

DEVELOPING A FACULTY-LED STUDY ABROAD PROGRAM

HANDBOOK

Office of Study Abroad
Seattle Pacific University

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Office of Study Abroad Mission

*The earth is the LORD's, and everything in it,
the world, and all who live in it;
Psalm 24:1 (NIV)*

Because God loves the whole world, we engage its complexity and interdependence through transformative global learning, preparing students to live faithfully, act justly, and contribute thoughtfully to the global community.



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Introduction to Faculty-Led Programs

This guide offers the essential components of developing a faculty-led study abroad program, also known as a Global Seminar. The Office of Study Abroad (OSA) supports this work through a centralized development and approval process to meet the SPU's high standards for quality, student support, and stewardship in all academic programming.

As you begin planning, note that serving as a faculty director is a dynamic role that extends beyond teaching. In addition to instruction and evaluation, you will guide students through cultural adjustment, coordinate logistics, and foster community. A well-designed program should enrich students' cultural understanding while advancing academic goals and managing student safety. We encourage you to collaborate early with your division lead and dean to ensure alignment with departmental and university expectations.

This guide aims to equip you with the tools and resources to plan, propose, and lead a meaningful faculty-led program, including:

1. Questions to consider while designing a program
2. Detailed timeline for proposing, organizing and leading a program
3. Policies and procedures for study abroad programs
4. Additional faculty resources

Defining Faculty-Led Programs

A faculty-led study abroad program is a credit-bearing course that is created and led by SPU faculty/staff and takes place off campus. These opportunities vary in length, generally from 12 days to 4 weeks, typically bearing 5 credit hours.

Faculty proposing new and ongoing study abroad programs must submit a detailed proposal to the Office of Study Abroad (OSA) following the guidelines outlined in this handbook to be reviewed by relevant parties at SPU.



OSA Priorities of Faculty-Led Program

The Office of Study Abroad is committed to supporting faculty-led programs that are academically rigorous, accessible, and align with SPU's institutional mission. We especially value programs that:

- Are financially and academically accessible to a wide range of SPU students.
- Encourage faithful engagement with the complexity and interdependence of the global community.
- Connect students with faculty expertise and vocational development.
- Are sustainable over time, with potential to be led by various faculty or offered regularly within a department.
- Account for the impact of travel, incorporate sustainable practices, and intentionally honor the local context.

Roles

While many stakeholders are involved in study abroad programming at SPU, three are key in running a faculty-led program: *Faculty Director*, *Office of Study Abroad (OSA)*, and a *Third-Party Provider (TTP)*.

THE ROLE OF THE FACULTY DIRECTOR

Faculty directors must be willing to cover these key components of the program:

Program Logistics & Instruction

- Obtain written approval from program chair or division lead and dean; work with relevant parties to set up course(s) with the Registrar
- Design academic aspects of the program, including course content, site visits, tours, and guest lectures in collaboration with selected TTP
- Collaborate with OSA on program budget
- Recruit and promote the program to meet student enrollment numbers
- Maintain budget and receipt log for all financial transactions abroad and reconcile budget at the end of the program (receipts, ATM withdrawals, etc.)
- Assign/post grades and participate in program evaluation

Student Health & Wellbeing

- Serve as an instructor, guide, advisor, and positive role model to students on program
- Be trained in best practices for study abroad student programming by OSA, Health Services, and other relevant campus partners
- Monitor and communicate with SPU about student wellbeing concerns and incidents while on program
- Develop working knowledge of SPU's sexual harassment and student lifestyles policies.
- Document academic issues, student illness or injury, code of conduct violations, and steps taken in response to wellbeing and academic-related incidents



- Take appropriate action when a participant violates code of conduct/lifestyle expectations to best protect the student in question, the group, and local community

Risk Management

- Manage the safety of students and be accessible throughout the program
- Be CPR certified prior to program departure to respond to health situations abroad. For remote programs, Wilderness First Aid certification may be recommended
- Assess risks pre-program and identify/communicate strategies for mitigating risk on program
- When urgent/emergency situations arise, initiate risk management plan as appropriate while providing leadership, making decisions, providing choices as appropriate, and communicating to relevant stakeholders locally and at SPU

THE ROLE OF THE OFFICE OF STUDY ABROAD

The Office of Study Abroad (OSA) is responsible for managing faculty-led study abroad at SPU. OSA will provide faculty assistance with:

Third-Party Program Partnership Matching. OSA connects faculty with third-party providers (TPPs). This step occurs only after program and dean-level approval, as well as confirmation of how the Global Seminar aligns with the institution's strategic global education plan, as determined by the Chief Academic Officer (CAO) or acting director. Given the complexity of these programs and associated risks, all Global Seminars must be facilitated by a TPP to ensure the provision of essential support services and liability coverage.

Proposal Review. OSA will facilitate a review of new and ongoing programs and provide an opportunity for different stakeholders on campus to ask questions and discuss concerns prior to program approval. OSA collaborates with other university departments to finalize program dates, assess fiscal feasibility, and evaluate institutional liability.

It is important to note that OSA does not act as a travel agent or independently arrange program components such as flights, accommodations, or itineraries. These elements must be included in the TPP's contract and the program budget.

Program Administration and Faculty Support. Once approved, OSA will:

- Maintain study abroad website and create program brochure on Via TRM platform.
- Assist with promotion, logistics, budgets, travel advances, and make payment to TPP.
- Facilitate application process, maintain student forms, collect application and deposit fees, and notify students of acceptance decisions. Before student applications open, all TPP contracts, program budgets, recruitment thresholds, and deadlines are finalized.
- Assist with pre-departure orientation sessions and re-entry support.
- Prepare a faculty binder with student documents, travel information, and receipt log.

Risk Management. Prior to departure, the OSA will facilitate a safety briefing to address local context and ensure all participants are enrolled in the U.S. Department of State's Smart Traveler Enrollment Program (STEP). The OSA also works with the university's risk management team



to develop emergency and crisis management plans specific to each program location. Throughout the program, the OSA maintains communication—as location and connectivity allow—to support the faculty leader and respond to any emerging needs.

Faculty Training. OSA will facilitate training for program leaders. Sessions may involve other stakeholders on campus and will cover topics like university policies, emergency response, supporting student well-being, and finances.

THE ROLE OF THE THIRD-PARTY PROGRAM PROVIDER

The Office of Study Abroad requires that all international faculty-led programs run through a TTP who will support faculty directors in:

Logistics. Partners plan most logistics in host location(s) including lodging, local transportation, classroom space, organizing group activities, meals, local payments and flights.

Risk Management. Partners vet local partners and locations, have local knowledge of medical facilities and resources, give on-the-ground support in event of emergency, and maintain liability insurance.

Program Facilitation & Support. Partners serve as cultural liaison and local insiders, facilitate in-country orientation, support faculty leaders and students as they engage in the host culture, and help solve problems/adapt as situations arise. Our TTPs offer their best to make the program a fantastic experience for everyone involved.



Faculty-Led Study Abroad Planning Timeline

14-18 months prior to departure
- Consider purpose, goals, and feasibility of intended destination by working through Proposal Worksheet - Meet with academic dean to discuss program. The course must obtain dean signature to proceed. - Work with OSA to match with a third-party provider (TPP) and prepare a tentative budget.
12-14 months prior to departure
- OSA will facilitate final program approval with relevant campus stakeholders - including OTR and Business & Finance - and will notify faculty leader of program approval. - Program must have full approval before any recruiting or advertising begins. - Work with OSA to finalize budget and sign contract with TPP.
8-12 months prior to departure
- Work with OSA to publish a web brochure and determine student approval criteria. - Faculty recruits via info sessions, email, classroom visits, & collaboration with colleagues. - Students are selected, screened, and notified of acceptance decisions.
3-6 months prior to departure
- All leaders attend in-person training from OSA, which may include training from Office of Student Life, Health Services, Risk Management, etc. - Final numbers confirmed. Participation must hit viable numbers by set deadlines before payments are made to TTPs or are otherwise canceled. - OSA manages onsite applications and works with SFS to set up student billing.
2-3 months prior to departure
- OSA will ensure that all students complete and submit pre-departure study abroad forms – insurance, liability forms, emergency contact and health information. Follow up on passports and visas as necessary. - Faculty leader(s) and OSA conduct pre-departure orientation for participants. - Risk mitigation practices – OSA will register students in STEP, safety briefing to students, and develop SPU communication strategy. - Finalize travel details – airline tickets, final itinerary, cash advance in Workday.
1 month prior to departure
- Identify emergency locations and numbers that may be needed in-country (i.e., U.S. Embassy, hospital) - OSA prepares faculty trip notebook with all necessary documents and emergency information, sends rosters to SPU Safety and Security.
2 weeks prior to departure
- Work through any final details and student questions in collaboration with OSA. - Obtain cash advance and budget documents needed for the program.
Post-program
- Submit receipts and reconcile budget within two weeks of return in Workday. - Submit course grades in accordance to OTR's guidelines. - Submit program report to OSA and program/college. - OSA coordinates student program evaluation and gives summary to program faculty director. - Conduct post-trip/re-entry meetings to integrate learning back to campus.



Developing Your Program Proposal

Now the exciting work of planning and researching your program begins! The following questions are offered to guide you as you shape your proposal, anticipate key considerations in the approval process, and begin developing your program budget.

Time and Dates

When are you going to run this program? Consider the regular SPU academic calendar, graduation dates, deadlines for submitting grades, flight availability, holidays in the overseas destinations, climate, and tourist season.

Key Timing Regulations for Faculty-Led Programs from the Registrar & SFS:

Identify program dates at least a year prior to your program. The academic calendar is submitted to the external entities, making this timeline critical for compliance.

Note:

- Program dates must not overlap with regular term time including start/end of a quarter and high events and cannot overlap on two quarters.
- Dates must also occur within a reasonable timeline relative to the term they correspond without unreasonable gaps (too short or too long) for student's transition to/from campus.
- Any questions around academic timing will go through the University Registrar.

Term-Specific Guidelines

Autumn: The preferred timeline for Global Seminars is the **September session**, which aligns with fall quarter regulations and timing. Course instruction must fall within the September session, but travel days may fall outside of this.

Winter: Programs associated with winter term may occur between the end of fall quarter and Christmas.

Spring: Due to conflicts with grade submission, summer quarter, and external regulations, spring timelines are generally not possible. Programs may alternatively occur during spring break if:

- No winter programs are scheduled for the same period.
- No other spring programs are scheduled immediately after the end of the term

Summer: Not attached to the regular academic year, a summer program follows the same protocol as on-campus courses, including summer tuition rates. Students do not have access to financial aid if registered for fewer than 6 credits. It is not recommended to run summer programs due to increased costs to students bearing faculty load/compensation and additional tuition.



Academics

- What are the academic learning outcomes for the program? How is this connected to your school and/or general education requirements?
- How is the instruction and learning environment enhanced by offering the program overseas?
- How many contact hours will this course have? What facilities or equipment are needed to deliver course content?
- What types of visits, excursions, guest lectures, and cultural activities will enhance the curricular portion of the program? How will movement from site-to-site impact the learning process, contact hours, and budget?
- How will students complete course assignments? Do students need to bring laptops? Is Wi-Fi available?

Student Experience

- What are your co-curricular goals?
- How will students be supported in and out of the “classroom”?
- What is good pacing of the program? Consider jet-lag and student stamina. A packed schedule does not equal a good student experience.
- Does the location require students to function in a second language? If so, do the students speak the language?
- How may the location, host culture, and the group dynamics impact the experience of students with different held identities? (gender, ethnicity, nationality, ability/disability, sexuality, religious, etc.)

Room and Board

- What are the housing options for students? Will you use apartments, hotels, dorms, hostels, or a combination? How many students will share a room and bathroom?
- What is the plan for meals? Will there be meals provided, or expectations for students to cook or go out to eat independently?
- Consider the location of accommodation in proximity to where courses meet, access to activities/food options, etc.

Transportation

- Will the program take place in one destination, or will you travel to multiple destinations?
- How will participants get around? Will you need rail, metro, or bus passes? Will you need a bus for the duration (or part) of the program?

Location

- What is the State Department Travel Level? Are there Travel Alerts for the area? What health/safety risks exist in the location(s)? I.e., areas of high risk of crime or terrorist activity, seasonal severe weather, government hostility towards education groups, etc.)
- Are any special health and safety precautions needed? I.e., immunizations, clean water



- Are visas required for students and faculty? How long can you stay? Is there a cost? If a student is not a US citizen, will they be able to obtain a visa for the country you are visiting?

Creating Course Content

SPU relies on you—experienced faculty experts—to ensure that students receive an outstanding academic experience. In addition to course content related to your program theme, consider other best practices in experiential learning and education abroad to incorporate into your program design and course content.

Intercultural and Experiential Learning

Intercultural and experiential learning are at the heart of studying abroad. Engaging meaningfully with people, perspectives, and practices different from one's own fosters humility, empathy, and the ability to navigate a diverse world. Experiential learning connects classroom concepts with real-world contexts, deepening understanding through direct engagement. Together, these approaches promote reflection, personal growth, and academic development, helping students approach the world with curiosity, respect, and wisdom.

Intentionally Integrating Cultural Context and Mission

The Office of Study Abroad envisions SPU as a community that enters host cultures with humility, respect, and a spirit of learning. Grounded in our Christian mission, we seek to honor the image of God in every person and to model thoughtful, responsible global engagement. Transformative programs intentionally cultivate these values through pre-departure orientations and guided reflection that equip students to engage wisely and graciously across cultural differences.

As programs unfold, students develop a more nuanced worldview—shaping how they approach communication, conflict, and relationships with openness and respect. This growth happens through intentional guidance and opportunities for observation, engagement, and reflection.

Possible approaches include:

- Inviting guests to speak from their cultural context and offer insight into program themes
- Regular involvement (meetings, meals, or activities) with peers from host culture
- Integrating local norms into the everyday experience:
 - utilizing public transportation
 - grocery shopping
 - attending church services, sports events
 - participating in local celebrations and holidays
- Service learning – curate opportunities for students to engage in and give back to host community
- Guided activities that require students to participate, observe and comment on cross-cultural learning



Language Considerations

Language is an important consideration. If students are not familiar with the language of the host country, an introduction to the language and basic survival phrases prior to departure is necessary if students are to feel comfortable interacting with the culture on the most basic level.

Assessing Study Abroad Learning Outcomes

Faculty leaders are required to build in their program the assessment of their students' growth with respect to the Undergraduate Degree Program Learning Outcomes as stated in the Undergraduate Catalog, reflective of the unique opportunities found in the location of travel. Graduate level programs must be reflective of the learning objectives found in the individual graduate program. All learning objectives and assessment of outcomes are subject to review by the Curriculum Committee.

Creating Your Itinerary

With clarified course content and program goals, develop a draft itinerary. An outline not only helps you refine your vision but also provides a useful starting point when working with a third-party program provider. If you have only partial ideas and would benefit from recommendations or local expertise to complete your proposal, the Office of Study Abroad and our provider partners are ready to assist.

Pro tips:

- **Add in course teaching blocks** – you don't need to have all the content figured out yet, but this will make sure you have the appropriate number of contact hours.
- **Identify if you need a particular order** of visits, guest lectures, activities, and excursions.
- **Remember, group travel is significantly slower than individual travel.** Be realistic about what you can accomplish in a day and the amount of time it will take the group to move from place to place, dine together or separately, gain entrance to museums or other venues, and so on.
- **Consider your energy level as a faculty leader.** You will be on-call 24/7 and, in addition to teaching, you may be handling logistics and serving in a more multi-faceted role than on campus. Don't overschedule the program! Your future self will thank you.
- **Identify “free” weekends, days, or time blocks in the schedule.** Students love this and will be more likely to join a Global Seminar if they are able to accomplish their personal goals in the location alongside the program.



Creating a Budget

Faculty-led programs are designed to be self-sustaining in Workday, so a well-crafted budget ensures there is sufficient income to run a program safely and stewards university resources. The faculty director and OSA work in collaboration to create and manage the budget starting with a [budget spreadsheet](#). This budget determines the *Faculty-led Program Fee* charged to student invoices, **separate from** their tuition if during the regular academic year.

Third-Party Program Provider Fee

OSA requires that all faculty-led programs run through a TPP to ensure smooth logistics, manage risk, and give on-the-ground group support. TPP program proposals include accommodations and course-related group activities and transportation. As you work with the TPP, confirm whether these additional costs are included or need to be added separately on the program budget:

- **Airfare**
- **Local & Airport Transportation**
- **Meals**
- **Excursions**
- **Program guests:** Any guest lecturers, tour guide(s), local language teacher, or interpreter needed.
- **Travel Medical Insurance.** If not offered by TTP, SPU requires this to be purchased and will be facilitated by OSA ([CISI](#) is our go-to provider).

Instructional, Faculty & Program Assistant Expenses

The full cost of leader participation (e.g., airfare, supplies, per diem) must be distributed among fee-paying students. Many TTPs waive program fees for leaders based on certain participant number thresholds. For instance, a provider might stipulate that for every 10 students, the program fee for one leader is waived.

SPU requires that two adult leaders accompany every study abroad group for many reasons, safety being the primary one. The presence of a TTP host can fulfill one of these.

- **Faculty/Adjunct Pay:** When programs run during the academic year, faculty pay comes from their academic college budget. Work with your academic dean to determine if this course will be part of your regular load or will be considered teaching overload.
- **Logistics costs:** Leader airfare, ground transportation, accommodations, per diem, tickets and entry fees, cell phone data, Sea-Tac transport, etc. Note that Program Assistants have a higher per diem rate (\$30/day faculty, \$75/day PA)

Additional Costs to Budget:

- **Contingency fee:** It is important to build a contingency fee into your budget for unexpected program costs arising from any number of factors – currency fluctuations,



student attrition, overlooked expenses, emergencies, etc. Standard is \$300 per participant.

- **Tips & Gifts:** If the cultural norm is to offer tips or bring gifts for your partners on the ground, build that into the budget.
- **Books & Materials:** Whatever materials are needed for experiments, readings, worksheets, and pre-departure orientation should be estimated in the budget.

What's Not Included in the Program Budget?

It is extremely important that the faculty director and Office of Study Abroad make clear to students any costs that are not covered by the program fee charged to students.

Costs typically not included in the program fee are:

- **\$50 application fee and \$300 commitment fee** paid to SPU Study Abroad that supports OSA application and risk management software. This is not included in the program budget
- **Tuition:** For Global Seminars connected to a fall, winter or spring quarter, tuition is part of a student's regular course load. Summer incurs tuition fees for students because they also need to pay for credits. For this reason, it is highly recommended to run a Global Seminar connected to the regular academic year.
- Student personal cell phones, data and internet access
- Passports and visa fees
- Transportation to and from U.S. airport(s)
- Immunizations and medications
- Some, or all, meals depending on the program
- Spending money

Financial Policies

Determining Participant Numbers

It is optimal if the faculty director and OSA collaborate to determine the number of participants necessary for a successful, self-supporting program. For a program to be financially viable, a minimum of ten students is needed. Drafting budgets based on various numbers of students will help determine the optimal cost and participation numbers (e.g., 10, 15, 20 students). SPU reserves the right to cancel a program if the enrollment is not sufficient to meet expenses or if the per-student cost is too high by reasonable standards. The maximum number of participants may be capped due to programmatic or location limitations – philosophical, practical, or physical.

Participant Policy and Its Impact on the Budget

All SPU faculty-led study abroad programs are credit-bearing programs. It is the academic department's role to approve what courses will be offered, whether courses will be offered for variable credit, and how many courses each participant must be enrolled in. It is SPU's policy



that *all* participants must be enrolled to participate in a faculty-led program with the exception of SPU faculty, staff and program assistants.

Billing the Students

For each SPU faculty-led program, OSA will work collaboratively with Student Financial Services (SFS) to collect student fees, past due accounts, student additions and withdrawals. Note that non-refundable application (\$50) and commitment (\$300) fees are made through the Study Abroad Application Via-TRM website (QuikPay).

Cancellation And Refund Policy

Student withdrawal: The initial application and commitment fee to SPU Study Abroad are non-refundable. All students enrolled in the program for which they have been accepted will be responsible for program fees. OSA must be notified in writing of any withdrawal or cancellation of an application. Students who withdraw 90 days or less in advance of the program start date will forfeit their initial payments and will be charged for any unrecoverable funds expended on their behalf (e.g., airline and/or other travel tickets, deposits, entrance fees, theater tickets, visa fees, etc.) Student cancellations due to hardship will be reviewed on a case-by-case basis.

Dismissal: Students who are dismissed from study abroad programs because of unacceptable personal behavior and/or academic performance are responsible for all program costs and fees and will not receive academic credit for the program.



Creating a Recruitment Plan

In collaboration with OSA, faculty will identify a recruitment plan that will help reach the target group of students (Article: [Recruitment & Gen Z](#)). Successful recruitment strategies include:

- Public announcements in classes and posts in Canvas
- Hosting info (virtual or in-person) sessions or tabling on campus
- Publicizing with related student groups, social media, “Stall Talk,” bulletin boards on campus, school-specific communication channels
- If SPU Common Curriculum course – emailing student lists still needing to fulfill requirement(s)

Faculty Talking Points in Recruitment:

Most students learn about study abroad opportunities through faculty over other recruitment forms. The best way to talk about your program is to:

- Express how the location will become the classroom – be specific
- Know details of the host country, region, city, history, culture. Sharing interesting stories about the place helps “sell” the program
- Be honest about program inclusions so students can accurately assess if it’s possible for them to participate
- Know some study abroad outcomes fast facts about employability and skills development – Resource: University of California Merced [“Study Abroad statistics”](#)

Creating Preparedness & Integration: Pre- and Post-Travel Meetings

Pre-departure orientation is essential for ensuring that students are well-prepared and remain safe, healthy, and engaged while abroad. Orientation occurs in multiple forms, including a required session facilitated in collaboration with OSA, as well as an on-site orientation facilitated by the faculty director and third-party provider. An orientation guide is available to you from OSA.

We also strongly recommend post-program debriefing to help students integrate their international experience into their academic work on campus and future vocational goals. This can be tailored to your student needs and should include celebrating your time together abroad and the community formed on the program.



Frequently Asked Questions

1. What qualities is OSA looking for in a study abroad faculty director?

OSA has seen these qualities consistently in our most successful program leaders:

- **Passion for the subject** – Brings subject expertise and designs courses that connect meaningfully with the local context.
- **Cultural Awareness** – Shows curiosity and respect for cultural differences and helps students engage thoughtfully with the host culture.
- **Good Communicator** – Shares information clearly, sets expectations, and stays in touch with students, OSA, and program partners.
- **Flexible and Resourceful** – Handles the unexpected—whether logistical hiccups or cultural surprises—with grace, calm, and creativity.
- **Organized** – Manages details like itineraries, budgets, and logistics efficiently.
- **Safety-Minded** – Keeps risk management at the forefront and follows university guidelines to support the safety of students throughout the program.
- **Student-Focused** – Balances academic goals with care for student well-being, and mentoring.
- **Mission-Oriented** – Helps students grow as global citizens of wisdom and action, in line with SPU's mission through modeling, mentoring, and building a positive group culture.

2. Who can participate in a Global Seminar?

It is common for questions to arise as to whether family, friends, employees, and alumni can accompany a faculty-led program. The intent of the participation policy is to protect the overall quality and success of faculty-led programming at SPU while also mitigating risk to students and the University.

Only students earning credit may participate in faculty-led programs, *except as provided below*. SPU's non-profit status is jeopardized if non-students participate in faculty-led programs. The Internal Revenue Service can interpret such participation as SPU performing travel agent-like services for non-students and may assess taxes to SPU.

SPU students must:

- Submit a study abroad application, meet the course admission requirements, have all required forms in, and be accepted by the program director;
- Pay all program fees in full;
- Be enrolled for the appropriate course(s);
- Have on file the required documentation
- Be at least 18 years of age.

Student participants from other universities must:

- Apply to SPU as a non-matriculated student;
- Meet all other requirements as stated above.



3. Who can be a Program Assistant?

A program assistant may be a qualified SPU employee, former student who has graduated from SPU, or any other non-relative of the faculty leader, who is vetted by both your academic dean and Human Resources.

Please note a Program Assistant:

- Will sign a written contract outlining their official program-related duties, and if paid, a stipend will file appropriate paperwork and processes with HR.
- Does not receive pay unless the individual acts in a teaching capacity.
- Will have all travel costs and activities covered, which are included in the student program fees.
- Will have on file the required documentation such as health form, liability release form, passport number, and emergency contact information.
- Will be provided with medical travel insurance.
- Will meet with OSA to review procedures for emergencies, student discipline, and budgetary policies.
- Needs to be CPR-certified.

4. Can my spouse accompany me?

SPU affirms the positive role a spouse may play in fostering community and supporting the overall success of the program. A faculty spouse may accompany a faculty-led study abroad program under the following conditions:

- **Compliance:** The accompanying spouse agrees to and abides by SPU rules and any guest or participation policies established by the third-party program provider.
- **Financial Responsibility:** All expenses related to the spouse's participation—including travel, accommodation, guest fees, and any additional costs incurred by their inclusion—must be paid by the faculty member. No university funds may be used.
- **Insurance Coverage:** The spouse is strongly encouraged to maintain personal medical and travel insurance for the duration of the program.
- **Program Integrity:** The spouse's presence must not interfere with the faculty member's professional responsibilities, distract from the academic or intercultural goals of the program, or negatively affect the student experience.

5. Can I bring my child/children on a program?

While Global Seminars may be a great opportunity for children and families, OSA does not encourage faculty to bring minor children on study abroad programs for many reasons. It is difficult for faculty to exercise the duties necessary to care for a child while managing students, logistics of the program, and 24/7 responsibility on program.

If you're considering bringing your child/children on program, please note the following requirements:



A. Caregiver Requirement

- A dedicated, full-time caregiver (not a program participant or student) must accompany the faculty member to supervise the child at all times.
- One caregiver per child is strongly preferred but may be adjusted based on age, maturity, and other factors.
- The caregiver may be a spouse, partner, or another adult arranged by the faculty leader.
- All expenses for the caregiver and child are the responsibility of the faculty member.

B. Insurance & Legal Protections

- The child and caregiver must be covered by equivalent travel and medical insurance as the faculty and student participants.
- The caregiver must sign:
 - A waiver of liability releasing and indemnifying SPU.
 - The faculty member and any co-parent must sign a minor participation waiver, releasing and indemnifying SPU for the child's presence.

C. Limitations on Participation

- Children and caregivers may not reside in the same housing as students. A separate room is required.
- Children and caregivers may not participate in program activities, excursions, or classroom sessions unless appropriate and explicitly permitted by the AVP of Academic Affairs.
- They may not assume any supervisory or administrative role in the program.

Additional Recommendations

- Faculty are strongly encouraged to evaluate the full demands of program leadership before requesting to bring children abroad.
- Faculty should not assume approval will be repeated for future programs even if granted once.
- SPU reserves the right to revoke permission if circumstances change or if the child's presence becomes disruptive to the program or students.

6. What activities can be included in the Global Seminar?

When planning activities, faculty should balance the value of experiential learning with the responsibility to mitigate risk and protect both students and the Institution. All activities must comply with SPU, OSA, and host-country regulations and fall within the coverage of our travel medical insurance.

Many high-risk activities (e.g., extreme sports, unsupervised adventure tourism, or student-operated vehicles) are not permitted based on our coverage. Some high-risk activities may be approved on a case-by-case basis by the Office of Business and Finance with the proper additional insurance. Please identify these activities in your proposal.

All approved excursions should be implemented by vetted providers, include appropriate supervision, and follow established safety protocols. To minimize liability, faculty should clearly distinguish between official program activities and independent leisure time activities (which also need to fall under insurance coverage). Official activities should connect to course objectives,



be communicated in advance, and include a review of safety expectations for students before participating.

7. Can I, or my students, deviate from the group flight?

When airfare is included in program fees, students are required to follow the travel itinerary provided by the TPP unless deviations are approved and negotiated directly with the TPP.

Faculty leaders are expected to join group airfare arrangements and are not permitted to make alternative travel plans without explicit prior approval. Flights must align with official program dates unless deviations are pre-approved. Reimbursement for deviations outside program dates or non-direct itineraries is capped at the budgeted amount, without exceptions.

Students requesting alternate itineraries (e.g., different departure or return dates) must cover any additional costs directly with the TPP. If a deviation results in cost savings, these savings will be applied to the university's program invoice, but students are not eligible for refunds or discounts.

8. What if students cancel after committing?

Programs that meet recruitment goals by the application deadline must also achieve the minimum required number of committed students by the commitment deadline. Only students who complete their commitment forms and pay the \$300 commitment fee are counted toward the program's viability numbers at this stage. Should cancellation occur at this stage, students will be reimbursed for their \$300 commitment fee but not their application fee.

If a program successfully meets both recruitment deadlines but later loses participants, it will still be considered viable. Students who have made financial commitments will only be refunded for non-recoverable costs deducted from their overall program fee.

Additional questions? Contact the Office of Study Abroad.

Closing

Thank you for your commitment to creating transformative study abroad opportunities at Seattle Pacific University and your efforts towards thoughtful planning, academic excellence, and student care. The Office of Study Abroad looks forward to partnering with you in this important work and supporting you every step of the way.

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Readings

Articles:

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Chieffo, Lisa, and Lesa Griffiths. "What's a Month Worth? Student Perceptions on What They Learned Abroad." *International Educator*, Fall 2003, pp. 26–31.

Citron, James. "Pollo, Por Favor." *Transitions Abroad*, May–June 2005, p. 80.

Citron, James, and Rachel Kline. "From Experience to Experiential Education: Taking Study Abroad Outside the Comfort Zone." *International Educator*, Fall 2001, pp. 19–26.

Hornig, James. "The Toughest Job You'll Ever Love." *Academe*, Sept.–Oct. 1995, pp. 22–26.

Kim, Paul Y. "Rethinking Interpersonal Boundaries with Students: Lessons Learned While Leading a Short-Term Study Abroad Program." *Christian Scholars Review*, 31 Aug. 2022, <https://christianscholars.com/rethinking-interpersonal-boundaries-with-students-lessons-learned-while-leading-a-short-term-study-abroad-program/>.

Krueger, Roberta. "It's Not a Sabbatical." *Academe*, Sept.–Oct. 1995, pp. 22–26.

Rubin, Kyna. "Safety in Study Abroad: How Much More Can Programs Do to Protect Students?" *NAFSA Newsletter*, vol. 49, Feb.–Mar. 1998, p. 1. *NAFSA: Association of International Educators*, http://www.nafsa.org/knowledge_community_network.sec/education_abroad_1/developing_and_managing/practice_resources_36/onsite/health_safety_security_1.

Rubin, Kyna. "Short-Term Study Abroad: Managing Growth, Ensuring Quality." *International Educator*, Winter 2002, pp. 32–36.

"Transformative Travel: How Faculty Leaders Can Help Guide Students Toward Global Citizenship." *EdOdyssey Blog*, 6 May 2025, <https://www.edodyssey.com/blog/2025/5/6/transformative-travel-how-faculty-leaders-can-help-guide-students-toward-global-citizenship>.



Quick Links & Resources

Third-Party Providers our programs have worked with:

- [WorldStrides](#) - WorldStrides is one of the largest, if not the largest, study abroad provider in the industry. “Our approach to custom programs is in our name - custom. Whether you’re starting with a destination in mind or not, you’ll work closely with a dedicated account manager to design a custom program focused on your academic goals and students’ unique needs. From start to finish, you can expect personalized support, comprehensive resources, and so much more.” This provider has robust resources and risk management package, ensuring a smooth program experience anywhere in the world.
- [IFSA Study Abroad](#) - IFSA offers custom program services in their 18 program sites, opening access to study centers and on-the-ground program support. Programs can be fully tailored to meet your department’s goals—whether you choose a turnkey model managed by IFSA, a collaborative design built from the ground up, or a hybrid approach combining your courses with IFSA’s curriculum and local expertise. Partnering with IFSA allows faculty to focus on academics while IFSA handles logistics, from housing and excursions to classroom arrangements and on-site support. With robust local networks, health and safety services, and experienced in-country staff, IFSA enhances both the educational depth and operational efficiency of your program.
- [Living and Learning International](#) Living and Learning International (L&LI) is a faith-based study abroad provider dedicated to creating academically excellent programs that help students live in community, engage global challenges, and grow in a biblical worldview. For custom faculty-led programs, L&LI partners closely with leaders to simplify planning—assisting with itinerary design and logistics to meet specific program goals and needs. Once abroad, L&LI hosts help guide the experience, allowing faculty to focus on teaching and building relationships with students. L&LI works with faculty and staff every step of the way to ensure confidence in the success of the study abroad program.

Useful Websites:

- U.S. State Department: www.travel.state.gov – Entry requirements, passport information, state department travel warnings, tips for travelers, per diem information
- Mobility International: www.miusa.org – Information on traveling abroad for people with disabilities.
- Centers for Disease Control: www.cdc.gov – Health information by country
- Currency conversions: www.xe.com or www.oanda.com
- [Designing your Faculty-Led Program: Considering the Sustainable Development Goals](#)



Faculty-Led Program Proposal Worksheet

This application should be used to propose a new SPU Faculty-led Study Abroad Program or to renew a recurring program. Faculty should submit to Office of Study Abroad (OSA) after discussion with your academic dean for course approval. OSA is happy to answer questions in the process.

Resource: [Developing a Faculty-Led Study Abroad Program Handbook](#)

Please fill out proposed components of the faculty-led program information you'd like to run as accurately and completely as possible to proceed in a timely manner.

General Information

Faculty Director	
Course name(s) & course number(s)	
Number of credit hours	
Which quarter will this be attached to?	
Proposed dates	
Is this a new program/course or reoccurring?	
What requirement(s) will this course fulfill?	
Target audience:	
Eligibility or pre-reqs requirements:	
Minimum/maximum number of participants desired:	
Do you have academic dean approval for this course to be part of your teaching load?	
Additional proposed program leader(s). Is this person already SPU faculty/staff? (note all leaders must meet HR requirements)	

Program Location



Location(s) (City & Country):	
Briefly describe your experience with the proposed location and culture.	
<u>U.S. State Department Travel Advisory Level</u> of specific location(s): (City levels are sometimes different than overall country level)	
What general risk factors are associated with host location(s)? (Crime, Terrorism, Unrest, health, natural disasters, kidnapping, detention, etc.)	

Program Format

Is this a traveling program or hosted primarily in one location?	
Types of transportation for the duration of the program:	
What meals will be included?	
Types of housing preferred:	
What types of activities will be included?	
What intentional intercultural learning and opportunities are included?	
If this is a reoccurring program, which 3rd party provider facilitated the program? Does anything need to be changed from the previous iteration?	
Is this program accessible for most students with reasonable accommodations? What barriers might exist for students with physical,	



medical, psychological or learning disabilities in this program and location?	
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Additional Leader Checklist:

Do you have a passport with at least 6 months left before it expires after your program?	
Are you CPR certified ? If not, when would you be able to complete this certification?	

In addition to this form, you will need:

- A preliminary itinerary outline
- Outline program aims & goals to be discussed with your academic dean for course approval.
- Begin [Program Budget](#)

Next steps:

1. Academic: Dean Approval for course and teaching load. For new programs, the curriculum may need to be given approval by the Undergraduate Curriculum Committee.
2. Review for initial program approval. Multiple stakeholders may be consulted in the reviewing of programs including Business and Finance Office, Office of the Registrar, and Office of Study Abroad.