

# ACADEMIC EXCHANGE PROGRAM GUIDE



ACADEMY of  
**NOTRE DAME**  
de NAMUR



CENTER for  
**GLOBAL  
LEADERSHIP**

ACADEMY OF NOTRE DAME DE NAMUR

# TABLE



# CONTENTS



Colegio de Michael Ham  
Argentina Exchange 2019

Why Academic Exchange?	02
------------------------	----

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Our Sister Schools	03
--------------------	----

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Pre-Travel Curriculum	04
-----------------------	----

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On-Program Curriculum	05
-----------------------	----

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Post-Travel Curriculum	08
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Travel Handbook, Forms & Releases	10
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# Why ACADEMIC EXCHANGE?

Notre Dame's Academic Exchanges have added mission-aligned value to our school curriculum for the past seven years. These programs have provided extended opportunities for critical thinking around identity, culture, and global citizenship. These often life-changing experiences add legitimacy to the Center for Global Leadership's travel learning objectives, leadership development goals, and living out the charism of St. Julie and the Sisters of Notre Dame de Namur.



Notre Dame Seishin, Japan Exchange 2018

## Gain Independence

These programs provide a unique opportunity to travel without your parents in middle school and high school. Students discover their independence in a measured and monitored environment.

## Make New Friends

From connecting with your host family or other students at the sister school to getting to know your ND sisters better, new and stronger relationships are always formed through novel experiences outside of our comfort zones.

## Expand Your Worldview

These programs aren't your typical family vacation. They connect to our mission and curriculum. They allow you to live with a local family and attend school. And they take you to other parts of the destination country.

## Get Inspired

We often get caught in our daily routines and do not have new and eye-opening experiences on a daily basis. These programs allow you to connect with new places, people, foods, smells, music, scenery, etc. Students often depart with a fresh perspective on life.

## Safety & Risk Management

The CGL has spent the past eight years building its Travel Health & Safety Program. We have risk management coverage through ISOS and provide all travelers with international health insurance. We went through a full audit of our program in 2023.

## Financial Assistance

Notre Dame is committed to equity in our travel programs. We aim to support students' financial needs so that all who want to travel will have the opportunity to do so.



Meg Arfaa '20

# NOTRE DAME'S

## *Sister Schools*

Colegio de Michael Ham  
Buenos Aires, Argentina

The Study  
Montréal, Canada

Notre Dame Seishin  
Hiroshima, Japan

San Silvestre School  
Lima, Peru

St. Nicholas Girls' School  
Singapore

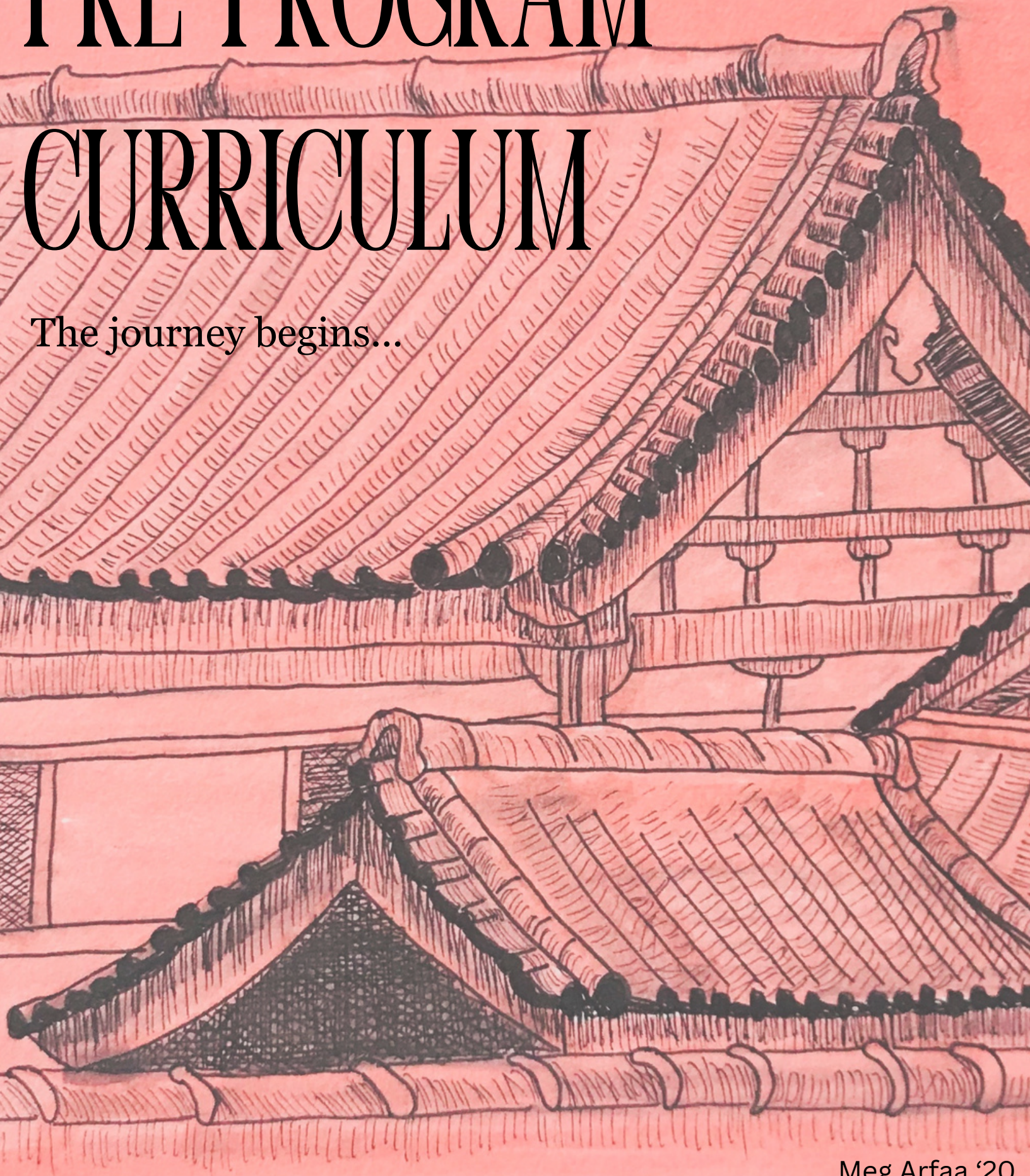
Sacred Heart School for Girls  
Taipei, Taiwan

Notting Hill and Ealing High School  
London, UK



# PRE-PROGRAM CURRICULUM

The journey begins...







Amazon Rainforest, Peru Exchange 2018

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These hours will consist of a combination of student group orientation meetings, student research assignments, one-on-one meetings with trip leaders, local curricular-based trips, or other self-paced work.

The pre-travel curriculum should introduce students to the themes and essential questions of the travel experience. There should be readings, videos, and other educational materials presented.

**Possible topics covered in pre-travel curriculum include:**

- Student health & safety abroad
- Destination history, geography, and cultural norms
- Language basics
- Curricular focus – introduction to individual student topics of research
- Skill-building (Flying, packing, using public transportation, host family gift selection, trying new foods)
- Communicating with home
- Phone usage

**During the Pre-Travel Phase students are expected to:**

- Attend all student orientation meetings
- Secure their passport
- Visit a Travel Medicine Doctor for vaccine and other medical recommendations
- Communicate in a timely manner with trip leaders and the Director of the CGL
- Read, view, listen and discuss the assignments offered by the trip leaders
- Decide on their personal research topic and identify personal Essential Questions
- Create a video outline



# ON-PROGRAM CURRICULUM

Where the magic occurs...





We expect at least 8 academic hours will be earned each day while traveling. Academic hours are those considered to have been prepared for in pre-travel curriculum, hours during which students are directly learning, and hours spent processing and reflection on learning experiences.

Most Academic Exchanges are between 12-18 days, so in conjunction with the pre and post travel curriculum, students earn well over the typical academic hours of a semester-based course during the school year. This is how we justify offering .5 credit on a student's transcript when all requirements of the Academic Exchange are met.



Iguazu Falls, Argentina Exchange 2019

***"Something that I gained from my exchange is a deeper understanding of the global importance of peace. We read about wars and violence in history textbooks but I don't think we actually understand how those things have impacted millions of peoples' lives until we see their names and read their stories."***

***-Catherine Chapman '22***



**Academic hours will mostly come directly from the program's itinerary, providing the following types of experiences:**

- Time spent at a sister school
- Time spent seeing the city and sharing meals with host families
- Visiting museums, religious places of worship, and parks
- Taking classes in language, art, cooking, dance, etc.
- Visiting natural and manmade landmarks and learning their history and meaning
- Walking through cities and towns to learn about the flow of life there and observe culture, urban planning, notions of time, architecture, food, etc.

**Additional academic hours will be earned during the trip through reflection, research, reading and planning. For instance:**

- Reflecting through group conversation during nightly closing meeting (ANCHOR model)
- Journaling before bed
- Reading your selected book or articles pertaining to your research topic
- Watching selected documentaries or films related to your destination or research topic
- Interviewing members of host family, sister school teachers, tour guides, etc on your research topic

**During the On-Program phase students are expected to:**

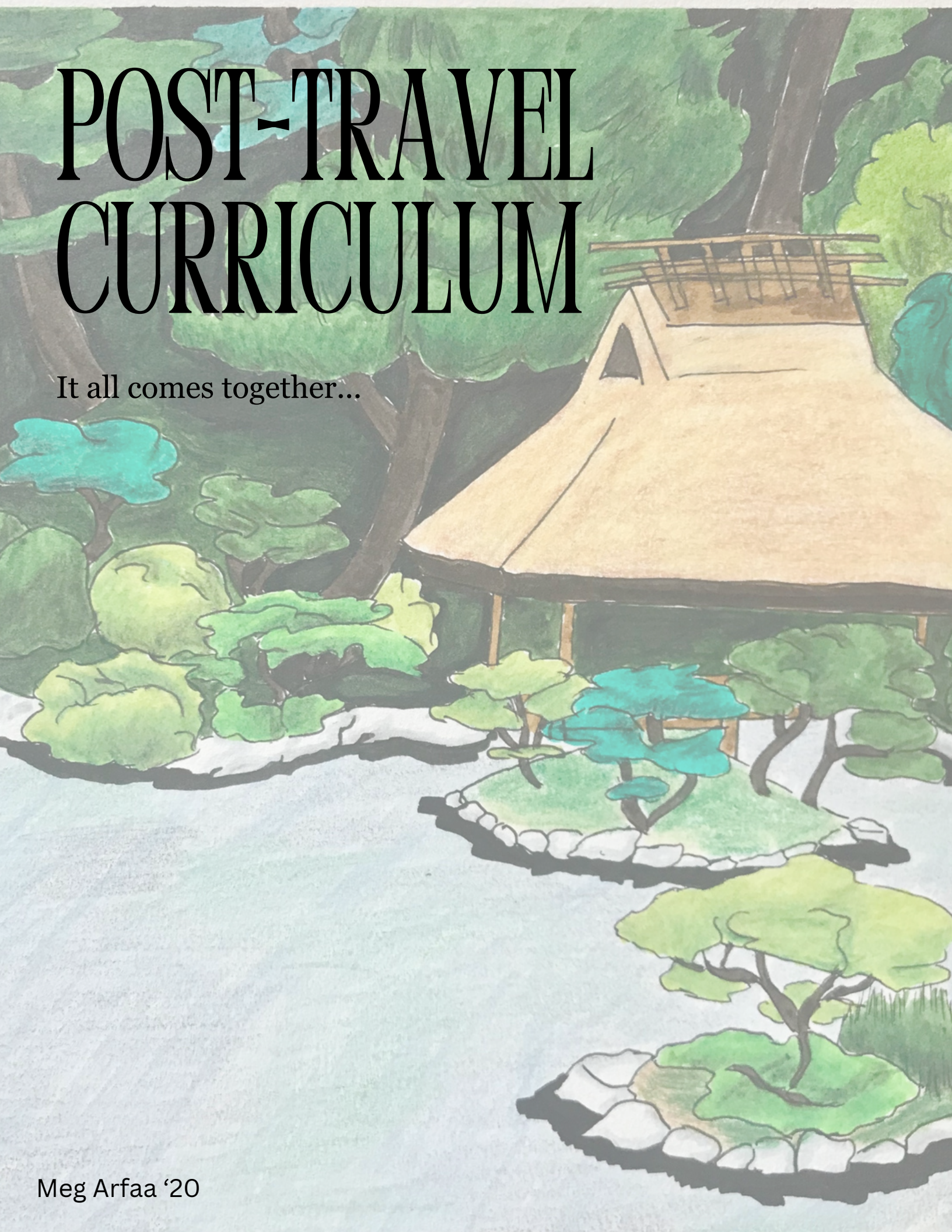
- Gradually add photos, videos, and narrative to their video outline
- Think about shifting or deepening their message based on what they've seen, heard and done on the trip
- Journal on how what they are seeing, hearing, feeling, and doing relates to their research Essential Questions.





# POST-TRAVEL CURRICULUM

It all comes together...







Caral, Academic Exchange to Peru 2018

*"I became friends with many of the girls in Japan & Singapore. I learned humility because of how different the culture is and gained confidence from having new experiences. I learned how to respect other cultures and respect people different from me."*

**Samatha Smoot '22**

The post-curriculum phase will consist of a final assessment that will evaluate the demonstration of skills and a student delivery of their research and learning outcomes.

Students demonstration of the acquisition of skills will be assessed from the pre-travel phase all the way through to the post travel phase. Whereas, a delivery of outcomes is to be made by the student three to four weeks after arriving home from the exchange.

Each exchange's trip leaders will decide during the pre-travel phase what skills/learning are to be assessed, and how they will be assessed. This information will be shared with the travelers during student orientation.

Student's deliverable outcome will be a 3-5 minute video that showcases the student's research topic and conveys what they learned and how they have grown through the program.



## **The video must include:**

- An Introduction to your theme
- Why you were inclined to focus on this theme
- How the theme was present throughout the program
- Excerpts, quotes, or observations gleaned from your daily journaling
- 2-3 quotes from interviews held on the trip
- Statistics or facts supporting/relating to your theme
- Reflection on what you took away from the program and how it will influence you moving forward.

## **The video should also include:**

- Pictures that depict your momentous experiences
- Pictures related to your theme
- Videos of moments/experiences related to your theme
- Landscape pictures
- Charts or graphs related to your theme that might support your presentation

## **Other Considerations:**

- Adding background music that was a meaningful part of your experience while on the program (but make sure it doesn't hinder your voiceovers!!!!)
- Consider using the host country language if you have enough fluency to do so, or provided subtitles in that language. Either one adds legitimacy to your project.

## **Grading Details:**

- The rubric contains two pages. One page is based on the elements listed above and graded in alignment with the pass/fail nature of this .5 credit. The other page provides trip leaders the prompts to
- Once the student is assessed, the pass/fail grade will be communicated and the "Academic Exchange: (Country)" .5 credit will be added to their transcript.



# FORMS, RELEASES, & INFORMATION



Connecting Global Leaders Exchange with  
The Study in Montréal, 2019.

## Notre Dame Travel Handbook

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01

This Handbook walks parents and travelers through the educational travel process at Notre Dame from homesickness to finances to vaccines.

## Notre Dame Permission & Release Form for International Travel

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02

This form collects important contact information and traveler details necessary for booking flights and hotels. It also collects medications, allergies and diagnoses that trip leaders should be aware of. Lastly, there are acknowledgements of student behavior and financial responsibility, etc.



## Notarized Form for School Travel

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03

This form is necessary for instances where border control wants proof that the students are permitted to and are safe traveling with the school chaperones.

## Helpful Websites for International Travel

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04

TSA Travel Security Requirements

Customs Regulations

U.S Department of State, Students Abroad

Currency Converter

Lonely Planet

U.S. Centers for Disease Control and Prevention

Passports and Visas

Students with Special Needs