**Study Abroad & Global Experiences**

**Program Proposal Packet for Short-term Study Abroad**

[**Insert Country of Travel & Travel Dates**]

Thank you for your interest in leading a short-term Study Abroad program in 2019! Study Abroad provides program leaders with richer perspectives, renewed energy, and a heightened sense of awareness and knowledge about international education. These transferable first-hand experiences can also have a lasting impact on the success our students have in college. Please take the time to review and complete the following six components of the Program Proposal Packet:

* Part 1: Program Leader Details
* Part 2: Program Provider & Course Selection
* Part 3: International Service Learning (optional)
* Part 4: Travel Safety
* Part 5: Program Itinerary
* Part 6: Liability Agreement & Authorizing Signatures

In addition to the components above, you will also need to include the following supporting documents and attach them with your completed Program Proposal Packet:

* Expense Worksheet (available on SAGE website)
* Official Course Outline
* Program Provider Proposal

**Submission Deadline:**

**Wednesday, February 28, 2018**

For more information, contact:

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Part 1: Program Leader Details

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| --- | --- | --- | --- |
| A Program Proposal Packet should be submitted for each course that is offered abroad. If you are unsure how many packets to complete, please review the guidelines below.  Complete one Program Proposal Packet if:   1. You are the only Program Leader. 2. You plan to have a Co-Program Leader who will be sharing 50% of the teaching responsibilities.  * Example: You and another faculty member will be assigned to teach the same course for Health Education.   Complete two or more Program Proposal Packets if:   1. You are partnering with another program leader who will be teaching a different course. In this case, two CRNs will be created and each PL will be assigned to a separate course.  * Example: You and another faculty member are traveling to Peru together, but you will each be assigned to teach a different course section of SLS2940 with one project addressing the topic of Sustainability and the other addressing Education.   Section 1: Primary Program Leader | | | |
| 1. Name: |  | | |
| 1. Contract Status: |  | | |
| 1. What is your anticipated contract type during travel (*NOTE: The program should not interfere with your teaching load and will be assigned as an overload)?* |  | | |
| 1. Study Abroad Certificate Completion Date: |  | | |
| 1. Stewardship of a Study Abroad Leader Completion Date *(INDV3356*): |  | | |
| 1. Do you plan to bring a co-program Leader? *(NOTE: The SAGE office recommends all programs to have a minimum of two program leaders)* | Yes | | If no, please provide a justification - |
| 1. If you answered yes to question above, do you plan to split the payment of this course with a co-program leader? | Yes | | No |
| 1. Do you plan to apply for additional funding to decrease the overall cost of your program *(ex. Endowed Chair, Gilman Award)*? | Yes, please explain funding sources - | | No |
| 1. Describe your experience with international travel and/or study abroad. |  | | |
| Section 2: Co-Program Leader (optional) | | | |
| 1. Name: |  | | |
| 1. Contract Status: |  | | |
| 1. What is your anticipated contract type during travel? (*NOTE: The program should not interfere with your teaching load and will be assigned as an overload.)* |  | | |
| 1. Study Abroad Certificate Completion Date: |  | | |
| 1. Stewardship of a Study Abroad Leader Completion Date *(INDV3356)*: |  | | |
| 1. Do you plan to apply for additional funding to decrease the overall cost of your program *(ex. Endowed Chair, Gilman Award)*? | Yes, please explain funding sources - | No | |
| 1. Describe your experience with international travel and/or study abroad. |  | | |

Part 2: Program Provider & Course Selection

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| Section 1: Program Details | | |
| 1. Program Provider:    * Name of provider:    * Contact person:    * Phone number:    * Email: | | |
| 1. Country 1: |  | |
| 1. Country 2 *(optional)*:   *NOTE: Each program can visit a maximum of two countries.* |  | |
| 1. Cities *(list all that apply)*: |  | |
| 1. Are you planning to run this program in partnership with any other college or university? | Yes, college or university - | No |
| 1. Accommodations:    1. Type of accommodation(s) for each city *(ex. hotel, hostel, homestay)*: | | |

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| Section 2: Course Overview | | |
| 1. Course Title and Prefix: |  | |
| 1. Course Description *(See* [*College Catalog*](http://valenciacollege.edu/catalog/)): |  | |
| 1. Course Prerequisites: |  | |
| 1. Course & Global Learning Outcomes *(Course learning outcomes should reflect the outcomes provided in the* [*Course Information Management System*](http://valenciacollege.edu/curriculumcommittee/COB.cfm)*. Global learning outcomes should have been developed in the Designing a Study Abroad Experience professional development course)*: 2. Outcome 1: 3. Outcome 2: 4. Outcome 3: 5. Outcome 4: *(Continue adding outcomes below if more apply)* |  | |
| 1. How many pre-departure meetings do you plan to schedule? *(NOTE: Pre-departure meeting dates must be scheduled before open enrollment begins)* | Total # | Hours: |
| 1. How many re-entry meetings do you plan to schedule? *(NOTE: Re-entry meeting dates must be scheduled before open enrollment begins)* | Total # | Hours: |
| 1. Each course is provided a Blackboard space. What timeframe do you need the Bb space open to accommodate for pre-and post-activities? |  | |
| 1. Project Overview *(Important tips to consider: Use verbiage that gets student’s attention and highlights the benefits of your program)*: |  | |
| 1. Are there additional disclaimers you want students to know before they apply *(ex. spending money, food limitations, room occupancy limits, climate, activity level)*? |  | |

Part 3: International Service Learning

International Service Learning combines all the benefits of Service Learning with international travel. Participants engage in meaningful service that addresses global issues and empowers lasting results. ISL trips present opportunities to deepen one’s cultural understanding while building connections with a broader community. Faculty interested in offering an ISL program can choose to either integrate a service project into their existing course (e.g. 5-hour project integrated into HUM 2232) or teach an independent Service Learning course.

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| Section 1: Overview of Service Learning Project | | |
| 1. Service Learning professional development completion status   *(Check all courses that apply):* | * Introduction to Service Learning *(LCTS7220)* * Service Learning Across the Curriculum *(LCTS3213)* | |
| 1. Describe your previous experiences with teaching Service Learning enhanced courses *(NOTE: ISL program leaders are required to teach Service Learning courses locally before leading a program abroad):* |  | |
| 1. Total number of service hours that will be completed abroad? |  | |
| 1. What is the name of the community partner(s) where your students will complete their service project(s)? |  | |
| 1. Have you contacted the community partner(s) to discuss the service projects? | Yes | No, please explain why - |
| 1. What theme(s) will your service project(s) address (ex. Health Education, Sustainability)? |  | |
| 1. Provide a detailed overview of service project(s) that the students will participate in *(NOTE: Overview will be added to program webpage)*: |  | |

As you develop your ISL program, consider how you can apply a framework of *solidarity*. The concept of solidarity is outlined by Baker-Boosrama et al (2007) and it centers around the ideas of *reciprocity*. To achieve reciprocity means that there is a shared vision and mutuality between the student completing the service, the community partner and the clients it serves.

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| Section 2: Framework of Solidarity | | |
| Achieving Solidarity | **Immediate Actions** | **Sustainable Solutions/**  **Sustainable Partnerships** |
| * 1. How can you ensure there is explicit attention to ethics through program design and pedagogy? *(NOTE: Use the columns to the right to answer the question)* | *(Ex: Active reading that incorporates cultural challenges)* | *(Ex. Develop a curriculum that has shared ownership and that other program leaders can adopt in the long term)* |
| * 1. How do you plan to incorporate student & partner feedback? *(NOTE: Use the columns to the right to answer the question)* | *(Ex. Send the community partner a follow-up survey to gather their feedback)* | *(Ex. Use results from survey to modify the ISL project from year to year)* |
| * 1. How can you cultivate long-term relationships through a short-term ISL experience? *(NOTE: Use the columns to the right to answer the question)* | *(Ex. Research the issues/challenges that the community partner address)* | *(Ex. Share your experiences with the Valencia community in an effort to identify new program leaders to keep the ISL experience active from year to year)* |

Part 4: Travel Safety

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| Section 1: | | |
| 1. Will there be an on-site tour operator with you throughout the program? | Yes | No |
| 1. If you do not have a co-program leader or an in-country tour guide, please complete the following information about the person who will be your back up if something happens to you and you must separate yourself from the group:    * Name:    * Contact Information:    * Relationship: | | |
| 1. It is required that all program leaders have access to email and telephone service. Respond to the following in as much detail as possible:    * Do you plan to have an international calling plan with your current provider during time of travel?    * Do you plan to bring a SAGE international phone with you on the trip?    * Do you plan to require your students to download specialized applications that support communication abroad *(ex.* [*WhatsApp*](https://www.whatsapp.com/) *or* [*Remind*](https://www.remind.com/)*)*? | | |
| 1. Most program itineraries provide students with structured free time. You will be asked to identify the free time activities in your in-country itinerary in part five of the proposal packet. Program leaders are still liable for students during designated free time activities, so it’s important to set parameters and discuss these with your students during pre-departure meetings. Respond to the following in as much detail as possible:    * What requirements will you have for students who want to participate in a structured free time activities *(ex. Students will travel in groups of three, students will check-in with PL every hour)*?    * What requirements will you have for students regarding curfews?    * How do you plan to communicate these requirements with your students?    * Who will be responsible for approving free time activities and monitoring these activities? | | |

Instructions: Complete the table below to assess the foreseeable risks for your program. Each risk includes examples for a program to Cyprus. Please add your own response under the example provided.

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| **Section 2: Assessing for Foreseeable Risks** | | | | | |
| **Risk** | ***Risk Review*** | ***Probability of Risk Occurring*** | ***Details*** | ***Action Required*** | ***Responsibility*** |
| Political Unrest | * Yes * No | * High * Med * Low | *Ex. Country is stable* | *Ex. No action required* | *Ex. N/A* |
| Travel-Related Illness | * Yes * No | * High * Med * Low | *Ex. Low risk of gastrointestinal illness and parasitic infections* | *Ex. Inform students of this risk during pre-departure meetings. Choose food and water from established/reputable places.* | *Ex. Program Leaders* |
| Environmental Health | * Yes * No | * High * Med * Low | *Ex. Extreme heat in the summer. Summer temperatures much higher than European average. Heat waves common. Air conditioning not always available.* | *Ex. Inform students of risk in pre-departure meetings. Remind students to pack/dress accordingly. Reminders to hydrate while in country.* | *Ex. Program Leaders* |
| Infectious Disease | * Yes * No | * High * Med * Low | *Ex. Very low risk of infectious disease. CDC recommends routine vaccinations only.* | *Ex. No action* | *Ex. N/A* |
| Auto Accidents | * Yes * No | * High * Med * Low | *Ex. Higher than average risk of auto accidents as compared to European average.* | *Ex. Book reputable transportation through program provider. Book accommodations in easy walking distance from main sites.* | *Ex. Program Leaders, Program Provider* |
| Recreational Danger | * Yes * No | * High * Med * Low | *Ex. Students will be hiking through the Akamas region, which is known to have steep terrain and falling rocks. Students will also be swimming in the Koukla region, which is known for swift tides.* | *Ex. Inform students of risk during pre-departure meetings as well as in country. Use best judgement and reschedule any activities during inclement weather. Put parameters on activities and mandate students stay with Program Leaders and each other.* | *Ex. Program Leaders* |
| Natural Disasters | * Yes * No | * High * Med * Low | *Ex. Earthquakes can occur in the region; however, they tend to be weak.* | *Ex. Inform students of risk during pre-departure meetings.* | *Ex. Program Leaders* |
| Assaults and Threats | * Yes * No | * High * Med * Low | *Ex. Very low risk of assaults and threats.* | *Ex. Inform students to be safe; however, risk is low.* | *Ex. Program Leaders* |
| Crime | * Yes * No | * High * Med * Low | *Ex. Crime data reflects a very safe environment with low crime; however, petty crime more of a risk in the capitol city.* | *Ex. Inform students of risk in pre-departure meeting and remind in country. Establish rules (buddy system, money belts) to stay safe.* | *Ex. Program Leaders* |
| Unreliable communication | * Yes * No | * High * Med * Low | *Ex. Group should have reliable methods of communication for the majority of the trip. However, during the Akamas excursion, Wi-Fi will not be available; in addition, cell service can be spotty.* | *Ex. Discuss with Program Provider if they have another means of calling for help if needed. Make SAGE aware of when we will be on the Akamas portion of our trip and contact SAGE immediately upon return.* | *Ex. Program Leaders, Program Providers, SAGE Office* |
| Unreliable Medical Access | * Yes * No | * High * Med * Low | *Ex. Reliable access to hospitals and pharmacies; although note: no 24-hour pharmacies in country. In country emergency service number is 112.* | *Ex. No action* | *Ex. N/A* |

Instructions: Complete the table below by darkening/highlighting the boxes that correspond with your answer.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Section 3a: Risk Matrix | | | | | | | | | | |
| Rating | **Independent/Group** | **Number of Cities** | **Daily Commute Modes (Check all that apply)** | **PL’s Exp. in Country of Travel** | **PL’s Language Proficiency** | **Accommodation Type (Check all that apply)** | **Environment (Check all that apply)** | **Nearest Embassy from Accommodations** | **DOE Warning** | **Nearest Medical Facility from Accommodations** |
| Extreme (4) | NA | 4 or more | Small aircraft (i.e. propeller plane) | Never been | None or read | Remote/Field | Remote/Field | 60+ miles | Travel warning | 60+ miles |
| High (3) | NA | 3 | Uber, Lyft, taxi | 1 visit | Read & write | Homestay | Metropolitan city | 30-59 miles | Travel alert | 30-59 miles |
| Medium (2) | Group: Not all Valencia | 2 | Public transportation (i.e. trains, buses, boats) | 2 visits | Conversational | Hostels | Village/Town | 10-29 miles | Regional warning | 10-29 miles |
| Low (1) | Group: All Valencia | 1 | None – minimal with residence facility | 3 or more visits | Fluent | Hotel & college dormitory | University | 5-9 miles | NA | 5-9 miles |

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| 3b. How will you prioritize and develop effective strategies to mitigate the risks identified for your program?  Program leader notes for evaluator (what additional information should we be made aware of as it relates to your risk matrix?): |

Part 5: Program Itinerary

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| **Instructions for Program Leader Proposals:**  Please complete the highlighted portions below, and add all anticipated meetings, assignments, in-country activities, and engagement hours. Examples have been provided in each table to help get you started.  **Important:** There must be **45 hours** of academic engagement hours for every one credit hour in the program itinerary. Clearly explain the assignments/activities taking place during all academic engagement times you add. Activities such as flying on the plane, meals, and transporting to and from locations will not count towards these hours unless there is a justification provided. |

**Program Itinerary:** Course Prefix, Title, Country

**Travel Term:** (Spring Break, Summer A, or Summer B)

**Term Dates:** Add dates for selected term: <http://valenciacollege.edu/calendar/>

**Program Travel:** Travel Dates *(NOTE: Dates can be modified up until open enrollment begins)*

The program itinerary listed below contains the weekly schedule of meeting sessions, assignments, and activities. Dates and assignments are subject to change.

**Major Learning Outcomes**

1) Add all the outcomes from the official course outlines.

2) Add cross-cultural learning outcomes.

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| Pre-Departure Meetings and Assignments | | | |
| Meeting | **Session Topics**  **Connection to Course Learning Outcomes** | **Assignments Due for this Session**  **Connection to Course Learning Outcomes** | **Academic Engagement Time** |
| SAGE Orientation | Review of SAGE policies, payments/deadlines, safety/health | * Complete any SAGE led activities * Contribute to the discussion * Meet Program Leaders and fellow students | 3 |
| Meeting #1  Date  Location  Time | Opening:   * Introductions and Ice Breaker * Course overview * Course requirements and completion   Break  Studying Abroad in Cyprus   * In-country program overview * Itinerary * Review of online component | * Read syllabus and review calendar * Navigate Blackboard * Begin online introduction assignment * Watch video *Cyprus: Land of Aphrodite* | 3 |
| Online Module A  Date  Location  Time | Unit 1: Prehistoric Cyprus   * Human settlement * Flora and fauna * Khirokitia culture   Unit 2: Bronze Age Cyprus   * Cypriot syllabic script * Hittite Empire * Pottery * City Kingdoms | * Read Units 1 & 2   + Highlight and define key terms * Watch the video *Khirokitia* * Complete discussion board posts   + Reply to at least 2 students * Take quiz #1 covering Units 1 & 2 * Begin researching topics for final project | 4 |
| INFO  Date  Location  Time | Session Topic   * Details * Details | * Assignment * Assignment * Assignment |  |
| Enter down to add more rows. |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| In-Country Program Itinerary  Items marked \*\* are NOT included with the program fee | | | | | | | |
| Date | **City, Country** | **Morning Activities**  **Connection to Course Learning Outcomes** | **Afternoon Activities**  **Connection to Course Learning Outcomes** | **Evening Activities**  **Connection to Course Learning Outcomes** | **Structured Free Time Activities**  **Connection to Course Learning Outcomes** | **Structured Free Time Hours** | **Academic Engagement Hours** |
| Monday  06/11/18 | Orlando, FL |  | - Airport Check-in  - Group pre-travel check-in meeting | - Depart for Cyprus via London | - Overseas travel  - Dinner on flight  - Reflection Activity #1 |  | 3 |
| Tuesday  06/12/18 | London, England  Paphos, Cyprus | - Breakfast on flight  - Arrive London Gatwick  - Layover | - Overseas travel  - Lunch on flight  - Reflection #2 | - Arrive in Cyprus  - Group welcome dinner  - In-country safety meeting  - In-depth discussion of itinerary |  |  | 3 |
| Wednesday  06/13/18 | Paphos, Cyprus | - Breakfast at hotel  - Day briefing  - Guided tour of the Mosaics and Harbor | - Group Lunch  - Guided tour of the Tombs of the Kings | - Reflection #3 and Group Discussion  - Free remainder of evening (structured free time begins) \*\*  - Dinner \*\* | - Suggested Activity #1: Shopping at the Harbor Tourist District  - Suggested Activity #2: Shopping at the Paphos Open Air Market (Free; closes at dusk)  - Suggested Activity #3: Paphos Archeological Museum (4 Euro entrance fee; closes at 7:30pm)  - Suggested Activity #4: Walking Tour of the Basilica of St Paul and Turkish Baths (Free) | 4 | 8 |
| Day  Date | Location | - Details | - Details | - Details | - Details | Hours | Hours |
| Enter down to add more rows. |  |  |  |  |  |  |  |

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| --- | --- | --- | --- |
| Re-Entry Meetings  Consider how students will complete post-service here | | | |
| Meeting | **Session Topics**  **Connection to Course Learning Outcomes** | **Assignments Due for this Session**  **Connection to Course Learning Outcomes** | **Academic Engagement Time** |
| Re-Entry #1  06/25/18  East Campus 8-101  10am-1pm | * Trip Review * Group Discussion * Groups working on final projects * Discussion of final paper | * Prepare thank you cards for donors * Complete online course evaluation * Pictures uploaded to Facebook Group * Journal due | 3 |
| Re-Entry #2  07/05/18  East Campus 8-101  10am-1pm | * Discussion of Ambassador Program and VGD * Group Presentations * Final paper due * Final discussion | * Presentations * Final paper * Final journal | 3 |
| INFO  Date  Location  Time | * Details * Details | * Assignment * Assignment * Assignment |  |
| Enter down to add more rows. |  |  |  |

Part 6: Liability Agreement & Authorizing Signatures

Please review the following information carefully and, as the program leader and co-program leader (if applicable), I/we agree to the following responsibilities to lead a study abroad program:

1. Program Set Up: Set up will require you to regularly communicate on a variety of items with SAGE as soon as this proposal is approved. As part of this set-up process, you are required to attend the MANDATORY program leader update meeting and review and approve a variety of materials. This means regular and timely communication with SAGE leading up to your program.
2. Academic Content: Create and assess the academic content of the program, including establishing global learning outcomes; create a syllabus, course description, course materials, and a pre- and post-assessments to demonstrate achievement of the stated course learning outcomes; perform classroom/field instruction, and cross-cultural awareness training for students.
3. Program Itinerary: Include all activities that students will participate in during the program, including structured free time, meals, and transportation. Any major changes to the program from the details in this proposal must be approved in advance or by the dean and campus president. This includes changes in travel dates, destinations, or change of a program leader. There must be 45 hours of academic engagement for every one credit hour in the program itinerary.
4. Travel and Logistical Arrangements: Communicate with SAGE and work with the program provider to arrange program logistics, including transportation, accommodations, meals, and excursions. SAGE will handle program provider contracts and payments.
5. Marketing and Recruitment: Conduct program-specific marketing efforts and recruit students into the program. Create/proof copy for flyers, rack cards, and website.
6. Screening and Selection of Students: Read and approve student applications. SAGE will review for program and scholarship eligibility and send official acceptance notifications to students. Consider gender for rooming situations and plan for budget impact.
7. Pre-departure & Re-Entry Meetings: Facilitate a sufficient number of pre-departure meetings for the number of credit hours for the course, attend the SAGE general orientation session along with students, and review the program booklet / course syllabus requirements. Facilitate at least one re-entry meeting and promote the VGD program.
8. Course Registration and Payments: Ensure that all program participants have been registered for this course, and understand the program payment process. Direct students who wish to use their financial aid for these programs to the Answer Center or academic advisor for information.
9. Scholarships: Ensure that students are aware that they must receive at least a C in the course in order to keep their funding, and if they break the Student Code of Conduct, they may lose their scholarship funding.
10. General Supervision of Students: Supervise and direct students in the academic and cross-cultural goals of the program, both while in the U.S. and while in the host country. You are the primary college representative for the supervision and welfare of the students participating. Supervise and monitor each student’s conformance to the College’s policies, procedures, and rules of conduct including the "no alcohol" policy. Contact the Emergency Response Team immediately if there are any situations while overseas.
11. Safety: Read the Safety and Emergency-Crisis Management Plan for International Travel and ensure that all procedures are followed with regard to student safety and emergency response. Enforce all College policies while abroad and report any incidents to the SAGE Office upon return. If the proposed country appears on the Department of State Warning List at any time prior to departure, approval will be required to run the program. The request must be approved by the dean, campus president, and legal counsel for the College.
12. Close Out: Attend a schedule close-out meeting with the SAGE team within two weeks of re-entry. Ensure that students complete the online program evaluation and create thank you cards. Send all thank you cards, copies of receipts, and equipment to the SAGE Office. Upload photos to the SAGE Flicker account. Obtain signatures on the per diem forms (the SAGE office will prepare this form).
13. Following Procedures: All program leaders are required to follow the procedures, guidelines, and deadlines dates established by the SAGE Study Abroad Committee and published in the SAGE Program Leader Handbook. In addition, collegiality and professional behavior will be considered by the Study Abroad Committee and will impact the approval of faculty-led study abroad and international internship proposals.

Review each of the statements below and initial in the appropriate boxes:

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| --- | --- | --- |
| 1. I have read this agreement in full and accept the terms and conditions of leading a study abroad. | Primary PL: | Co-PL: |
| 1. I have received a copy of the Study Abroad Program Leader’s Resource Manual. | Primary PL: | Co-PL: |
| 1. I have read the Safety and Emergency/Crisis Management Plan for Study Abroad. | Primary PL: | Co-PL: |
| 1. I understand that consuming alcohol is not permitted on this program for students or faculty. | Primary PL: | Co-PL: |
| 1. I understand that there may be sanctions for not following SAGE policies and procedures for leading a study abroad program. | Primary PL: | Co-PL: |

Primary Program Leader (signature): Date:

Co Program Leader (signature): Date:

In order to submit this proposal to the SAGE Study Abroad Committee, you must have your supervisor and Campus President signatures below. *NOTE: Use jpeg signatures or scan this page to send the entire proposal and all attachments by email.*

**Program Leader:**

Supervisor (signature): Date:

Campus President or VP (signature): Date:

**Co-Program Leader:**

Supervisor (signature): Date:

Campus President or VP (signature): Date:

**Submission Instructions:**

Congratulations on completing your Program Proposal Packet. Please review your responses carefully and ensure that you answered each question sufficiently. If you haven’t done so already, complete the Expense Worksheet and follow the instructions below for submitting your packet for review.

1. Print this packet and include the following attachments:
2. Expense Worksheet (attach as an Excel file – PDF files will be sent back)
3. Official course outline
4. Program provider proposal
5. Obtain all signatures. *NOTE: All signatures are required and this can take several days to obtain.*
6. Submit your completed packet along with all supporting documents to the Office of Curriculum Initiatives at mail code, DO-335 or lkourtellis@valenciacollege.edu no later than Wednesday, February 28, 2018 at (11:59pm).