulation agreements, and exchange programs) as privileged transfer credits: that is, with faculty and Registrar approval in advance of the student’s involvement in the program, the course credits will be applied, as appropriate, toward the Skidmore degree (major, minor, all-college requirements, electives, and maturity level); moreover, all pre-approved 300-level courses will count toward the Skidmore maturity-level requirement of 24 semester hours of 300-level work. [See Notes.]

Financial Aid:

Those affiliations designated as “Skidmore Programs”, “approved programs” and “exchange programs” will apply all financial aid, including Skidmore grants, to the student’s participation in the program. All “articulation agreements” are eligible for Skidmore aid according to the availability of Skidmore funds and the applicability of student loans. (Note that the articulation agreements with graduate programs carry little or no implication for Skidmore financial aid.) Individual students must consult early in the application process with the Financial Aid Office to determine their aid eligibility. The Financial Aid Office will make every effort to support the student’s participation in an affiliated academic program. In keeping with established Skidmore policy, the Financial Aid Office will base awards solely on the student’s demonstrated financial need in relation to the actual costs of the program. [See Notes.]

Reporting to the College on Student Participation:

To facilitate the process of reporting anticipated student participation in the various affiliations (e.g., to Student Accounts, the Registrar, Residential Life, faculty advisors), the Office of Off-Campus Study & Exchanges will report decisions on student applicants to the Committee on Academic Standing to assist them in determining student “status.” The dates for such reporting will generally be (a) April 1 for Summer, Fall Semester, or Full Year off-campus study and (b) November 1 for Spring Semester off-campus study. The Committee on Academic Standing will then notify all appropriate offices and individuals of the students’ anticipated change in status. [See Notes.]

Coordination of Affiliate Information:

The Office of Off-Campus Study & Exchanges and the Associate Dean of the Faculty of Academic Policy & Advising will gather and, when appropriate, disseminate information on all Skidmore academic affiliations. These informational communications are not decision-making functions. The two offices
will provide the College with an overview of its affiliations, advise faculty who want to propose a new affiliation, retain up-to-date information on program content and on administrative arrangements and contracts, and help make the affiliation opportunities more visible at the College (through coordinating advertising efforts).

NOTES AND RATIONALE

Course Credits and Grades: This distinction in the treatment of courses and credits is based on the view that Skidmore should embrace “as its own” only those academic experiences over which it has some shaping authority or influence. The College should also, however, privilege other faculty-approved affiliate courses (for exchange programs, articulation agreements, and approved programs) in order to recognize their special academic status while distinguishing them from the College’s own programs — thus the phrase “privileged transfer credits” used in the Guidelines.

Financial Aid: Skidmore makes distinctions in the division of aid to reflect a careful and strategic use of our financial aid resources. Given the growth in the number of “Skidmore Programs” available to our students on aid, and the relatively generous posture of these “Guidelines” toward the application of aid to a number of other affiliated programs, the opportunities for our financial aid students to study in selected U.S. and abroad programs have increased substantially. The College’s changing financial situation may, of course, require revisions to financial aid policies in the future.

As a point of clarification, note that students who participate in off-campus programs of study, whether or not the programs are affiliated with Skidmore, can usually re-designate their federal loans and Pell grants for use on the off-campus programs. Skidmore may apply TAP monies only to programs of study operating in New York State.

Reporting to the College on Student Participation: The CAS is the logical group for gathering and disseminating information on changes in student status and for maintaining accurate student records. Further, using CAS as the conduit for such information relieves individual affiliate coordinators from the trouble of sending multiple lists and letters to various offices and individuals, (for example, to Student Accounts, the Registrar, and Residential Life).
APPENDIX B
Guidelines, Criteria and Procedures for
FACULTY-LED TRAVEL SEMINARS

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 in evaluating proposals for this type of course is the educational value of the travel component, the unique nature and cost of travel seminars lead the college to use an extended time frame and more extensive criteria for their development and review.

Given the preparation time and resources required for travel seminars, travel seminar proposals should follow the deadlines outlined below. The Advisory Committee on Off-Campus Programs (ACOP – a sub-committee of CEPP) in consultation with the Dean of the Faculty’s office, a faculty member from Curriculum Committee, and the Director of Off-Campus Study & Exchanges (OCSE) will review and approve courses based upon their pedagogical merit, as well as financial and administrative factors.

For most travel seminars, including courses previously approved by ACOP and Curriculum Committee, sponsoring faculty should anticipate an 18-month process of proposing, planning and preparing the course. For example, faculty proposing a travel seminar for the academic year (the January, March or summer breaks) 2015 should submit expression of intent by November 15, 2013.

NOTE: Travel seminars offered during winter or spring break should respect the existing academic calendar by scheduling travel to and from the destination when classes are not in session.

1) PROGRAM MODELS AND STRUCTURES

Travel seminars can follow one of two models:

- **Stand-alone travel seminar**: This travel seminar is not connected to any course on campus; rather, the course is delivered in its entirety off campus. This program model may be offered during the January and summer breaks. Please note that stand-alone travel seminars offered during the summer will not be eligible for Skidmore financial aid.

- **Travel seminar incorporated into an on-campus course**: This travel seminar is a combination of a semester-long on-campus course and an off-campus academic experience – the travel seminar. The on-campus course is offered during the fall or spring semester. The off-campus portion may be offered during the January, March or May breaks. The travel seminar should follow or be delivered in the middle of the on-campus course rather than precede it. Faculty must submit two complete proposals – one for the on-campus course and one for the off-campus travel seminar. Typically, students may participate in the on-campus course without completing the travel seminar; however, students cannot participate in the travel seminar without completing the on-campus course. Please note that any incorporated travel seminar will be eligible for Skidmore financial aid.

The various iterations of this model are:

- Fall semester on-campus course plus January travel seminar
- Spring semester on-campus course plus spring break travel seminar
- Spring semester on-campus course plus early May travel seminar (beginning the week following final exams)
Courses approved as Skidmore travel seminars may be established courses with content that lends itself to an off-campus study structure, or new courses proposed to the Curriculum Committee by a department or program.

2) PROCESS AND DEADLINES

Due to the financial aid resources required to fund travel seminars, a limited number of proposals will be approved for each academic year. The number of travel seminars usually will not exceed three; the total number of students on all travel seminars usually will not exceed 60, unless resources allow.

a) Considerations for Submission:

- **ALL** travel seminars must be submitted and reviewed at the same time to ensure that OCSE is able to strategically plan an entire year of programs. This includes programs that have been approved and delivered in the past. The various committees and people reviewing the proposals must have a clear understanding of what travel seminars might be available in order to make appropriate decisions.
- If a travel seminar is attached to a new credit-bearing on-campus course, then faculty must submit a separate proposal for the on-campus course for a total of TWO proposals.
- If a travel seminar is attached to an existing credit-bearing on-campus course(s), then faculty must establish connections between the travel seminar and the on-campus course(s).
- As required for any course, travel seminar proposals must include a syllabus and acquaint proposal reviewers with the topics and student learning objectives of the course. In addition, travel seminar proposals must include materials about travel plans, costs and budgets, and other administrative considerations. **NOTE:** Proposals that do not include all of these details will be considered incomplete and will not be considered in the proposal review process.
- Because the *location* of a travel seminar should be inseparable from the *location* of the learning, proposals must indicate both *where and when* formal instruction takes place.
- All sponsoring faculty must consult with OCSE for any and all travel seminars offered at any time.
- Repeated Travel Seminars (those that have run previously) must be approved again each time they are proposed. If a Travel Seminar is run more than twice, it will require Curriculum Committee review and approval.

b) Proposal Review – Process:

The following proposal review process was approved by Curriculum Committee in September 2013.

- Faculty member or faculty-administrator team prepares full proposal in consultation with OCSE and with support from the Associate Dean of the Faculty for Academic Policy and Advising (ADOFAPA).
- Faculty member submits proposal to chair of department *(and director of program if applicable)* for review and approval.
- A Chair or Director who is proposing a Travel Seminar should consult with and submit the proposal to the ADOFAPA in lieu of the "Chair/Director".
- Chair/Director partners with the ADOFAPA and a faculty member of Curriculum Committee to review proposal looking at:
  - Academic rigor
  - Fit with departmental/program curriculum and goals
  - Impact on on-campus curriculum, including need to replace faculty, delivery of major, other planned leaves, etc.
- Chair/Director consults with the Associate Dean of the Faculty for Personnel and Diversity (ADOFPD) to determine resource implications and feasibility.
- ADOFPD approves and signs off on proposal based on resources.
- Chair and/or director approves and signs off on proposal based on departmental/program needs and academic strength of proposal.
Chair submits proposal to OCSE; OCSE forwards proposal to ACOP.
ACOP and OCSE review proposals and make final decisions. ACOP asks ADOFAPA to attend review meeting if additional information about the academic program is needed.
Chair of ACOP and Director of OCSE report results to ADOFs, chairs/directors and faculty.
**Note:** For Travel Seminars run more than twice, an additional step is needed. OCSE will forward those proposals to Curriculum Committee for review prior to a final decision by ACOP.

c) **Deadlines for ALL Travel Seminars:**

- **Early fall** The Office Off-Campus Study & Exchanges (OCSE) to send a call for proposals to faculty.
- **Nov. 15** Faculty to submit proposals to OCSE.
- **Dec. 1** OCSE to submit the proposals to the Advisory Committee on Off-Campus Study (ACOP – a CEPP sub-committee). ACOP and OCSE to review proposals and make final decisions.
- **Jan. 15** Announcement of travel seminars for the following academic year.

3) **CRITERIA FOR FACULTY-LED TRAVEL SEMINARS**

a) **Faculty Qualifications**

- Sponsoring faculty must possess the academic expertise to inform and guide the proposed course of study.
- Faculty must have significant 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 are leading a group of students for off-campus study, they must possess a high level of commitment to recruiting for, organizing and leading the project and 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.

b) **General Course Criteria**

Travel seminars must offer carefully structured, focused, and rigorous learning experiences. Faculty should consult with OCSE and the ADOFAPA for guidance as they develop their proposals.

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:**

- clearly define the connections between the course and the department or program proposing the course;
- show that the discipline(s) or objects of study involved in the travel seminar clearly lend themselves to the compressed period of study being proposed (how does the course benefit from or lend itself to being short term?);
- make significant use of the educational and cultural resources of the off-campus location(s) (how does the course benefit from being taught off campus?);
set forth specific learning tasks and goals for students that integrate critical inquiry, course materials, and active learning into the off-campus learning experience (if students are asked to keep journals, what kinds of prompts will push students to integrate course readings or lecture material into their analysis? If students are visiting museums, will they be asked to select a work of art or an exhibit and to explore how that exhibit engages a course theme/unit in a journal or paper, or discuss the work with other students while they are in the museum? How will instructors evaluate/assess the effort by students to grapple with complex issues or challenging environments encountered on the trip?);

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 (ACOP tends to preference strong proposals in underrepresented locations or disciplines);
- whether the course has been successfully offered in the past (while OCSE hopes to offer a variety of Travel Seminars from year to year, a successful repeat seminar could have an advantage over a new course that does not meet the other criteria);
- whether the faculty member and/or department or program has offered off-campus programs in the past;
- whether the department or program proposing the course has offered a similar course (on or off campus).

Administrative:

- whether the host country/region/location is deemed "safe" based on health or political risks;
- how likely it is that the seminar will meet enrollment targets based on its appeal to a broad group of students;
- whether the host country/region/location is one in which Skidmore offers existing off-campus programs;
- whether the faculty member or OCSE has existing contacts in the seminar location.

Financial:

- how complete and realistic the budget is given there will typically be an 18-month lag between approval and delivery of the travel seminar (what are estimates based on?);
- whether the course is financially viable (exclusive of financial aid implications);
- whether the department or program will incur costs to substitute courses if the faculty member’s teaching load is affected by the course.

c) Course Numbers for Travel Seminars

Travel seminars use the “TX” rubric. This “TX” rubric is used for all travel seminars, with the departmental code indicating the sponsoring department incorporated into the section title. There are separate course numbers that allow for one-, two- or three-credit options, as all three are available within the rubric of short-term programs.
We offer “TX 100 A, B, and C”, “TX 200 A, B, and C” and “TX 300 A, B, and C” depending on the level of the offering and the number of credits offered. For example, the TX-200A, B, and C would simply be listed generically as Regional Topics at the course level, and the title for the specific offering in a given term might indicate the department and the specific title, e.g. “AH – African Textiles in Context” might be attached to the Fall 2015 2-credit offering TX-200B.

Because the IA Travel Seminar preceded the topics courses described above, that course is coded as TX-201A or B for the on-campus component and TX-202 for the one-credit travel component. The course title is currently listed as IA Regional Topics, and unique titles are added at the term-specific section level.

d) Guidelines for Contact Hours and Credits
Contact hours of formal instruction must meet Skidmore and New York State Education Department expectations for lecture, lab, and studio courses (and also see State Ed guidelines for "activity supervised as a group, such as field trips").

All Skidmore travel seminars should generally be guided by the following criteria (based on contact hours for lecture/discussion mode):

1 credit at least 15 instructional hours
2 credits at least 25 instructional hours
3 credits at least 37.5 instructional hours
4 credits at least 50 instructional hours
5 credits at least 62.5 instructional hours
6 credits at least 75 instructional hours

NOTES ON CONTACT AND CREDIT HOURS: While the student's self-directed travel or study is of great value in its own right, it cannot diminish the amount of organized, formal instruction required for the credit minimums. That being said, given the nature of off-campus study, particularly when it includes substantial travel and site visits, it is understood that “instructional hours” are not limited to those occurring within a traditional classroom.

4) GENERAL RESPONSIBILITIES FOR FACULTY-LED TRAVEL SEMINARS
The successful travel seminar will be the result of a solid and active collaboration between the faculty sponsor(s) and Off-Campus Study & Exchanges (OCSE).

a) Proposal Stage:

Faculty will be responsible for:

- designing the academic program and all instructional materials, including a detailed syllabus, list of readings and other resource materials, a detailed itinerary relating sites visited to the subject matters of the course(s) or seminar, and an estimated budget;
- consulting with their department chair/program director and the ADOFAPA;
- responding to questions or recommendations from ACOP.
Off-Campus Study & Exchanges will be responsible for:

- advising faculty throughout the development of the proposal for a travel seminar;
- working with faculty to develop a realistic program budget and program fee;
- shepherding proposals through approval process;
- informing faculty and campus constituents of selection decisions.

b) Preparation Stage:

Faculty will be responsible for:

- locating and evaluating resources in the host country for classroom space, student housing, local transportation, etc. (with assistance 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 assistance from OCSE);
- providing OCSE with text describing the program and developing recruitment materials;
- 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;
- reviewing applications and selecting program participants in collaboration with OCSE;
- developing pre-departure materials to prepare students for the program and to enter the host country and host culture (with OCSE);
- holding pre-departure orientation for program participants (with OCSE).

Off-Campus Study & Exchanges will be responsible for:

- assisting with locating and evaluating resources in the host country for classroom space, student housing, local transportation, etc.;
- assisting with 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;
- examining all aspects of students’ health and safety with respect to travel in general and the host location in particular (with faculty);
- helping create promotional materials (e.g., brochures, flyers), application forms and pre-departure materials by providing templates and samples that faculty can customize;
- 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.

c) On-Site Program Delivery:
Faculty will be responsible for:

- delivering academic portion 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;
- informing OCSE of any changes to on-site itinerary or plans; as soon as they are decided;
- obtaining receipts and keeping accurate records of all program-related expenses incurred abroad.

Off-Campus Study & Exchanges will be responsible for:

- Providing ongoing support to faculty on site.
- Responding to student concerns – through faculty on site – as needed.
- Serve as emergency contact for faculty and assist in resolving any emergencies that arise.

d) Return to Campus:

Faculty will be responsible for:

- submitting an expense report and receipts to OCSE within ten days of the end of program;
- submitting a program report to the Director of Off-Campus Study & Exchanges within 30 days of return to campus.

Off-Campus Study & Exchanges will be responsible for:

- processing expense report and receipts in timely manner;
- providing program evaluations to students and sharing results with faculty directors;
- reviewing faculty report and discussing any issues that may need attention.