

Morehouse College

EDUCATION ABROAD HANDBOOK

EDUCATION ABROAD COMMITTEE
1-1-2017

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Chapter 1 - Study Abroad - An Introduction

FOREWORD

This handbook has been developed to provide Morehouse College faculty and staff with practical information and advice related to the development, maintenance, and evaluation of study abroad programs. It covers all aspects of developing a program, contains resources and sample forms, and should be helpful to both the novice and experienced study abroad program director. Although the handbook focuses on island programs, many issues discussed are pertinent to all types of study abroad programs.

As of 2009, Morehouse College's commitment is to ensure that more students have a global experience. To that end, the percentage of students having an experience abroad over the past four years is 62 percent higher than the percentage traveling in the three years prior. According to the Institute of International Education statistics from 2010, approximately 1.8% of all study abroad students are African American males. Morehouse is one of the nation's leaders in sending African American men abroad, and the last five years has only continued this trend. In addition, from 2007-2010, nearly half of our students traveled to Europe (48%). However, from 2010-2014, the percentage of students traveling to non-European countries was 80% on average. In general, our students are traveling to a wider array of places, which we believe aligns with our goal of understanding diverse cultures.

Morehouse provides various study abroad opportunities such as Morehouse Pan-African Global Experience, Alternative Spring Break, International Spring Tour of Business, Consortium Study Abroad Programs, Study Abroad Programs sponsored by the Modern Foreign Languages Department, and the Winter Voyage (currently inactive). If the needs of your students cannot be met by a program sponsored by Morehouse College, you should be prepared to provide information and advice about these other opportunities.

Sources of information about study abroad programs include:

- Morehouse College Website (<http://www.morehouse.edu/>)
- The Institute of International Education's *Passport* (<http://www.iiepassport.org/>), which provides a database of programs offered by U.S. institutions; programs are searchable by country, field of study, and instructional language
- Peterson's (<http://www.petersons.com/stdyabrd/>), which provides a searchable database of long- and short-term study abroad options offered to U.S. students.

Common terms used in this handbook

- *sponsoring institution* - the institution responsible for administering the program and

- awarding credit
- ☐ *home institution* - the institution at which a student is enrolled for the purpose of earning a degree
- ☐ *host institution* - the overseas or foreign institution that the student attends while participating on a study abroad program
- ☐ *students* - students who are participating in the study abroad program
- ☐ *faculty* - faculty/staff who teach or assist with directing the study abroad program

TYPES OF STUDY ABROAD PROGRAMS

Generally, study abroad programs are categorized by their type and source of sponsorship. Some of the most common types are:

- ☐ island programs
- ☐ branch campus programs
- ☐ exchange programs
- ☐ direct enrollment/matriculation programs
- ☐ hybrid programs
- ☐ field/experiential studies programs

These types of programs may be sponsored by:

- ☐ your institution or another accredited U.S. college or university
- ☐ a study abroad consortium
- ☐ a study abroad organization or a language institute that does not grant degrees
- ☐ an American university operating a campus in an overseas location
- ☐ an international degree-granting college or university

The type of program influences the nature of the educational experience and the level of the student's interaction with the host country's culture. The source of sponsorship affects the type of credit your students will earn through the program.

ISLAND PROGRAMS

Characteristics:

- ☐ Sometimes referred to as "study center programs" because the sponsoring institution may establish and maintain a central office (or other facilities) in the foreign country,

the center manages the daily operations of the program and is usually staffed with a resident director and other resident staffs who are fluent in English, can speak the language of the foreign country, are familiar with the U.S. system of higher education, and understand the expectations of U.S. students.

- The educational system of the U.S. sponsoring institution is transplanted to a foreign setting.
- The program is self-contained and under the close supervision of the sponsoring institution.
- This type of program tends to enroll U.S. students who are taught by American faculty.
- During the program, students often spend most of their time both in and out of class with other Americans.
- Courses are selected from the regular curriculum of the sponsoring institution and are usually taught in English. If language courses are offered, these are taught in the language of the host country.
- Students register for the program's classes through the sponsoring institution.
- Students pay tuition and program fees to the sponsoring institution.
- Students usually earn resident credit.
- Students from institutions other than the sponsoring institution are usually considered to be transient or non-degree-seeking students at the sponsoring institution. In addition to applying for acceptance to the study abroad program, these students must apply for admission at the sponsoring institution.
- Students from institutions other than the sponsoring institution usually earn transfer credit at their home institutions. These students need permission to transfer credit from the study abroad program.
- U.S. students are usually housed with other U.S. students in dormitories, hotels, pensions, or hostels. Housing for students and faculty is usually arranged by the program. Sometimes, U.S. students may have the option to live with a family (although this is not common in island programs).
- The duration of the program is for one or more terms.

Advantages:

- The sponsoring institution has control over program quality and curriculum.
- The sponsoring institution can send large numbers of students abroad at one time.
- Students from the sponsoring institution have fewer obstacles related to financial aid and can easily determine when study abroad courses satisfy degree requirements.
- The program provides the student with a great deal of structure and support.

Disadvantages:

- This type of program may not be sufficiently challenging for highly self-motivated and mature students or for students with advanced language skills.
- Students can become isolated from the culture of the host country. Students rarely interact with host country students or residents, except on a superficial level, and there are limited cultural immersion opportunities.
- The sponsoring institution assumes all direct and indirect costs of operating the program and all of the liability associated with conducting a study abroad program.

BRANCH CAMPUS MODEL

Characteristics:

- Branch campus programs are very similar to island programs in structure.
- The curriculum is usually broader than that provided by island programs disciplines.

Advantages:

- The branch campus model offers a wide variety of courses from a wide variety of academic disciplines.
- The program provides the student with a great deal of structure and support in a study abroad program.

Disadvantages:

- Students rarely interact with host country students or residents and are more isolated from the culture or the host country.
- This type of program may not be sufficiently challenging for highly self-motivated and mature students with advanced language skills.

RECIPROCAL EXCHANGE PROGRAMS

Characteristics:

- Exchange programs involve the establishment of a formal relationship, through written agreement, between a U.S. college or university and a foreign college or university for the "trading" of an equal number of students of similar academic status (i.e., undergraduates for undergraduates) for equal periods of time.
- Usually the number of participants must be kept "in balance."
- Frequently, the terms of an exchange will limit student participation to degree-seeking students enrolled at institutions that are parties to the agreement.
- Some exchanges are open only to students enrolled in particular academic majors.

This type of agreement usually exists when the exchange is between two academic departments.

- Students from the U.S. institution pay tuition and fees to their home institution at its regular rate. These funds are used by the U.S. institution to pay for the costs of enrolling the incoming student from the foreign university.
- Students from the U.S. institution register for classes at the foreign university. The foreign university issues a grade report and international transfer credit. Students from the foreign institution register for classes at the U.S. institutions and transfer credit back to their home institution.
- Sometimes students register at their home campus in special exchange courses in order to earn resident credit.
- Faculty at each institution provide instruction.
- Housing arrangements are usually made by the institutions that are parties to the agreement. In some cases, students may be left on their own to locate housing, dormitories, apartments, and homestays.
- Duration of the program is usually one academic year or one semester.

Advantages:

- Exchange programs can be very cost effective for students.
- Students are immersed in the culture of the host country and institution.
- Students whose focus is language study will benefit greatly from an exchange program in which they will be enrolled in classes with host nationals and taught in the target language of the host country.
- Institutions involved in the agreement have identified mutual interests and compatible academic standards.

Disadvantages:

- Only a few students participate each academic year.
- Students must be able to handle course work in the language of the foreign country, so students must have adequate language skills in the host country's language.
- Exchange programs require students to be highly motivated, independent, and self-confident. This type of program may be too challenging and intimidating for many students.

DIRECT ENROLLMENT AT A FOREIGN INSTITUTION

Characteristics:

- ❑ Students in direct-enrollment programs contact the foreign university directly. They must meet all regular admissions standards at the foreign university for international transfer students.
- ❑ Students register for classes at that institution.
- ❑ Students earn international transfer credit.
- ❑ The foreign university issues the grade report and transcript.
- ❑ Students are responsible for making all travel and living arrangements.
- ❑ Students must usually participate for one academic year. Some may decide to earn a degree from the foreign university.
- ❑ Some study abroad organizations offer students facilitated direct enrollment programs. Students apply to the organization which will then assist them in enrollment at the foreign institution.
- ❑ Students pay tuition directly to the overseas institution.

Advantages:

- ❑ Direct enrollment can be cost effective for students.
- ❑ Direct enrollment provides the highest level of cultural and linguistic immersion.

Disadvantages:

- ❑ Fewer students have the requisite language skills or maturity to navigate the challenges of direct enrollment.
- ❑ Students may not have access to adequate support mechanisms.
- ❑ Students are usually not eligible for federal financial unless the home institution allows for concurrent/joint enrollment.

HYBRID PROGRAMS

Characteristics:

- ❑ Hybrid programs combine the characteristics of direct enrollment in a foreign university with characteristics of island programs. For example, a U.S. institution may establish an island or study center program at or near a foreign university with which it has established a formal relationship.
- ❑ Like island programs, they offer the sponsoring institution's courses with full support services.
- ❑ Like direct enrollment programs, hybrid programs offer advanced students direct

- access to courses at the affiliated foreign university.
- The structure permits the sponsoring institution to simultaneously address the academic requirement of the students' language skills (i.e., beginning, intermediate, or advanced) and the students' curricular interests.
- Students whose home institution is the sponsoring institution may earn resident credit and/or international transfer credit, depending on the policies of the home and foreign institution.

Advantages:

- Hybrids may provide students with opportunities for direct contact with students from the foreign country.
- Students may be able to take courses in English and in a foreign language.
- These programs provide for greater cultural immersion than island programs.

Disadvantages:

- Typically, hybrid programs cost more than exchange or direct enrollment opportunities.
- Students may have difficulty separating themselves from other U.S. students and may therefore limit opportunities for cultural immersion.

FIELD/EXPERIENTIAL STUDIES PROGRAM

Characteristics:

- Experiential study allows for cultural immersion by living and engaging in a particular activity in the host country. Such programs may be organized by the home institution, a foreign university, study abroad organization, or by the student himself.
- Depending on the nature of the project, the length of the program will vary from a few weeks to several months.
- These programs may be group-led, or students may pursue independent projects or internship experiences.
- Field programs may or may not be affiliated with a foreign institution or study abroad organization.
- A faculty member at the student's home institution may supervise independent pursuits, or a faculty member at a foreign university or a foreign supervisor may oversee the student's work. Sometimes internship coordinators are involved as well.
- Registration may be facilitated by the home institution, a foreign university, or a study abroad organization.
- Students may earn resident or transfer credit.

- Academic tasks and expectations, including deadlines for completing projects and submitting reports, must be clearly outlined.
- Facilities, accommodations, program services, and costs will vary depending upon the structure of the program.

Advantages:

- Highly motivated students can develop their own opportunities abroad to meet their own academic and personal needs.
- These programs afford students a high degree of independence.

Disadvantages:

- Students may need to do significantly more preliminary preparation if they are not enrolled at a program or institution while in the host country.
- Students must be disciplined in order to be academically successful in these programs.

CONSORTIUM-SPONSORED PROGRAMS

Characteristics:

- A group of institutions agree to collaborate to share resources (e.g., students, staff, funding, connections, and knowledge).
- Usually one institution in the consortium agrees to perform the program's administrative functions. Examples are the International Student Exchange Program (ISEP), the College Consortium for International Studies (CCIS), and the University System of Georgia's World Regional Council-sponsored programs.
- Students who attend institutions that belong to the consortium usually register at their home institutions for classes, earn resident credit, obtain financial aid from their home institution, and apply to the program through their home institution.
- Consortium programs may have characteristics similar to island, hybrid, or exchange programs.

Advantages:

- Consortia expand the number of programs available at the home institution without the home institution incurring additional costs and responsibilities of direct sponsorship.
- Students are exposed to students from other colleges and universities on these programs instead of being on programs with students from only their institutions.

Disadvantages:

- Consortium programs require considerable coordination, cooperation, and

- communication among all member institutions of the consortium.
- Institutions may belong to consortia but do not take full advantage of the program.

PROGRAMS SPONSORED BY STUDY ABROAD ORGANIZATIONS

Characteristics:

Educationally-affiliated study abroad organizations (ie, “third party” providers) sponsor many high-quality programs but do not grant degrees. Many of these organizations have agreements with accredited U.S. institutions or foreign universities recognized by their respective ministries of education. Depending on the agreement, the U.S. or foreign institution will provide the necessary transcripts and credit for students participating on the study abroad organization’s programs. These programs may resemble island, hybrid, exchange, or direct enrollment programs.

Organizations usually provide support services for programs sponsored by U.S. colleges and universities and provide classroom space, housing, excursions, travel assistance, and other program logistics.

PROGRAMS SPONSORED BY AMERICAN UNIVERSITIES AND COLLEGES OVERSEAS

Characteristics:

- Programs sponsored by U.S. colleges and universities overseas may operate their own special study abroad programs in which students may enroll, or students may directly enroll at the institution and take regular university courses while abroad.
- Instruction and grading norms follow the American model, and classes may be taught in English.
- Students usually earn domestic, non-resident transfer credit.
- Students pay tuition to the U.S. university and can apply federal financial aid to the cost of the program.
- Students take classes with other Americans and international students.

Advantages:

- Students who do not feel comfortable taking courses in a foreign language will have the opportunity to take courses in English in non-English speaking countries.
- Students have access to opportunities and services similar to those on a traditional U.S. campus.

Disadvantages:

- Students may have difficulty integrating into the host culture.

- These programs afford limited opportunities to use foreign language skills.
- Students may encounter transfer credit difficulties at their home institutions.

STANDARDS FOR STUDY ABROAD

NATIONAL STANDARDS

Since 1948, NAFSA: Association of International Educators (NAFSA) has promoted the exchange of students and scholars to and from the United States. The organization provides significant leadership in establishing and monitoring standards of good practice and in encouraging ethical conduct among individuals, institutions, and organizations involved with international education. Through its numerous international and regional programs, NAFSA provides professional education, information sharing, and training to strengthen international programs and services. The NAFSA Code of Ethics sets standards for the professional preparation and conduct of all NAFSA members. (<http://www.nafsa.org>)

The Forum on Education Abroad (Forum EA) (<http://www.forumea.org/>) has also published a working document entitled *Standards of Good Practice in Education Abroad*.

AUC STANDARDS

The Atlanta University Center Consortium is the world's oldest and largest association of historically Black colleges and universities. Comprised of four member institutions – Clark Atlanta University, Morehouse College, Morehouse School of Medicine, and Spelman College, the Consortium is a vibrant intellectual community with a long tradition of scholarship, service, and community engagement. AUC Consortium, Inc. is a nonprofit organization that operates on behalf of its members to advance each institution's mission and strategic goals by fostering collaboration, managing center-wide initiatives, offering services that benefit our students and community, and leveraging our shared resources.

The AUC Consortium advances the civic mission of its member institutions. The Consortium seeks to promote collaboration and involvement among our campuses, residents, and other stakeholders in enhancing the quality of life within the neighboring community. The Consortium seeks to leverage the resources of the community and of member institutions to maximize opportunities for citizens to live, learn, work, and play. (<http://www.auconsortium.org>)

Foundational Pillars

Adopted in January 2012, the following foundational pillars represent fundamental principles by which AUC Consortium staff members will operate. These pillars serve as a basis for our programs, future planning, budgeting, and operations. They will also be demonstrated in all our work, regardless of our specific roles and responsibilities.

As members of the Atlanta University Center Consortium staff, we strive to abide by the following foundational pillars:

- To advance our member institutions' strategic priorities and goals.
- To promote collaboration with and among our member institutions, surrounding neighborhoods, external partners, and other stakeholders.
- To demonstrate a student-centered philosophy.
- To serve and advocate for community.
- To honor our heritage and promote diversity.
- To operate with integrity and excellence.

CAMPUS STANDARDS

Individual institutions are likely to have their own fiscal, risk management, and educational standards for study abroad programs. See the international coordinator or study abroad advisor on your campus for further details.

Chapter 2 – Planning

FORMAL ASSESSMENT

The first task in developing a new study abroad program is to assess its viability. Several factors are essential for a study abroad program to be successful and effective—institutional support, departmental and faculty support and interest, and student interest.

Not only is formal assessment crucial to any program's development, but it will also help the program director formulate a proposal, provide leverage for securing program approval, and indicate how to appropriately allocate specific program resources. This assessment should drive decisions concerning program type, curriculum, site selection, the targeted participant population, and other elements. A formal assessment should include:

- an examination of the goals and mission of Morehouse College, division and department sponsoring the program
- a plan by which a study abroad program will achieve program goals
- a survey of the interests of faculty and students
- determination of the type of study abroad program needed to address institutional, faculty, and student goals and interests

The following may be considered before establishing a new program:

- 1) Is there demand for a (or additional) study abroad opportunities in this location? This may be demonstrated by determining whether there are existing programs in this location that regularly fill to capacity, by determining that there are a significant number of students attending programs in similar locations which are sponsored by campuses outside the AUC, or by monitoring the volume of specific requests by students for programs in this location.
- 2) Is there a demand for additional study abroad programs in this academic field? This may be demonstrated by an absence of programs designed for the major field of study, by existing programs that regularly fill to capacity, by numbers of students attending non-AUC programs in similar locations, or by specific requests by students for programs in this location.
- 3) Are there any conflicts of interest that might prevent the program going forward? For example, if Morehouse College has an existing exchange relationship with an overseas partner institution and you do not plan to utilize this partnership, establishing a new program might create a conflict of interest if other departments have existing programs that offer the same courses.
- 4) Is the program located in a country or area for which there is a current State Department warning? Consult the State Department Consular Information Web site at <http://travel.state.gov/content/passports/en/alertswarnings.html> for an updated list of

warnings and advisories.

THE PROGRAM DIRECTOR'S ROLE

As a study abroad program director, about 80% of your time will be spent planning the program and the remaining 20% will involve implementing the program. If you have been given responsibilities for developing a program or expect to have these responsibilities, the pages that follow will assist you in learning more about your responsibilities in developing and leading a study abroad program.

DUTIES OF THE PROGRAM DIRECTOR

Common duties of the study abroad program director include:

I. Program Development

- program marketing/publicity
- recruitment of participants
- fundraising
- identifying the purposes and educational objectives of the program
- defining criteria and developing policies to maintain academic standards (department curriculum and syllabi)
- selecting a site and making effective use of the unique physical and cultural resources of the host environment
- securing departmental support for the program (Chair and EAC committee)
- identifying prospective faculty participants for faculty-led programs

II. Student Services

- providing complete and accurate information to applicants
- screening applicants to determine compatibility with the program
- securing financial, academic, and other clearances
- developing and conducting orientations
- counseling students in resolving personal and academic problems that may arise
- evaluating participants' academic progress (pre and post trip/**study**)

III. Managerial Duties

- acting as a liaison between students and both the host and home institutions
- developing good working relationships with departments
- developing good relationships with foreign institutions as well as city/regional officials, business leaders, and community members in the host country
- selecting qualified, experienced staff and faculty

- supervising staff and faculty
- managing medical and other emergency situations

IV. Administrative Tasks

- preparing and distributing grade reports (requesting appropriate transcript documentation mail to Morehouse Registrar office)
- maintaining student, educational, and financial records in accordance with institutional policies and procedures (Financial report before and after the program)
- managing facilities
- scheduling courses and events

V. Logistical Planning

- establishing a timeline
- conducting a site visit, where feasible (or inquiry references from American institutions that have worked the host institutions)
- following deadlines for various aspects of the program, such as enrollment, payment, sign-up, and cancellation (established in the EA calendar)
- acting as liaison between the host institution and Morehouse College in a MOU (ensuring approval by The Office of the Academic Affair and General Council)

SITE SELECTION

A study abroad site must be carefully selected based on the needs and interests of the institution and its students. In addition to issues of curriculum and target population, the selection of a program site may be influenced by the need to diversify study abroad locations and opportunities, the desire to expand study and interest in a particular region of the world, or the existence of an established relationship with an overseas institution.

Many program locations are secured through cooperative ventures with other institutions or organizations. Program directors often establish a relationship with an institution in the host country. That institution will rent classroom and dormitory space for a study abroad program. In some cases, a study abroad organization or agency will be contracted for services and/or facilities.

AFFORDABILITY, STABILITY, AND CONVENIENCE OF A SITE

Affordability, convenience, and stability of a site are top concerns when developing a study abroad program. The following will help you determine if any of these factors will enhance or hinder program development at a particular site.

1) WILL THE SITE BE AFFORDABLE?

The cost of living of the education abroad site and the cost of travel to the area will be carefully scrutinized by the institution, students, and their parents. This will be important since fixed program costs may be higher in some locations than in others. Affordability will be of utmost importance in recruitment because students and their parents often base study abroad program selection decisions on economic factors. Thus, program directors must carefully examine ways to make the program economical for all parties involved, including consideration of exchange rate, tax refund, etc.

2) WILL THE SITE BE CONVENIENT?

Students are often interested in traveling and seeing as much as possible during a study abroad experience. Although sight-seeing is not necessarily a primary focus of study abroad programs, realistically, students will want to explore surrounding areas during their free time. Location in relation to other destinations is also important for program directors who wish to plan excursions. Means of transportation in both the immediate area and in the surrounding region should be considered when selecting a site.

3) WILL THE SITE HOST A MAJOR INTERNATIONAL EVENT?

While the limelight of hosting the Olympics or the World Cup Soccer tournament will make a site more noticeable, conducting a study abroad program during such an event has many drawbacks. The most pressing challenge will be the availability of housing, followed by an increase in the cost of living and an increase in travel costs to the destination. A program in its first year would be well advised to avoid such a site (unless the purpose of the program is to study the event itself). If the program is scheduled to occur during the event, the program director should also be prepared for the challenge of dealing with participants who may be distracted by or focused on the event rather than the academic program.

4) ARE THERE MAJOR CONCERNS RELATED TO STUDENTS' HEALTH AND SAFETY AT THIS SITE?

Although the developmental changes accompanying study abroad may at times be uncomfortable, students' health and safety should never be compromised. Potential study abroad sites should be carefully evaluated for health risks, political instability, and/or civil unrest. A different environment may challenge students' health in a variety of ways. Intestinal viruses, reactions to insects, altitude adjustments, and a multitude of other possible physical ailments are common when traveling and living abroad. Unfortunately, these conditions can be very serious, so precautions must be taken when traveling to a site with known health risks. The political and civil stability of a site should also be carefully considered. If a program will take place in a country with known political unrest, historic racial or religious antagonism, or known physical challenges, the program director and the student participants must be well informed and should be prepared to take swift action in the event of an emergency or crisis. Please refer to Chapter 5 on risk management for

additional information.

<http://travel.state.gov/content/passports/en/alertswarnings.html>

5) IS THE REGION ECONOMICALLY STABLE?

Some regions considered to be politically stable may not be economically stable. There are economic challenges in implementing a study abroad program - fluctuations in currency exchanges can negatively or positively impact the affordability of travel to a site. These fluctuations will never guarantee a favorable exchange rate; therefore, it may be advisable to make arrangements with a bank to buy currency at a frozen exchange rate. Although the selection of a site with relatively stable economic conversion rates may be preferable for a first-time director, economic stability can never be guaranteed.

6) CAN I WORK WITH AN ESTABLISHED PROGRAM ON A SITE?

It may be possible and prudent to work with an established program when offering a study abroad program for the first time. If Morehouse College or an AUC institution has a program at the prospective site, it may be feasible to develop an additional program at that site. Working with an established program can have many benefits, including the speed with which the program director will be able to establish and promote their program, as well as the substantial savings in start-up costs for the program.

Chapter 3 Program Administration and Finances

ADMINISTRATIVE STRUCTURES OF STUDY ABROAD PROGRAMS

THE RESIDENT MODEL

Features:

- ☐ Your institution sponsors and administers its own program.
- ☐ Your students enroll for classes at your institution and earn resident credit.
- ☐ Program participation is typically limited to students enrolled at the sponsoring institution only.
- ☐ Student participants will obtain financial aid through the Office of Financial Aid and will follow institutional policies on financial aid.
- ☐ Students pay the program fee and tuition to your institution using an established administrative process.

Benefits:

- ☐ There are few barriers for students to overcome when registering or applying for financial aid.
- ☐ Your institution will retain the full benefit of the full-time-equivalency (FTE) factor.

Limitations:

- ☐ Your institution assumes all administrative responsibilities for operating the program—an investment of personnel and financial resources.
- ☐ The pool of applicants for this type of program will be reduced if participation is limited to Morehouse students only.

THE TRANSIENT MODEL

Features:

- ☐ Students from other institutions who participate in a study abroad program sponsored by your institution will be classified as transient students at your institution. Some colleges refer to transient students as *guest*, *visiting*, or *non-degree* students. The transient classification indicates that these students do not plan to stay at your institution to pursue a degree.
- ☐ Transient students register for classes at the sponsoring institution and transfer credit from the sponsoring institution to their home institutions.
- ☐ Transient students pay all tuition and program fees directly to the sponsoring institution.
- ☐ Transient study abroad students typically receive student financial aid from their home institution.

Benefits:

- ☐ Your institution retains the FTE.

- When enrolling participants from another campus, the transient model is a traditional model and most registrars are familiar with it.

Limitations:

- Some students may need to obtain resident credit at their home institutions to fulfill degree residency requirements.
- Students may have difficulty obtaining financial aid.

THE FULL-TRANSFER MODEL

Features:

- On rare occasions, it may be necessary for a visiting student to enroll at your institution as a transfer student rather than a transient.
- Although the student has no genuine intention of pursuing a degree at your institution, it may be necessary for the student to transfer to your institution in order to receive financial aid for which the student is legitimately eligible. This situation arises when your institution's financial aid office will not sign financial aid consortium agreements, when the student's home institution will not enter into financial aid consortium agreements, or when the student's home institution employs an overly conservative interpretation of financial aid regulations related to study abroad.
- Full-transfer students obtain student financial aid through your institution and pay all tuition and program fees to your school. They also register at your institution.

Benefits:

- Your institution will retain the FTE, and students will transfer credit back to their home institutions.

Limitations:

- Students must transfer credit back to their home institution.
- Students encounter more barriers, and the administrative hassles are significant.

CONSORTIUM INSTRUCTION MODEL

Features:

- Faculty from all member institutions of the consortium are selected to teach in the program and are responsible for actively recruiting students.
- Faculty salary for the period abroad is provided by the faculty members' home institution(s).
- One institution participating in the consortium volunteers to act as lead institution and administer the program.
- The lead institution coordinates the logistics of the program and collects program fees from all participants.

- Students whose home institutions are full members of the consortium will register for classes at their home institutions and will earn resident credit from their home institutions.
- Students from consortium-member institutions obtain financial aid from their home institutions, pay tuition at their home institutions, and pay the study abroad program fees to the administering institution.
- Institutions that participate in the consortium retain the tuition and FTE. Tuition is not transferred to the institution that is providing administrative services. This is sometimes referred to as the “tuition-stays-at-home” consortium model.
- Students whose home institutions do not belong to the consortium are processed as transient students at the lead institution. These students pay tuition and program fees to the lead institution.
- The lead institution provides registration and transcripts for these students.

Benefits:

- Consortium member institutions retain the tuition and the FTE and their students earn resident credit and obtain financial aid through their home institution.

Limitations:

- Faculty must make arrangements with their home institution for payment of their salary.

THE CROSS-LISTING MODEL

Features:

- Institutions may participate if faculty can create courses equivalent to those that are offered by participating study abroad programs.
- In order for a study abroad program to be cross-listed, the institution must have a course equivalent for every course offered on the program. If this cannot be accomplished, the program cannot be cross-listed at that institution.
- Students enrolled at a participating institution register for the cross-listed study abroad program's classes at their home institution.
- Students obtain student financial aid from the home institution, earn resident credit, and pay tuition to the home institution.
- The home institution forwards the tuition money to the program director of the sponsoring institution. (This may be referred to as the “tuition-follows-instruction” model.)
- Study abroad programs opt to participate if the cross-listing model is to their benefit.
- Students participating in study abroad programs and not cross-listed at their home institution must be enrolled at the sponsoring institution as transient students.
- The home institution retains the FTE. Students pay study abroad program fees

- directly to the sponsoring institution.
- At the conclusion of the program, the sponsoring institution's program director forwards the students' grades to their respective home institutions.

Benefits:

- This model facilitates the movement of Morehouse students across institutional boundaries.
- This type of structure broadens the pool of student participants.
- This structure removes some of the common impediments associated with study abroad (e.g., administration of financial aid, difficulty in transferring credit, residency requirements).

Limitations:

- Differing rates of tuition can create tuition income discrepancies.
- This additional structure imposes administrative responsibilities for program directors and institutions.
- The number of institutions who participate is limited since not all institutions are able to provide equivalents for all courses.

ACADEMIC ISSUES

The academic worth of a study abroad program, as perceived by administrators, faculty, and students, is determined by a well-designed curriculum that matches the purposes of the program and the interests of the students. Student recruitment, retention, and satisfaction will be affected by the type of credit offered by your program, the ease of the registration and credit approval processes, the grading scales/systems, and the timeline for reporting grades.

CONTACT AND CREDIT HOUR REQUIREMENTS

The heart of any study abroad program is academic integrity. No matter what time of year a study abroad program is offered, study abroad programs should be academically challenging both in the classroom and in the international environment. Determining the appropriate number of credit hours is part of maintaining academic credibility.

Considerations in allocating credit hours:

- The program should include roughly 80% of the contact hours required for campus credit. This assumes that a great deal of learning occurs outside of the classroom and that excursions are more than sight-seeing trips.
- The realistic amount of time the student can devote to both in-class instruction and out-of-class homework, activities, and study must be determined.
- The program's schedule should reflect hours of instruction, including lectures

- before, during, and after the overseas portion of the program.
- The duration of your program and the required number of hours of in-class instruction per day will help determine the maximum and minimum number of credits students can earn during the study abroad program.
 - Students will have many diversions on their study abroad program. It is advisable to tie course grades with class attendance, especially for short programs in which classroom instruction is concentrated.

CURRICULUM

The curriculum is the core of any study abroad program. Institutional standards and expectations should guide course design and content. All curricular activities/experiences that provide academic credit must be reviewed and approved by the Committee on Curriculum and Educational Policy prior to implementation.

Considerations for curriculum development:

- The program site should provide environmental and cultural elements that significantly enhance teaching, learning, and the pedagogy of the courses taught.
- The curriculum of the program should reflect the international mission of the institution, the purposes of the program, and the target population's interests and needs.
- A narrow curriculum may be appropriate in some circumstances, such as in programs designed to focus on a very specific discipline or topic.
- If the curriculum is too narrow in scope or seems esoteric, recruiting sufficient numbers of students to the program may be difficult.

CREDIT TRANSFER PROCESS

The College will consider transfer credit for work earned at accredited institutions of higher education, provided a grade of C or better has been earned. Credit for work earned at other schools will be determined by the appropriate department chair when that work is intended to substitute for courses in the General Education core curriculum or in the major. Students should be prepared to provide course syllabi when requested to facilitate this substitution process. Credit for work in the major or General Education core will be determined by the appropriate department chair prior to participation in the Study Abroad experience. Except when otherwise noted, credit hours transfer, but the grades earned do not impact the GPA.

Exceptions: Students enrolled in off-campus programs sanctioned by Morehouse may receive full academic credit for courses taken, including grade points. In addition, students enrolling in courses through a Morehouse-sanctioned cross-registration program may receive grade points.

Enrolled Morehouse students planning to take courses away from Morehouse must complete the proper course approval forms available in the Office of the Registrar with approval provided by the appropriate department chairs. Courses taken away from the College must be approved BEFORE the student participates in a credit-bearing study abroad experience.

INTERNATIONAL TRANSFER CREDIT

Students who participate in an overseas exchange program or who directly enroll in a foreign university will normally earn international transfer credit. In order for international transfer credit to be recognized by Morehouse College or any other U.S. institution, the overseas institution must be recognized by the U.S. Department of Education. **The courses that will be taken during the study abroad experience must be approved in advance by the department chair to ensure that the courses will be accepted for academic credit at Morehouse College.** Should coursework need to be evaluated upon receipt of transcripts, students earning domestic or international transfer credit should be advised to retain all overseas work including syllabi, exams, and papers. Please note that few international universities use an American system of grading. It will be the responsibility of the faculty leader to work with a credentials evaluator to correctly interpret the foreign transcript.

GRADING SCALES/EDUCATIONAL SYSTEMS

Generally, grades received from an overseas institution will not be applied to the transcript. As indicated in the previous section of this document, Transfer Credit Process, pre-approval by the department chair utilizing the appropriate form is required prior to participation in a credit-bearing study abroad experience.

GRADE REPORTING TIMELINE

A delay in reporting study abroad credit hours (and grades, if relevant) to the Registrar's Office can hinder a student's ability to receive appropriate financial aid awards. In some cases, this delay may even impact a student's graduation date. If possible, when reporting grades/course completion, it is ideal to follow the same grade reporting timeline that is required for all courses offered during the relevant semester.

Institutions with which you have an exchange or affiliate program agreement may have their own grade reporting timeline. In this case, Morehouse should have special arrangements in place for those exchange program participants. The faculty program leader is responsible for ensuring that these arrangements are made. For example, if a student's financial aid awards are held until grades from an overseas university are received, having the host institution fax a grade summary report to the Registrar's Office and/or Financial Aid Office may allow administrators to release the aid. Students should know in advance that transcripts may be delayed and should understand the consequences of such possibilities. You will also need to determine how the overseas classes will be transcribed on the home campus transcript. Ideally,

study abroad participation should be noted in the transcript. This can be an important matter for students needing documentation of an international experience in order to enhance their chances of obtaining overseas employment or being accepted into a graduate degree program.

A GUIDE TO THE FINANCIAL FUNDING OF EDUCATION ABROAD PROGRAMS

Costs associated with study abroad experiences are in addition to tuition and other fees related to being enrolled at Morehouse College. It is imperative that students are enrolled during academic experiences, thus allowing courses taken internationally to be considered for academic credit at the College.

Financial Aid

If you are eligible for financial aid as a student at Morehouse College you may be eligible to use this aid towards your education abroad program. The following types of funding may be used for education abroad: Pell Grant, Federal Direct Loans (Subsidized and Unsubsidized Stafford Loans and PLUS loans), HOPE Scholarship, and internal and external scholarships. **Speak to a financial aid officer as soon as you begin to consider participating in a study abroad experience. The specific steps you will take depend on your financial aid package and individual circumstances.**

Most students are able to use aid to assist with the cost of education-abroad. Students who are eligible and want to apply financial aid to pay for the costs of study abroad must participate in programs in which academic credit is earned.

Important: While most students are able to use financial aid to assist with the cost of studying abroad, it is very likely that you will need to cover these expenses up front and then be reimbursed at a later date by financial aid or other scholarships. Due to federal regulations, these funds are rarely available in time to use them to cover your education abroad expenses directly! Please be aware of this and make arrangements to have your expenses covered in the meantime.

On Campus and Other Resources: Various programs at the College (Andrew Young Center, Public Health Sciences, etc.) are able to make small scholarships to support students' study abroad. It is the student's responsibility to work with the Study Abroad Director to identify potential sources of support.

Additional Steps to Secure Funding for Study Abroad:

Most students are concerned with finding ways to pay for study abroad costs. It is important to start planning early and explore options to fund your experience. Students should:

- Meet with an education abroad faculty leader or the Director of Study Abroad very early in their planning process to explore financing opportunities, and understand the specific financial challenges that impact their decisions.
- The Study Abroad Director will assist them with identifying steps they can take to raise funds.
- Consider state and federal financial aid and fundraisers, and save wherever and whenever it is possible!
- Choose a program within their budget.
- The amount of funding that they can earn is up to them and is relative to how much time they are able and willing to put into exploring the various funding options.

BUDGETS AND FINANCIAL REPORTING

(Please see Appendix for Budget and Financial Reporting examples.)

STEP I: DETERMINE PROGRAM EXPENSES

This needs to be broken into out of pocket expenses for the student and program expenses.

STEP II: DETERMINE OUT-OF-POCKET STUDENT COSTS

The first step in preparing a program budget is to determine all anticipated expenses. When establishing a budget for a new program, keep in mind that new programs may be more expensive to operate the first year. Reasons vary, but lower enrollment, miscalculations made in negotiations for services, and publicity and advertising costs may make a new program more expensive than one that has operated for several years. Additionally, programs may need to develop a reserve fund to cover advance payments for facilities for the subsequent year.

Listed below are some common program expenses:

- travel expenses to evaluate the site
- communications (telephone, fax, wire, e-mail, courier services, mail, shipping); installation and usage costs
- advertising, publicity, graphic design services, web page design and implementation costs
- rental (or purchase) of buildings, rooms, and equipment for instruction and administration
- rental (or purchase) of facilities to house students, faculty, and staff
- meals (on-site and during excursions)
- excursions and class-related field trips
- student accident and medical insurance
- trip cancellation insurance
- scholarships for participants
- salaries/stipends/honoraria for faculty who provide instruction
- salary/stipend for program director and other staff, if applicable
- benefits for faculty, staff, and program director

- travel for faculty and staff
- taxes, U.S. and foreign (payroll and property, if applicable)
- Morehouse College emergency/contingency fund—\$25 per participant is required

STEP III: DETERMINE SOURCES OF INCOME

Revenue for study abroad programs may be generated from several sources: program fees, tuition (which may or may not be included in the program fee), grants, private donors, and institutional funds. Most study abroad programs generate the bulk of their income from program fees, tuition, and institutional funds.

STEP IV: ESTABLISH THE PROGRAM FEE

The third step is to determine a reasonable and competitive program fee to cover your expenses based on 1) other sources of income available, and 2) estimation of other costs students will incur as a result of participating in the program. This can be a difficult task for several reasons. Determining a reasonable and competitive fee is based on actual costs, student perspectives about study abroad and its affordability, and the institution's educational, financial, and managerial philosophies related to supporting study abroad experiences.

By using the program fee as a guide, students often compare programs, hoping to get the best value for their money. Thus, ideally, the program fee should be competitive with similar programs and with programs that recruit from the same population of students. Most Morehouse College programs are “self-sustaining.” This means that the institution does not subsidize the program; the full cost of operating the study abroad program is borne by the participants. Thus, students are charged a program fee (including tuition) that is sufficient to cover all program expenses. Assuming that you have a simple budget and no other sources of income except the program fee (including tuition), a good estimate of the program fee is determined by adding all of the program's expenses, and then dividing the sum by the number of paying participants required to break even. If you recruit more participants than the number required to break even, the program may generate revenue, the program may reimburse the participants, or funds can be used to pay for the program costs that must be paid in advance of the subsequent year's program implementation. Under-enrolled programs may not raise funds sufficient to “break even” and are not sustainable.

STEP V. DETERMINE TUITION AND RELATED COSTS

Costs associated with the study abroad expense do not cover the costs of tuition to Morehouse College. Enrolled students must enroll at the College and pay all tuition and other fees in order to take courses and have those courses applied for academic credit at the College.

Tuition and other related costs must be paid to Morehouse College in order for the student to

be enrolled at Morehouse while participating in a study abroad experience.

STEP VI. DETERMINE EXPENSES NOT COVERED BY THE PROGRAM FEE

The program fee may not reflect all of the costs for participants. Expenses such as international airfare, in-country transportation, laundry services, and passport and visa fees are often omitted from the program fee, but are necessary expenses for participants. The expenses that will be covered by the program fees should be explicitly described. These fees may include housing, (some) meals, travel, courses, etc. Although program directors may elect to exclude such fees from the program fee, they should be mindful that students (and their parents) will ask about these costs, especially if they have no previous experience traveling abroad. It is a good idea to maintain written estimates of such expenses so that students are able to make realistic decisions as to the program's actual affordability in light of their personal financial circumstances. Furthermore, students will need this budget information for their financial aid offices so that the actual cost of living in the foreign country can be determined.

Some typical study abroad costs for students are listed below. The extent to which you include these expenses in your program fee should be guided by ethical principles as outlined by NAFSA:

1. application fees
2. tuition/program fees
3. passport fees/passport photos, visa fees (entry and exit)
4. airport taxes
5. meals at the main location and during excursions that the participant must pay for (not included in program fees)
6. deposits, both refundable and non-refundable, for damages, use of equipment, etc.
7. excursions and field trips
8. entrance fees to museums and other sites
9. laundry service
10. ground transportation (bus, train, trolley, taxi, boat, subway)
11. international airfare
12. airline transfer fees
13. orientation program fees
14. costs associated with computer use, phone use, Internet access, and e-mail
15. library or student facility fees
16. insurance (major medical, accidental death and dismemberment, repatriation of remains, trip cancellation, emergency evacuation, travel insurance, and renter's insurance)
17. books and supplies
18. medical exams, vaccinations, prescriptions, and other medical expenses for the duration of the program
19. personal expenses, such as school supplies and materials, gifts, souvenirs, currency

conversion commissions, film, stamps, clothing, sundries, travel gadgets, fees for changing airline reservations, travel independent of the program (before/during/after the program), entertainment

STEP VII. SUBMIT PROGRAM APPLICATION AND BUDGET TO STUDY ABROAD COMMITTEE

For new programs (1st year of implementation), the following should be submitted to the Study Abroad committee for review and approval PRIOR to publicizing, recruiting participants or implementing the program:

- 1) the study abroad program application,
- 2) program budget, including list of covered expenses, and
- 3) list of anticipated expenses that will be paid by the participant

STEP VIII. ESTABLISH APPROPRIATE ACCOUNTS FOR THE PROGRAM

Once you have established a first draft of your program budget, consult a Business Analyst in the Office of Business and Finance to set up the necessary accounts for your program. Review the budget and ask your business officer to explain the fiscal management practices that you will be expected to follow. Each type of account or fund has its own operating procedures and guidelines. For example, funds from program fees may be managed by using an agency account.

This is where we will provide the information on when and what should be submitted for all three types of programs: student-funded, program-funded, or hybrid.

STEP IX. UNEXPECTED EXPENSES

Unexpected expenses resulting from medical or other emergencies will be covered by the emergency fund constituted by a \$25/participant fee charged as part of the program fee. Refer to chapter 5 of the Study Abroad Handbook to ensure that all appropriate procedures are followed to utilize these funds.

Unexpected expenses due to miscalculation of costs or unexpected costs should be reported to the Provost, Chair of the Study Abroad Committee, and Director of the Study Abroad immediately. Unavoidable, unexpected costs may be reimbursed/supported by institutional funds. Unexpected costs due to budget mismanagement or non-adherence will be the responsibility of the faculty leader generating these costs.

STEP X. CLOSING OUT THE EDUCATION ABROAD PROGRAM

Within **one month** of return from the study abroad experience the faculty leader is required to submit to the Office of Business and Finance and the Study Abroad Committee all required documentation to close out the study abroad experience. This includes both financial documentation and progress reports outlining the outcomes of the study abroad experience.

FINANCIAL REPORTING

Policies and Procedures

To provide Morehouse College employees with the information that governs international travel on official College business.

SCOPE

Employees who travel internationally, regardless of the funding source for such travel.

POLICY

Expenses

It is the policy of the College that all reasonable expenses for official international travel will be reimbursed in accordance with the guidelines stated herein:

- All travel documentation should state the business purpose.
- Travel costs include, and are limited to, expenses for transportation, lodging, meals, and related items incurred by an employee traveling on official College business. Such costs are allowable when they are directly attributable to specific work under a grant/contract or are incurred in the normal course of the administration of the College, a department, or a program.
- Travel costs will be charged on a combined per diem and actual basis.

Authorization Guidelines

The College will authorize employee travel in accordance with the following guidelines:

- All travel arrangements should reflect an understanding of the travel policy.
- Travel is warranted when personal contact is the most economical method of conducting College business.
- The most economical method of transportation is to be selected in terms of expense to the College and the employee's time away from the office.

PROCEDURE

Obtaining Approval

International travel requires the written approval of the traveler's vice-president/designee and the owner of the funding source incurring the travel expenses.

TRAVEL AGENCIES POLICY

All travel arrangements, including transportation and hotel accommodations, should be made through the College's approved travel agencies. Every attempt should be made to plan trips as early as possible (a minimum of two weeks in advance) to take advantage of airfare discounts.

First-class accommodations are not allowed.

The Office of Business and Finance must approve any exceptions to this policy.

Violations

Employees who violate this policy will be subject to disciplinary action (See HR Policy 400.2).

All employees who travel on official College business must adhere to the following procedure:

- Contact the Office of Business and Finance for the names of the College-approved agencies.
- Contact the travel agency to book air transportation and hotel accommodations, at the lowest available rates.
- Complete a requisition for the airfare by supplying the name of the travel agency, exact dates of travel, and the airline to be used.
- Acquire approval of the requisition at the departmental level and forward it to the business office for processing.
- The cost of hotel accommodations may be processed by:
 - Submitting separate requisitions with the appropriate name and address of the hotel and dates of stay. A check will be sent directly to the hotel; or
 - Completing and forwarding a travel advance form, approved by the department head, two weeks prior to the travel date. The check will be made payable to the traveler, and it will be the traveler's responsibility to pay the hotel at the time of check-in.

The travel agency will contact the business office at a pre-scheduled time to obtain purchase order numbers. Any exception to this policy or procedure must demonstrate that comparisons with other providers or vendors support the decision, and must be approved by the appropriate vice president.

TRAVEL ADVANCES POLICY

Employees traveling on College business may request a travel advance equal to the estimated reimbursable expenses of the trip. The travel advance is to be used for meals, hotel accommodations, registration fees, and ground transportation:

- Only registration fees will be processed more than 30 days before the actual date of travel.
- Meals, hotel accommodations, and ground transportation requests will be processed **one week** prior to the actual date of travel.
- Requests for travel advances should be submitted to the Office of Business and Finance's budget office at least 14 days prior to the date of the planned trip.

Issuance of Travel Advance

Before a travel advance can be issued, the employee must complete, sign, and submit a Travel Advance Request form to the business office. The form must be accompanied by documentation describing the purpose of the travel (e.g., registration form or a letter from the host organization). **Travel advances will not be issued if the appropriate request form is not signed by the traveler, department/unit head, and the budget office.**

All third party reimbursements should be made payable to the College and must be so noted on the travel advance when submitted.

Repayment of Advance

Employees must submit a completed Travel Expense Statement form to the business office, along

with appropriate receipts and documentation, **no later than five (5) business days after returning from a trip**. Travel advances must be deducted on the “LESS CASH ADVANCE” line before submission to the department head for review and approval.

Once approved, the department head will forward the Travel Expense Statement form to the business office. The employee is reimbursed for expenses, less any amount advanced or paid directly by the College. Employees must account for or repay any unused travel advance at the time that the form is submitted:

- If an unused travel advance is not repaid, the College will seek repayment of the advance through payroll deduction.
- Further travel advances may be withheld pending payment of an outstanding travel advance.
- Further reimbursements owed to the employee may be withheld and applied to payment of an outstanding travel advance.

Violations

Employees who violate this policy will be subject to disciplinary action (See HR Policy 400.2.)

PROCEDURE

1. The traveler submits and date stamps Travel Advance Request form.
2. The business office forwards the approved form to the travel accountant for review of required documentation and adherence to the applicable travel policies.
3. A registration form or letter from the host organization must document requests for repayment of registration fees.
4. Any third party reimbursement must be identified.
5. Signatures of **the applicant, the department head, and the budget office**, as well as the travel dates, are required **on all reimbursement forms**.
6. The business office verifies the accounting distribution in the spaces provided on the form.
7. If there is a refund **due to the college**, the employee must attach the cashier’s receipt to the Travel Expense Report when submitted. Refund of a travel advance will be made at the cashier’s office.

TRAVEL SETTLEMENTS POLICY

Employees must use the Travel Expense Statement form to document expenses for all travel destinations. To receive full reimbursement, **all** receipts and other supporting documentation must be submitted along with it.

The Travel Expense Statement is used to reimburse out-of-pocket expenses and to repay any advances. Prepaid, direct-billed expenses and advances must be deducted on the “LESS PRE-PAID EXPENSE” and/or “LESS CASH ADVANCE” lines.

The Travel Expense Statement should be submitted **within five (5) business days after completion of the travel**. These expenses will be applied against any outstanding travel advances. Any Travel Expense Statement form that is not returned to the business office within five (5) business days upon returning from a trip will prevent future travel advances from being issued to an employee. If an employee fails to submit an expense report after thirty (30) days, his/her payroll check will automatically be reduced by the amount of all known expenses related

to a specific trip, including advances, prepaid items, and per diems. (*The IRS requires that any unspent travel advance be returned to the College in a timely manner.*)

The traveler is responsible for ensuring that the Travel Expense Statement is completed and delivered to the business office along with the appropriate receipts and documentation. (*The IRS requires that all travel expenses be substantiated.*) **Only itemized original receipts** will be accepted and must be attached to the **expense** statement. **Credit card statements are not original receipts.** Meals are normally reimbursable if overnight travel is involved. Gratuities and tips in reasonable amounts (not to exceed 15%) are reimbursable **as long as the per diem is not exceeded.** Receipts must be attached to the expense report **at the time of submission.**

Reimbursement for Lodging

Reasonable hotel expenses, at the single-room rate, are reimbursable when supported by the original hotel bill. Hotel meals should be subtracted, as meals are reimbursed on a per diem basis as described below.

Attendees at conferences or formal meetings must submit a complete conference **agenda** or program showing the opening and closing dates for the event, lodging rate, and the meals included in the registration fee.

Reimbursement for Meal Expenses

Meals are reimbursed on a per diem basis but should not exceed the grant or contract limit. *Per diem is not permitted when meals are provided at no additional cost at a conference or by an airline.*

- Meals in major cities (e.g., New York, Chicago, and Los Angeles) may use a per diem rate similar to the following: **Meals and Incidentals -\$48.00**
- Meals in smaller cities (e.g., Charleston, Nashville, Tampa, and Phoenix) may use a per diem rate similar to the following: Meals and Incidentals -\$42.00
- Meals included in a conference or other fees paid by another party should be excluded from the per diem rate and explained on the Travel Expense Statement form.
- **Reimbursement for expenses associated with alcoholic beverages and entertainment are specifically prohibited.**

Reimbursement for Credit Card Charges

The employee should submit a Travel Expense Statement form for all charges billed to credit cards (including College-issued and calling cards) to the business office with appropriate supporting documentation (i.e., original receipts) on a monthly basis. Credit card receipts are not acceptable.

Reimbursement for Telephone Calls

Expenses for telephone calls made in the course of conducting College business are reimbursable. A description of the calls should be listed on the Travel Expense Statement form. **Personal**

telephone calls will not be reimbursed.

Reimbursement for Ground Transportation

Expenses for taxi and limousine services, including reasonable tips, are allowable if no other reasonable ground transportation is available.

Reimbursement for Use of Personal Vehicle

Travel expenses incurred in the use of an employee's personal automobile are reimbursable at a rate of \$0.44 (44 cents) per mile, provided the total reimbursement does not exceed equivalent coach airfare or other reasonable, available transportation. Extra costs for food and transportation while en route are not reimbursable.

Reimbursement by Third Party

Travel expenses to be reimbursed by a third party should be indicated on the Travel Advance Request form. Employees must advise the third party to send the reimbursement directly to the College at the following address:

Morehouse College
Office of Business and Finance
830 Westview Drive, SW
Atlanta, GA 30314

Violations

Employees who violate this policy will be subject to disciplinary action. (See HR Policy 400.2.) Employees who fail to reconcile their travel advances may be deemed to have received additional income that will be reported to the IRS.

All employees who travel on official College business must adhere to the following procedure when submitting travel expense claims:

1. Complete a Travel Expense Statement form:
 - Indicate the amount of the advances and prepaid items in the designated spaces. (A separate form must be used for each specific trip report and must show all expenses, even if they represent travel advances or prepaid items.)
 - Attach a cashier's receipt to the expense statement if any refund of a travel advance has been made
 - Indicate the date of the report and the dates of travel
 - Complete the accounting distribution section of the expense statement
 - Sign the expense statement and obtain the signature of the department head
2. Submit the Travel Expense Statement form, along with attached original receipts for meals,

lodging, and transportation, to the business office. (Credit card statements are not acceptable as receipts.)

- The business office will forward the form to the travel accountant for review of required documentation and adherence to travel policies.
- Checks will be generated and distributed, as appropriate.

Instructions for Completing Morehouse College Travel Expense Statement

1. **Name** – Insert name of traveler.
2. **Purpose of trip** – Indicate the official business that was undertaken on trip.
3. **Travel from** – Indicate the departure city of the trip.
4. **Travel to** – Indicate the destination city of the trip.
5. **Travel advance check date** – Insert date of travel advance check.
6. **Check No.** – Indicate number of travel advance check.
7. **Date** – Insert day and month on the corresponding weekday. (Note: Per diem will not be reimbursed without this information.)
8. **Meals** – Indicate per diem by meal/day based on the reimbursement schedule. Leave blank if meals were provided at no extra charge.
9. **Tips** – List the amount of gratuities and tips. Reasonable amounts (not to exceed 15%) are reimbursable as long as the per diem is not exceeded.
10. **Hotel** – List the lodging expense for each corresponding day. Comply with the lodging expense limits described. Lump sum totals are not permissible. Receipts must be attached.
11. **Taxi/Shuttle** – Indicate expense for taxi and shuttle services. Receipts must be attached.
12. **Transportation** – List airfare on the corresponding day and indicate amount on the “LESS PRE-PAID EXPENSE” line if Morehouse paid the airline directly through its approved travel agency. The passenger coupon must be attached.
13. **Parking** – Attach parking receipts.
14. **Car Rental** – Indicate the car rental costs on the day the vehicle was returned. Receipts must be attached.
15. **Mileage** – If claiming mileage, indicate beginning and ending mileage; then multiply miles driven by the current mileage rate.
16. **Telephone** – List any business calls made for which reimbursement is due.
17. **Registration Fees** – List fees on the corresponding first conference day and indicate amount on the “LESS PRE-PAID EXPENSE” line if Morehouse paid the registration directly. Attach a copy of the program, showing the name and location of the meeting and the beginning and ending dates.
18. **Other** – List any other expenses incurred on the corresponding day. Attach receipts documenting other expenses.
19. **Total Per Day** – Total each column.
20. **TOTAL EXPENSES** – Total all columns.
21. **LESS CASH ADVANCE** – Enter amount of cash advance received.

22. **LESS PREPAID EXPENSE** – Enter amount of prepaid expenses.
23. **AMOUNT DUE COLLEGE** – Record balance due to the College. Attach a check made payable to Morehouse College in the amount indicated.
24. **AMOUNT DUE EMPLOYEE** – Record balance due to traveler.
25. **TRAVELER’S SIGNATURE** – The traveler’s signature is required. The signature certifies that the listed expenses are valid College business expenses.
- Note to Travelers:** All pre-paid travel arrangements should be listed by vendor and amount in the space indicated on the form.

All receipts must be taped or stapled to an 8 ½ by 11-inch sheet of paper. Any justification for an expense must be noted beside the receipt. Do not tape one receipt on top of another or paper clip attachments. Multiple pages must be stapled in the upper left-hand corner. The department should keep copies of all receipts for future reference.

For travel lasting more than one week, use additional Travel Expense Statement forms. A grand total for the total reimbursement must be indicated on the final page. Travel Expense Statement forms will be returned to the traveler if the form is not completed correctly.

Responsibility	Action
Traveler	Within 5 days of completing a trip: <ol style="list-style-type: none"> 1. Complete the Travel Expense Statement form per the guidelines 2. Attach original receipts to the form 3. Attach a check made payable to Morehouse College if the actual cost of the trip is less than the travel advance 4. Obtain signature of the department head 5. Submit white and yellow copies of the form to the business office for processing
Business Office	Process the expense reimbursement claims and provide reimbursement to traveler

TRAVEL RECEIPTS AND ITEMIZATION POLICY

An employee must submit the required paperwork when requesting reimbursement for travel expenses. The necessary documents are listed in the chart below.

Travel Expenses	Required Documents
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Airfare	Itinerary or passenger coupon
Bus fare	Original receipt
Chartered aircraft	Invoice from aircraft company
Conference materials	Brochures and original receipts
Ground transportation (e.g., taxi)	Original receipt
Local calls	Original receipt (typically included in lodging receipts)
Lodging	Original itemized receipt
Meals (per diem only)	None
Official long distance calls	Original receipt (typically included in lodging receipts)
Parking	Original receipt
Registration	Original receipt and program
Rental vehicle	Original receipt
Train fare	Original receipt

Violations

1. *Employees who violate this policy will be subject to disciplinary action. (See HR Policy 400.2.)*
2. *Employees who fail to reconcile their travel advances may be deemed to have received additional income. Such income will be reported to the Internal Revenue Service.*

PROCEDURE

All employees who travel on official College business must adhere to the following procedure when submitting receipts for reimbursement of travel expenses:

- All receipts must be taped or stapled to an 8½ x 11-inch sheet of paper. Any justification for an expense must be noted. Multiple pages should be stapled in the upper left-hand corner.
- A traveler who wishes to use a canceled check as a receipt for expenses must supply a photocopy of the front and back. **A photocopy of only the front of the canceled check is unacceptable.**
- The traveler's department should keep copies of all receipts for future reference.

Chapter 4 Recruitment, Retention, and Enrollment

RECRUITMENT

When recruiting students for study abroad or service abroad programs, remember that these are students with whom you may be spending a great deal of time, especially if you will be directing or managing the program while abroad. Initial program participants will have an enormous impact on the success of the program. Therefore, careful consideration must be given to whom and by what means you will recruit students. These students will also represent your program as alumni in the following years. Thus, it is important to balance the need for sheer numbers of participants with the need for good participants. As you try to interest students in your program, it is equally important to be honest with students who would not benefit from the program. You must express the program's limitations as well as its strengths. This will increase the likelihood that the participants recruited are a good match with the program's goals and objectives.

It is important to view recruitment and publicity as an ongoing process for promoting study abroad in general. Publicity should be used not only to promote specific programs, but also to educate students about the value and accessibility of study abroad. This can only be achieved if students are consistently reminded about education abroad and its effects on personal development. In order to recruit effectively, your recruitment efforts should employ a variety of means and target specific prospective students in order to be successful.

RECRUITING STUDENTS THROUGH PERSONAL CONTACT

Using Faculty to Recruit

Program directors will often enlist the help of faculty members in identifying prospective participants. Relevant departments should be targeted, and faculty from those departments should be actively involved in promoting the program. Faculty support is crucial to successful recruitment. Students are strongly influenced by faculty members' advice regarding the advantages of studying abroad as well as the quality of a specific program. Provide information sessions for all interested faculty and administrators. If possible, try to arrange for faculty to visit the study abroad site or program while in session to observe it first-hand. Faculty should be familiar with the program(s) for which they are recruiting. Make sure that faculty and relevant departments have plenty of program publicity materials. *Ask faculty to:*

- ☐ distribute program materials in their classes
- ☐ identify students who might be good participants
- ☐ allow program directors to visit their classes and make short presentations

Student Organizations

Try to arrange meetings with student organizations or clubs. The student affairs office on your campus can be a good resource for contacting student groups that may be interested in your program. The student activities office will be able to give you a schedule of any upcoming events or speakers which relate to your program. A short presentation to relevant student groups or in conjunction with related events or speakers is a good recruitment tool because you will be reaching an audience that should already be receptive to the concept of study abroad.

Residence Halls

By speaking at orientations or in residence halls, you have an opportunity to reach students who may be may not come to you about studying abroad. These are especially important venues for programs that are broad in focus and need to recruit large numbers of students, as they reach a large and diverse audience. When making presentations to students, it is important to be well-prepared, to hone your speaking skills, and to maintain students' interest.

Information Sessions/Study Abroad Fairs

Information sessions and study abroad fairs are excellent opportunities for you to reach interested students. Morehouse holds an annual Study Abroad Fair during the month of October. The Education Abroad Committee is a good resource to find out more about study abroad information sessions. Ask the committee chair if your program could be featured during a session or at the Study Abroad Fair. Information sessions are a good means of reaching students at your own institution and providing them with more in-depth information about study abroad. Because of normal demands on students' time, the sessions should not exceed 60 minutes.

Students who have participated in study abroad programs should be involved in the sessions whenever possible—returnees are often your best resource for recruitment. Ask study abroad alumni to accompany you when you will be meeting with groups. They will be excited to share their experiences and able to relate to students and their questions, and will have a fresh perspective to offer students.

Recruiting the whole family

In the recruitment process, keep in mind that students' parents, spouses, and/or other significant family members should not be overlooked. Most students work together with their parents in planning an overseas experience. As a program director, you may work with families at all stages of the program cycle, from inquires and submission of applications to the pre-departure and re-entry adjustment phases. You will also frequently encounter parents inquiring about your program on behalf of their son. By stressing the student's role, you will have the

opportunity to make the student and his parents realize that the responsibility for preparing for an overseas program ultimately rests with the student. If parents want to make an appointment with you to gather information or to ask questions, they should do so accompanied by their son. This will give you the opportunity to determine whether your program is a good fit with the student's academic goals and aspirations.

During the meeting with parents, be prepared to discuss the details of program expenses, a projected budget for students, payment deadline dates, cancellation policies, curriculum, safety and culture in the host country, and other issues of concern to parents. If parents are hesitant about their child embarking on a study abroad program, this is a good time to allay their fears and help them realize that the program is designed for the student.

***NOTE:** Be mindful of FERPA rules when disclosing information to parents or other family members. Check with your registrar or student affairs office if you need guidance about FERPA disclosure rules.*

MEDIA AND PUBLICITY

Publicity materials must be relevant to the interests and needs of the students. It is important to consider the following in developing your publicity:

- ☐ Publicity must catch and sustain students' interest and cause them to act.
- ☐ Publicity should emphasize how the program meets the needs of the students.
- ☐ Publicity must always provide an honest and realistic picture of what the program offers.

To publicize study abroad programs, the following media should be utilized:

- ☐ **Brochures** should comprehensively explain all aspects of the program. These may be distributed in a variety of ways to your target groups—at study abroad fairs, through relevant academic departments, at orientations, and to student groups whose members may be interested in your program.
- ☐ **Posters** should be prominently displayed throughout all areas of campus, including the student center, residence halls, classroom buildings, hallways, restrooms, library, dining facilities, and areas that the target group frequents. If possible, brochures may also be made available at these locations.
- ☐ **Flyers** should also be distributed on a regular basis to academic deans, department chairs and other faculty and staff as well as leaders of student groups, clubs, organizations, and other societies.

All brochures, flyers and posters should always display prominently:

- ☐ the program term and year

- the name of the sponsoring institution
- a web site for the program
- the contact information for the program sponsors

Website

The Andrew Young Center for Global Leadership is responsible for the College's official website for education abroad and service programs. This site provides an overview of the College's study abroad program and requirements for students to receive approval for these programs. Each study abroad sponsor is required to provide the Center with a description of its program so that it can be included on the College's official website.

It is essential to create a website. Most students begin exploring their opportunities online. Websites will assist with the dissemination of information to students. Unlike a brochure, a website can be updated throughout the year and is a good resource for posting the most current information available. It is an inexpensive way to communicate details of your program that will not fit into a small brochure. However, because most people do not like to read large amounts of text online, you must strike a balance between too little and too much information. You may also wish to include an option to request information via email. It is essential that website information be updated on a regular basis so that it remains current and useful.

SELECTION OF PARTICIPANTS

Selection criteria must reflect the program's purpose as defined by the institution's resources, needs, and philosophy. Criteria will vary from program to program and may or may not include prerequisite classes, minimum academic levels, language ability, or scholastic achievement. All overseas programs should have a standard policy with well-defined selection criteria.

Care should be taken to create a selection process that will assist both the participants and the program director in determining whether the program will satisfy the specific needs of both parties. To create such selection criteria will mean that students going abroad are accepted because they are ready to go abroad, not because of an arbitrary design in program admissions.

Traditionally, study abroad participants have been those with above-average scholastic performance. However, academic performance should not necessarily be an admissions requirement for study abroad programs. If *preference* will be given in the admissions process to those students with a higher GPA, this should be made clear to applicants. Identifying *preferences* in the selection process will help ensure that students admitted into the program fit well with the structure, scope, intent, and preferred outcomes for the program. The selection

criteria for admissions should exist to support these program elements. If your program is a reciprocal exchange program or part of a consortium, the admission requirements will need to be aligned with those of the other institutions involved.

Your program may need to recruit students from other AUC institutions to supply a sufficient number of students. If you are going to a relatively unknown or less popular destination, off-campus recruitment might be essential. Bringing together students from different campuses encourages students to interact with people from different areas and backgrounds. Larger enrollments reduce the per-person cost of the program and may make you eligible for certain discounts from third parties that are providing various services (e.g., travel, accommodations, meals).

ELIGIBILITY

As previously mentioned, the criteria should support the purpose of the program's design. Below are selected criteria and circumstances when these additional criteria might be necessary:

Academic Level

- ☐ prerequisites or class standing as prerequisites—must be a sophomore, junior or senior
- ☐ academic standing as required by partner institution

Prerequisite Courses

- ☐ program includes upper-division courses
- ☐ prior knowledge is an important predictor of success in the program

Conduct

- ☐ good standing

GPA

- ☐ must have a 2.0 or higher GPA

Age

- ☐ Minimum age 18 years old

Foreign Language Skills

- ☐ language proficiency determines placement level in language courses abroad

- a specified level of proficiency in the foreign language is deemed necessary for a successful study abroad experience

Interview

- to find out qualitative information about a student
- to verify a student's understanding of the nature and rigors of the program
- to determine foreign language capability
- to provide additional information if the student's level of preparedness is doubtful

Essay

- to ascertain a student's personal and academic objectives

Reference Letters

- to provide additional insight into a student's character and experience

DEADLINES FOR APPLICATION MATERIALS

The deadline for receipt of admissions materials must be set early in the program design process. When determining this date, program directors should consider how quickly admissions decisions can be made and if the selected time frame gives students ample time for necessary preparations. Items to consider when setting this date include the following:

- Will you use a waiting list?
- Will applications received after the deadline be considered in the event of cancellations or space availability?
- Who will evaluate the applications?
- How much time will students need for necessary inoculations?
- If a sufficient number of students have not been recruited by the application deadline, will students have enough time to find a suitable replacement program?

Program directors without prior experience in evaluating applications should seek advice from experienced and knowledgeable administrators on their campus. The admissions office, study abroad advisors, and legal affairs staff can provide useful information.

SPECIAL RECRUITMENT EFFORTS FOR UNDERREPRESENTED STUDENTS

Study abroad is a vital component of a student's higher education experience, whether for internationalizing a degree program, preparing for a career in an interdependent world, enriching personal experience and knowledge, or perfecting a foreign language. Despite the increasing numbers of U.S. students studying abroad, various populations of students remain underrepresented. As a program director, seek ways to diversify your program and recruit these students.

EEO & Disability Statement:

Morehouse College is an equal opportunity employer and educational institution. Students with disabilities or those who suspect they have a disability must register with the Office of Disability Services ("ODS") in order to receive accommodations. Students currently registered with the ODS are required to present their Disability Services Accommodation Letter to faculty immediately upon receiving the accommodation.

You may want to provide minority and disabled students with information provided by Mobility International USA or the Students with Disabilities Alumni Project, administered by NAFSA and CIEE. Information regarding the latter project can be found on CIEE's Web site (<http://www.ciee.org/>). Both resources provide networks of minority and disabled study abroad alumni who are willing to share their experiences with interested students, faculty, and administrators.

If you have any questions, contact the Office of Disability Services, 104 Sale Hall Annex, Morehouse College, 830 Westview Dr. S.W., Atlanta, GA 30314, (404) 215-2636.

OBSTACLES UNDERREPRESENTED STUDENTS MAY FACE WHILE STUDYING ABROAD

Various student populations do not study abroad in proportion to their numbers on campus. Traditionally, ethnic minorities have been underrepresented in study abroad. This holds true for LBGTQIA students as well. While liberal arts majors have many options for overseas study opportunities, students in majors outside the social sciences and humanities often have fewer program choices and therefore do not study abroad in proportion to liberal arts majors. Business majors are required to seek approval of business course(s) through the business department. Because financial requirements can be a barrier to participation, program directors are encouraged to

- ☐ Determine how federal, state, and institutional aid may be used towards the cost of the program.
- ☐ Encourage students to begin their research on scholarships early so that they can meet required deadlines.

PROGRAM DIRECTOR'S RESPONSIBILITY TOWARDS UNDERREPRESENTED STUDY ABROAD PARTICIPANTS

Program directors have an obligation to counsel underrepresented students regarding what they may encounter while overseas, including:

- ☐ a different level of discrimination than that which is present on the home campus
- ☐ a lack of accommodations, services, or resources for the physically challenged
- ☐ a homophobic environment and possible need for adjustment in public behavior
- ☐ the difficulty they may experience in being away from their support network

DEVELOPING, PROCESSING, AND TRACKING APPLICATION MATERIALS

Application materials for study abroad programs are often divided into the pre-acceptance stage and the post-acceptance stage. The pre-acceptance materials will provide the applicant with basic information and evaluative forms. The post-acceptance materials provide the program director with more descriptive information that may directly affect the student's overall experience while on the study abroad program. Information obtained at both stages is crucial to students' participation in the program. It is helpful to think of the application form as your most valuable permanent record of information on each student accepted into the program. You will likely turn to the application form for routine and emergency matters related to the student.

PRE-ACCEPTANCE APPLICATION MATERIALS

The preliminary application form should ask students the following information:

- ☐ full name (as it appears on the student's passport) and preferred name
- ☐ current address and phone number
- ☐ permanent address and phone number
- ☐ e-mail address
- ☐ date of birth, academic level
- ☐ major
- ☐ student ID number
- ☐ parent/guardian or spouse contact information
- ☐ any information required by study abroad officials on your campus for institutional,

- USG, and national statistics
- the term for which the applicant is applying
- the application processing fee, to whom the fee should be paid, the deadline for fee payment, and the policy regarding any refunds
- questions pertaining to disciplinary and criminal records (requires a release for access to this information)
- the means by which the applicant learned about the program

NOTE: *Questions related to health, race, gender, or disabilities legally cannot be asked and photographs should not be requested before students are accepted into the program.*

Evaluative materials that may be used to determine whether the applicant meets selection criteria include transcripts, letters of recommendation, foreign language proficiency test scores, personal essays, and interviews. Evaluative materials will vary from program to program, and some programs will ask students to submit more material than others. However, some type of evaluative materials that will assist in subjective evaluation of students' character, maturity, and suitability for study abroad should be included in all study abroad program applications.

Program directors should respond to student applicants immediately upon receipt of application materials. A follow-up letter should list the specific information received, the date on which it was received, and materials still needed to complete the application. Applicants should be asked to review and verify the information that has been recorded (e.g., name, date of birth, and contact information). As additional information is received, program directors should contact applicants accordingly. If applicable, program directors should attempt to schedule student interviews soon after the receipt of application materials. Following those interviews, students should be quickly notified about their study abroad program acceptance status.

POST-ACCEPTANCE MATERIALS

Acceptance packets and rejection letters should be mailed to applicants as soon as possible. Rejection letters should clearly indicate the reason(s) why an application did not meet the requested criteria. Rejected applicants should be given the option to contact the program director and discuss their application in more detail. If rejection is based upon the interview, a clear indication of why the applicant was not selected should be noted. If appropriate, suggest that students are allowed to apply again at a later date or refer them to the campus study abroad office for information about other overseas opportunities.

TRACKING APPLICATIONS

Study abroad program directors must also have a comprehensive tracking and storing system for student applications. Each student's file should contain a hard copy of any information recorded in a database, as well as signed consent and release forms. A checklist in each student's file is helpful in keeping track of required information. Since a database can be stored on a laptop computer, the database can be easily accessed by the program director as needed. However, since this is a student record database, access to this information must be safeguarded by making the database password-protected.

The many functions of a database will enhance the organizational and tracking procedures of your program. The creation of a database will help you before, during, and after your study abroad program. A database will allow you to track applicants with incomplete files, applicants on the waiting list, and applicants who have withdrawn; sort data and merge data into documents for mass mailings; and rapidly produce current reports, labels, and statistical printouts. A database containing information on your program participants will allow you to generate statistics for your own use and that of Morehouse College. If you create your own database, there are many, easy-to-follow guidebooks for a wide range of database software. The database need not be complex; the most basic information necessary for tracking students is:

- ☐ name
- ☐ local and permanent addresses
- ☐ local and permanent phone numbers
- ☐ e-mail address
- ☐ student campus ID number
- ☐ name of student's home institution
- ☐ emergency contact information

More detailed information may include:

- ☐ academic level
- ☐ academic major and/or minor
- ☐ overall GPA
- ☐ race
- ☐ gender
- ☐ application/payment status
- ☐ any dietary restrictions

- ☐ any accommodation or special services needed
- ☐ housing assignment
- ☐ program course selection and enrollment hours
- ☐ financial aid status
- ☐ citizenship and passport number
- ☐ whether a waiver of liability has been signed by the student
- ☐ how participants learned about your program
- ☐ a *special notes* section

Upon completion of the program, program directors should continue to maintain the database of past program participants but should be sure to have participants sign a release agreeing to be contacted by future participants. A well-maintained returnee database can prove to be a valuable resource for your program. As mentioned, alumni of study abroad are often its strongest supporters. Past participants may aid in recruitment efforts, pre-departure orientation sessions, contribute to a program's scholarship fund, or enhance programs in other ways. In cooperation with the Morehouse Office of Alumni Affairs, your alumni office, you may also wish to monitor program returnees' achievements and career choices.

STUDY ABROAD PROGRAM ACCEPTANCE PACKETS

Acceptance packets are necessary tools for retention and typically initiate the process that students follow to prepare themselves for their overseas study program. The acceptance packet should include general information on how to obtain passports and visas, where applicable, and should provide program-specific information such as the time, place, and date of the pre-departure orientation session, housing options, and, group flight arrangement information. The acceptance letter itself should congratulate the student and should include a deadline for confirming the decision to participate in the program.

A helpful addition to acceptance packets is a checklist of important deadline dates such as the dates by which students must secure passports and entry visas, dates for payment of program fees and for making flight arrangements, and the date by which students must return the completed legal liability releases, contracts, and other documents.

The following should be included in participant acceptance packets:

PASSPORT/VISA INFORMATION

Acceptance packets should contain information on entry requirements for the host country and whether or not entry into the country requires a visa. Emphasize that in some cases it may

take a long time to secure a visa. Provide the address, phone number, and Web site of the host country consulate in the U.S. and also provide the U.S. State Department's Passport Services Web site (http://travel.state.gov/passport/passport_1738.html) so that students can investigate passport information on their own. For more detailed information concerning passports and visas, please see Chapter 7 of this handbook.

TRAVEL INFORMATION

You should also provide detailed information on travel arrangements.

If your program is arranging an international group flight, students will need to know:

- ☐ the airline
- ☐ the date and time of departure
- ☐ the date by which full payment for the flight must be made
- ☐ conditions and regulations on making changes to their itinerary

If students have the option of making their own flight arrangements, they will need to know:

- ☐ the date they must arrive at the program site
- ☐ whether transportation will be available from the airport to their accommodations or the study center

If additional transportation will be used in-country (i.e. domestic flight, train, bus, etc.), be sure to provide enough information to allow students to familiarize themselves with what to expect while traveling. A detailed trip itinerary should also be included.

HEALTH INFORMATION

A participant health and disability accommodations request form should be included in your acceptance packet. Also, if applicable, notify students of any immunizations and the dates by which they must begin the immunization series. Include the Web site for the Centers for Disease Control and Prevention (<http://www.cdc.gov/travel/>). Prior to departure, students are required to obtain a clearance from the Morehouse College Student Health Services verifying immunizations and clearance to participate in the program. Finally, have students verify that they have adequate overseas accident and sickness insurance coverage, including coverage for medical evacuation and repatriation of remains. If the program has a plan under which all participants are covered, explain the terms, limitations, and claims procedures of the group plan. Many programs include mandatory participation in the program's insurance policy to ensure that all participants have an adequate level of coverage while abroad. Morehouse has secured a study abroad insurance and travel assistance plan for Morehouse study abroad participants.

LEGAL DOCUMENTS

Include liability release forms, contracts, and other agreements in acceptance packets. Give students instructions for completing the forms and a date by which the forms must be returned. If possible, it is preferable that these forms be reviewed at orientation before students sign them. It is a good idea to coordinate with your campus legal officer to have documents reviewed and approved before issuing them to participants. See also Chapter 5 of this handbook for a more detailed discussion of Risk Management issues.

ACADEMIC REQUIREMENTS

Acceptance packets should include syllabi or course descriptions, class registration forms or instructions on how and when students register, and written policies regarding class drop/add deadline dates and charges (if applicable).

Students should also receive clear information on the minimum/maximum number of credit hours for which they must enroll while on the program. Students should list their course selections and alternatives on the class registration form and should return these forms promptly. If applicable, send students from other institutions a transient permission form.

PAYMENTS

Specify deadlines for payment of program fees, tuition, airfare, special excursions, and other expenses. Refund policies and late payment penalties should be clearly stated. The program's cancellation policies, both for student cancellation or program cancellation, should be clearly explained. Encourage those who have questions regarding your cancellation policies to contact you for further information.

INFORMATION REQUESTED FROM STUDENTS

In addition to providing information for participants, acceptance packets should include information which requests information *from* participants once they are accepted into the program. Only after the evaluative materials have been reviewed and the student has been formally accepted into the program is it possible to request more personal information about each student.

It is also important to have students complete an information sheet indicating the student's local and permanent addresses and phone numbers, e-mail address, and emergency contact information in the U.S. A housing questionnaire is essential in determining housing assignments; it clarifies the gender of each student and verifies whether a spouse or child will accompany participants. Participants should indicate their citizenship and should furnish a copy of their passports. This will help program directors verify that each student has a

passport, that the passport is valid for at least 6 months after the planned return date. In addition, passports will help the program director identify any participants who are non-citizens and as such, be subject to any special visa requirements. Directors will also have a copy of the passport in case of an emergency.

Information about medical conditions and requests for accommodations for students with disabilities and other special needs should also be obtained at this stage. Program directors should have pertinent medical information on each student, and should be informed of each student's special health needs in order to make reasonable accommodation (where possible) in the host country. However, students cannot be forced to disclose health/medical information. Failure to provide this information is not a legally valid reason for prohibiting participation. Medical clearance from Morehouse College Health Services Center is required.

All personal records of program participants must be kept confidential. Program directors must be familiar with their institution's policies and procedures for the review and dissemination of confidential documents. Notwithstanding this necessity, program directors are required to maintain a separate file on each student participating in education and service abroad programs. Directors should also consult with the College's disability services office for ADA rules and regulations regarding medical disclosure and the institution's responsibilities towards students with disabilities.

Chapter 5 – Emergency Response Plan

Emergency Response Plan for Study and Travel Abroad Programs

Introduction

Morehouse College has developed and carried out a number of study abroad programs in Europe, Asia, Africa, and Latin America. Morehouse College has developed a contingency plan and an emergency response plan to deal with the emergencies that its students may encounter while participating in study abroad, research, and service learning programs. Morehouse College believes that the safety and security of its faculty, student body, and administrators is of paramount importance to the College and its Board of Trustees. The various types of emergencies that this plan is established to handle may be characterized as:

NATURAL DISASTER related incident (earthquake, hurricane, tornado, etc.);
PUBLIC/CIVIC DISTURBANCE (both threat and actual riot, coup d'état, etc.);
CRIME (committed against or by any member of the Morehouse community);
HEALTH-RELATED INCIDENT (serious illness, mental health issues, etc.);
SECURITY ISSUE (missing student);
PERSONAL CRISIS (at home that seriously affects a person studying or traveling abroad);
DEATH (of a family member or of students of the College abroad).

Emergency Response Sub-Committee

While Morehouse College has established a Study Abroad Committee to review and establish policies and procedures for its various study abroad and other travel abroad programs, it is essential that a sub-committee exists in preparation for potential problems and in order to respond to various emergencies that may develop while Morehouse faculty, students and administrators are traveling abroad. The composition of this committee is as follows:

General Counsel
Assistant Provost for Student Success
Director, Andrew Young Center for Global Leadership
Associate Dean of Student Services
Director of Communications and Media Relations Manager
Associate Vice President/Chief of Police
Director of Student Conduct
Director, Student Health Services
Faculty Council Committee Representative

This Committee will be chaired by the Director of the Andrew Young Center for Global Leadership. Depending on the nature of the crisis, responses to individual incidents/emergencies may be managed by other members of the Committee.

Broad Goals of the Emergency Response Sub-Committee include the following:

- To continually assess the current plan to assure the safety and security of students, faculty and staff.
- To reassure our constituencies, including parents, that we are prepared to deal with crises that may develop overseas.
- To ensure that relevant members of the campus community have a common understanding of the emergency response plan and have an expectation of being called upon in time of crisis.
- To assess best practices and policies on emergency planning and responses for use by the College to better define how future emergencies and crises will be managed.

Specific Objectives of the Emergency Response Sub-Committee include the following:

- Provide 24 hour answering system so that a rapid response to an overseas crisis can be initiated at any time of the day, every day of the year.
- Conduct periodic assessments of health and safety conditions for the programs in which Morehouse students are involved and develop and maintain emergency preparedness processes and an emergency response plan.
- Provide health and safety information for prospective participants so that they can make informed decisions concerning preparation, participation, and behavior while traveling abroad.
- Provide orientation for participants prior to the program as needed on site.
- Provide appropriate health and travel accident insurance to participants or provide information about how to obtain appropriate coverage.
- Conduct appropriate inquiry regarding the potential health and safety risks of the local environment of the programs, information and assistance to participants, and available medical and professional services as needed.
- Provide appropriate and ongoing health and safety training for program directors and staff.
- In cases of serious health problems, injury, or other significant health and safety circumstances, maintain good communication among all program sponsors and appropriate personnel.
- Maintain a list of emergency contacts for related organizations:
 - US Department of State
 - Red Cross
 - Host country institution/program
 - Websites that provide up-to-the-minute international information (e.g. state website)

Emergency Response Plan

The Emergency Response Sub-Committee is responsible for developing an overall Emergency Response Plan (ERP) to address emergencies that may occur during a study abroad or travel program. This ERP will identify the procedures that need to be followed in order to assist faculty and staff to respond to an emergency or crisis in a responsible and considerate manner. This plan will further identify the who, what, when, where, and how various emergencies should be addressed and should be generic in nature in order to assist the Emergency Response Sub-Committee in its ability to respond to the various crises and emergencies that may arise.

PREPAREDNESS STAGES:

A. Pre-Emergency Stage

Role of Center for Global Leadership

- Maintain student roster that includes student name, contact information (including onsite phone numbers and addresses), emergency medical contact and correspondence contact information, and medical history.
- Maintain roster of students participating in Morehouse College faculty-led programs.
- Maintain an itinerary of the proposed international and in-country travel.
- Disseminate basic emergency information to students prior to departure.
- Assess risk in specific study abroad programs.
- Develop and regularly review a list of campus, local community, and state agencies, and individuals who would be helpful in an emergency.
- During the pre-departure orientation, include information on emergency protocol.
- Provide each student with a country-specific information sheet produced by the Department of State.
- Register with the Department of State.

Role of Faculty/Staff Director

Pre-Departure

- Have students attend a pre-departure orientation.
- Advise students and provide input on travel information, such as flights, itinerary, budget, etc..
- Participate in the Study Abroad Office Faculty Directors Abroad Orientation
- Ensure the submission of all mandatory documents by students through the Study Abroad Office and/or collect any necessary paper version and submit to the Study Abroad Office.

In-Country

- Behavioral oversight for the duration of the program; this includes student adherence to the Morehouse College Student Handbook.
- Conduct an in-country orientation for students and hold regular meetings with them as needed.
- Maintain regular contact with Study Abroad Office.
- Act as first-responder to any emergency situation and communicate to the Study Abroad Office.
- Act as liaison between host country (institution, provider, locations, etc.,) and Morehouse/Study Abroad Office.
- Develop faculty leader plan in cooperation with Andrew Young Center for Global Leadership.

In-Country Activities and Responsibilities

Within 12 hours' after the arrival of entire group, notify Andrew Young Center for Global Leadership via email that all students have arrived safely. In addition, students should contact home shortly after arrival to confirm arrival to other relevant parties (i.e. parents/guardians). These two actions are absolutely essential as Andrew Young Center for Global Leadership receives phone calls from many anxious parents wishing confirmation that students have made it to their destination.

Role of Students

- Obtain medical insurance and emergency evacuation insurance.
- Provide emergency contact information to the Andrew Young Center for Global Leadership upon arrival.
- Obtain vaccination required by the CDC for countries where students will travel
- Provide travel itinerary for countries where students will travel.
- Understand emergency plan and assembly points.
- Assemble an emergency plan/medical pack.
- Carry emergency contact card at all times.
- Sign waivers of responsibility of liability.
- Obtain appropriate signature and approval as required by College to be considered for study abroad program.

B. Emergency Stage:

Role of Director of Andrew Young Center for Global Leadership

- Assess emergency situation and determine appropriate emergency level (low, elevated, critical).
- Determine course of action.
- Maintain support and contact.
- Inform and update campus officials.
- Keep a log of actions taken.

Role of Students

- Follow program-specific emergency protocol.
- Contact on-site coordinator/host university personnel.
- Contact Director of Andrew Young Center for Global Leadership

Criteria for Determining Levels of Emergency Severity

Each emergency situation will be unique; therefore, it is imperative that the situation is evaluated to determine a severity level based on the following criteria:

LOW – situation is manageable by the in-country coordinator, program provider, and/or host university personnel in coordination with members of the Andrew Young Center for Global Leadership. Examples include lost passports/visas, robberies, non-emergency hospital visits, minor disciplinary incidents, etc.

ELEVATED – situation puts an individual student or students at risk for harm. Examples include emergency room visits, mental health issues, physical or sexual assault, non-fatal accident, death of a family member at home, arrest for a serious criminal offense, etc.

CRITICAL – situation has major impact on student life or requires outside resources beyond the capacity of the Andrew Young Center for Global Leadership and in-country personnel. Examples may include natural disasters, public health crisis, acts of war/terrorism, student death, etc.

Role of Faculty or Staff Leader

During any level of emergency incident, the faculty or staff leader should be the in-country coordinator, along with the program provider and/or host university. Regardless of the level of severity, the Director of the Andrew Young Center for Global Leadership should be notified as soon as possible, with a goal of notification within 4 hours of the time of the emergency. Notification should be made by calling the office telephone number (470)639-0556.

The faculty or staff leader should act to ensure the safety of the student(s) concerned. He/she should begin by answering specific questions, deciding an appropriate severity level, and determining appropriate action. Some of the likely issues and questions for emergencies are listed below and are intended to assist in providing an efficient and effective response to incidents. Please note that in all cases, Morehouse College coordinators or host university personnel should limit conversations with parents/family/guardians. All parent/guardian inquiries should be directed to Morehouse College.

Faculty/Staff Checklist

- What is the nature of the incident?

- Are resources needed?
- Is security an issue?
- Is weather a factor?
- Are there access issues?
- Is the safety of others a concern?
- Who has been notified?
- Who needs to be notified?
- Identify victims and, if transported, which medical facility.

Determining an Emergency Incident

When a first responder determines that an emergency situation may exist, the first responder must notify the Director of the Andrew Young Center for Global Leadership, the primary contact in the Emergency Response Committee. The Director will respond, assess the situation and severity level, and determine whether convening the Emergency Response Committee is warranted.

Notification and Response Procedures

The Andrew Young Center for Global Leadership will determine the severity level of an incident and will notify the following campus personnel accordingly:

LOW level

- US Embassy Consular Section
- Campus personnel as appropriate

ELEVATED Level

- Vice President for Student Development
- Provost and Senior Vice President for Academic Affairs
- General Counsel
- Emergency Response Sub-Committee
- Campus personnel as appropriate
- Associate Vice President/Chief of Police

CRITICAL level

- President
- Provost and Senior Vice President for Academic Affairs
- General Counsel
- Associate Vice President/Chief of Police
- Vice President for Student Development
- Director of Communications and Media Relations
- Emergency Response Sub-Committee

Overview of the Organizational Structure

Role of the President: All decisions concerning the cancellation, suspension, or discontinuation of an abroad program or the evacuation of a student(s) from an abroad program rest with the President or his designee based on advice from the Emergency Response Committee.

Role of the Provost and Senior Vice President for Academic Affairs: The Provost and Senior Vice President for Academic Affairs will be kept informed of all ELEVATED and CRITICAL incidents and after consultation with the Director of the Andrew Young Center for Global Leadership, General Counsel, and the Emergency Response Committee, will be responsible for approving major action steps.

Role of the Emergency Response Committee (ERC) Chair: The Director of the Andrew Young Center for Global Leadership serves as the Chair and is responsible for the command and control of all aspects of an emergency situation.

Role of the Emergency Response Committee: The ERC will evaluate information from various sources during the progress of the incident and advise the ERC Chair and Provost and Senior Vice President for Academic Affairs on appropriate actions.

Role of Essential Personnel and Other Employee Resources: In addition to ERC, other essential campus personnel may be engaged during an emergency situation. Activation of these personnel will be evaluated depending on the emergency level.

Role of Students: Every student should be familiar with the emergency procedures and prepared to assess situations quickly and thoroughly and using common sense to determine a course of action. Students should notify their on-site coordinator or host university personnel of any situation that arises. The students should also notify parents or legal guardians of the situation.

Role of Outside Emergency Responders: Outside emergency responders may need to be utilized during an emergency situation. Activation will be determined based on the emergency level.

Student Conduct

Students studying abroad may exhibit inappropriate behavior that you, as the Faculty/Staff Leader Abroad, will need to address. While many of the potential issues will be similar to situations you would encounter on campus, some of the issues may involve the transition into and lack of familiarity with a new culture and environment. Leaders should be prepared to manage situations that arise while abroad with your group. Inappropriate behavior is often the manifestation of a deeper issue such as homesickness, culture shock, fear, or depression.

Morehouse Student Handbook guidelines apply to students on study abroad programs even when they are not engaged in required activities. A copy of the Student Handbook can be found at the following website: www.morehouse.edu/student_life/studentconduct/handbook.htm.

It is important to remember that the entire group must respect the laws and regulations of the host country.

Minor Behavioral Problems

Minor behavioral problems are generally not serious enough to warrant immediate dismissal from a program, but they have a negative effect on the program just the same. More importantly, negative behavior, if allowed to continue, may impact the atmosphere and morale of the entire group, especially if it is allowed to escalate into a major problem.

Examples of minor behavior problems include:

1. Excessive tardiness to class or class activities
2. Personality conflicts between program participants
3. Personal hygiene issues
4. Indifferent or rude behavior toward guest speakers

One way to prevent minor behavior problems is to be proactive in coordination and communication. It is best to provide strong encouragement of positive behavior, rather than setting rules, unless you are prepared to enforce such rules. Common sense rules (such as traveling in groups, always carrying your cell phone, or notifying the leader if there is a problem) should be discussed with program participants at the outset of every study abroad program.

Major Behavioral Problems

Morehouse College expects study abroad participants to abide by the laws, regulations, and customs of the host country, community, institution, and program.

Should behavioral problems arise, it is generally best to talk to the student in private about the inappropriate behavior. You are also required to document the behavior on our ***Incident Reporting Form*** and include your expectations about the ways that the behavior should improve. These expectations should be clearly communicated with the student. Should the behavior persist, the Andrew Young Center for Global Leadership will continue to work with the Leader in assessing the situation and, if necessary, will facilitate the dismissal of the student from a program.

The Incident Reporting Form can be found on the Andrew Young Center for Global Leadership website.

There are certain areas of major behavioral problems that must be reported immediately to the Andrew Young Center for Global Leadership:

- Conduct that violates Morehouse Student Handbook
- Violation of the laws, rules and regulations, or customs of the host country, community, institution, and program
- Persistent behavior that is disruptive and detrimental to the group learning process and academic success of the program

- Conduct that damages or destroys property of another person, institution, or organization
- Behavior that gives the Faculty/Staff and Andrew Young Center for Global Leadership cause to believe that the continued presence of the student in the program constitutes a danger to the health or safety of the student, other participants, or other property, or threatens the future viability of the program
- Repeated offenses or severe infractions of the housing rules and regulations as established by the local facilities
- Alcohol misuse
- Physical or sexual assault
- Harassment
- Possession, use, or distribution of illegal drugs
- Setting a fire or possession of explosives
- Possession of a weapon
- Theft
- Any other illegal activity

Alcohol

Inappropriate and/or excessive alcohol consumption is a serious problem among college students across the nation. Alcohol consumption abroad can pose added health and security risks to students who may be unfamiliar with the language, cultural norms, and alcohol sanctions (or lack thereof) in another country. Even different altitudes will affect the intoxication levels of students without students being aware of it. If alcohol consumption is affecting the general health of a student and/or interfering with program participation, it is the Leader's responsibility to bring this to the attention of the student. The Incident Reporting Form should be used to document this conversation, as well as document the requested behavioral change.

Please also note that many of the hotels, residence halls, host institutions, and vendors with whom we collaborate have policies regarding on-site alcohol consumption. If such a policy is not in effect, it may be a good idea to implement one. Students will often purchase alcohol and consume it in their hotel/residence hall as a way to save money, but in many cases this can lead to binge drinking and disruptions. Faculty are not allowed to buy alcohol for students.

Here at Morehouse College, it is our goal to encourage healthy behavior and mature choices for our study abroad participants. As a Faculty Leader Abroad, you serve as an adult role model to our students and a representative of the College to our host institutions. Please keep this in mind with your own choices about alcohol consumption while serving as a Morehouse College Faculty Leader Abroad.

Alcohol Misuse

Alcohol misuse is defined as any use that is harmful or potentially harmful to oneself or others. Alcohol misuse may be present when:

- A student misses any scheduled event because of the effects of alcohol consumption
- A student becomes ill due to the effects of alcohol consumption
- A student is disrespectful of others sharing the same housing and congregates with loud groups for social purposes
- A student engages in inappropriate behavior toward other individuals as a result of alcohol consumption
- A student engages in the destruction of property as a result of alcohol consumption
- A student does not abide by the laws of the country in which he or she is living as a result of alcohol consumption
- A student engages in behavior that causes embarrassment to the other members of the group, the faculty member(s), or the in-country host(s) as a result of alcohol consumption
- Students in a group facilitate/encourage or ignore a fellow student who is misusing or abusing alcohol
- Students transport alcohol to program sites with the intent of sharing the alcohol with the group

Faculty should use the Incident Report Form to document alcohol misuse, including documenting the problematic behaviors and expectations. All expectations should be clearly communicated to the study abroad participant.

Drugs

Like alcohol, students are subject to the laws of host country, rather than the US Laws. Certain prescription drugs can be prohibited by foreign governments, and faculty leading students abroad should be aware of prohibited prescription drugs that students may take with them. For example, Adderall is considered an illegal drug in Japan. Adderall may be confiscated and the student may be required to leave the country if this medication is brought into the country. Additionally, drug use/possession may carry heavier penalties, including capital punishment, in other countries.

CHECK WITH YOUR MEDICAL PRACTITIONER FOR FURTHER INFORMATION.

The illegal use of drugs at Morehouse College is not tolerated. Faculty and other Morehouse College employees must uphold Morehouse College's Drug Policy, including its policy on marijuana, even in states or countries where use of marijuana is considered legal. Illegal drug use, of any kind, is not allowed on campus or as part of Morehouse's study abroad programs as outlined under the Drug Free Schools and Communities Act.

Detailed Response Plans

Notification of Morehouse College

When a first responder (on-site coordinator, host university personnel, etc.) determines that an emergency situation may exist, he/she must notify the Director of the Andrew Young Center for Global Leadership (Monday through Friday at telephone number (470)639-0556 . If the Director cannot be reached on the Morehouse College emergency line, the Leader should call (404) 215-2666 and ask that Campus Police notify the Director for the Andrew Young Center for Global Leadership of the emergency.

Response to an incident at the LOW level

The on-site coordinator or program provider is responsible for contacting the Director of the Andrew Young Center for Global Leadership and explaining in as much detail as possible the event that occurred. This should be done as soon as possible with a goal of notification within 4 hours. If the incident is deemed a LOW level incident the Director will:

- Take detailed notes on the situation
- Quickly respond to the phone call or email with appropriate action and advice
- Record the incident using an Incident Report Form
- Keep copies of all relevant phone conversations, emails, etc., should they be needed at a later time
- Receive regular updates from the on-site coordinator about the incident and keep records.
- Follow up with the student and anyone on site as necessary

Response to an incident at the ELEVATED level

The on-site coordinator and/or host university is responsible for contacting the Director of the Andrew Young Center for Global Leadership. This should be done as soon as possible with a goal of notification within 4 hours. If the incident is deemed an ELEVATED level incident, the Director will follow the protocol for a LOW level (above) and will notify the following:

- Associate Vice President for Student Affairs
- General Counsel
- Emergency Response Committee
- Campus personnel as appropriate

Response to an incident at the CRITICAL level

The on-site coordinator and/or host university is responsible for contacting the Director of the Andrew Young Center for Global Leadership. This should be done as soon as possible with a goal of notification within 4 hours. If the incident is deemed a CRITICAL level incident, the Director will follow the protocol for a LOW level (above) and will notify the

following:

- President
- Provost and Senior Vice President for Academic Affairs
- General Counsel
- Vice President for Student Development
- Director of Communications and Media Relations
- Chief of Police
- Emergency Response Sub-Committee

Types of Incidents

NATURAL DISASTER

In-Country

The Faculty Leader will:

- Contact all students to make sure that they are accounted for and are safe;
- Determine appropriate safety plan for students (stay where they are, assemble in a central location, move to the Embassy, etc.);
- Establish contact with the US Embassy to determine level of safety threat;
- Contact the Director of the Andrew Young Center for Global Leadership and continue communication throughout the situation.

Director of the Andrew Young Center for Global Leadership will:

- Consult with outside sources on the severity and development of the natural disaster;
- Evaluate immediate and long term risk;
- Determine if program should be cancelled, discontinued, or suspended;
- Evaluate need to implement evacuation of student;
- Notify ERC and appropriate campus personnel.

PUBLIC OR POLITICAL DISTURBANCE/UNREST

In-Country

The Faculty Leader will:

- Contact student(s) to make sure that they are accounted for and are safe;
- Make sure that there are no signs posted that identify you or the students as having an affiliation with the United States;
- Determine initial safety plan for students (stay where they are, assemble in a central location, move to the Embassy, etc.):

- Establish contact with the US Embassy to determine level of safety threat;
- Contact the Director of the Andrew Young Center for Global Leadership and continue communication throughout the situation.

Director of the Andrew Young Center for Global Leadership will:

- Consult the US State Department website;
- Consult with outside sources on the severity and development of the political disaster;
- Evaluate immediate and long-term risk;
- Determine if program should be cancelled, discontinued, or suspended;
- Evaluate need to implement evacuation of student(s);
- Notify ERC and appropriate campus personnel.

CRIME

Victim of a Crime or Perpetrator

In-Country

The Faculty Leader will:

- Quickly assess the situation by obtaining as many details as possible and begin writing a log of the crisis situation;
- Clarify the extent to which the student wishes to involve local authorities;
- File a police report if consent has been given by the student;
- Keep a log of all facts obtained and of the outcome of any discussions with law enforcement officials, physicians, etc.;
- Contact the Director for the Andrew Young Center for Global Leadership or the College's emergency line;
- If the incident took place in host university owned residence or on campus, notify host institution authorities;
- If the student was physically attacked or threatened, make sure the student receives medical assessment/attention;
- If the student is physically injured, take appropriate action;
- Contact the US Embassy Consular Officer for the names of attorneys who can give the student the legal help he/she requires and provide this information to the student.

Director of the Andrew Young Center for Global Leadership will:

- Convene the ERC and initiate communication with the student's specified emergency contact person;
- Consult with Morehouse College's General Counsel.

Victim or Perpetrator of a Physical/Sexual Assault

In-Country

The Faculty Leader will:

- Quickly assess the situation by obtaining as many details as possible;
- Keep a log of all facts obtained and of the outcome of any discussions with law enforcement officials, physicians, etc.;
- Clarify the degree to which the student wishes to involve local authorities;
- File a police report if the student has given consent;
- If appropriate and agreed to by the student, contact the Director of the Andrew Young Center for Global Leadership or the College's emergency line;
- Discern any obvious physical and emotional disturbance;
- Inform student of the laws and procedures for dealing with sexual assault in the host country;
- If a rape victim, encourage the student to visit a rape crisis center if available locally or encourage the student to seek counseling of some kind;
- If the student is physically injured or psychologically harmed, see the appropriate checklist for additional steps.

Director for the Andrew Young Center for Global Leadership will:

- Determine the nature of the assault;
- If the assault is of a serious nature, initiate communication with the student's emergency contact person in the US;
- Notify the ERC and appropriate campus personnel;
- Consult with the General Counsel;
- Consult with the Title IX Coordinator;
- Provide ongoing support to the student.

The US Consular Office CAN:

- Visit students in jail after notification of their arrest.
- Give students and directors a list of local attorneys, however the US Government cannot assume responsibility for the professional ability or integrity of these individuals.
- Notify family and friends and relay requests for money or other aid if authorized by the student.
- Intercede with local authorities to ensure that US citizens' rights under local law are fully observed and that one is treated humanely, according to internationally accepted standards.
- Protest mistreatment or abuse to the appropriate authorities.

The US Consular Office CANNOT:

- Demand immediate release from jail or get anyone out of jail or the country.
- Represent anyone at trial or give legal counsel.
- Pay legal fees and/or fines with US Government funds.

HEALTH RELATED INCIDENT

Illness or Injury

In-Country

The Faculty Leader will:

- Assess the extent or severity of the illness/accident;
- Assist the student in finding appropriate medical care;
- Keep a log that will include notes regarding the circumstances leading up to the illness/accident, the outcome of any discussions with the attending physician, and the course of medical treatment as it progresses;
- Contact the insurance provider;
- Contact the Director of the Andrew Young Center for Global Leadership or the College's emergency line;
- Monitor the student's treatment and update relevant parties as needed;
- Brief other students in the program as appropriate, bearing confidentiality restrictions in mind;
- If the student needs to be evacuated in order to receive appropriate medical treatment, notify the Director of the Andrew Young Center for Global Leadership.

Director of the Andrew Young Center for Global Leadership will:

- Determine the nature of the illness/accident;
- If the illness/accident is of a serious nature, initiate communication with the student's emergency contact person in the US;
- Notify the ERC and appropriate campus personnel;
- Consult with the General Counsel;
- Provide ongoing support to student;
- If medical evacuation is necessary, arrange for packing and shipping of student's belongings to the US after consultation with the family and/or student;

Emotional/Psychological Emergency

In-Country

The Faculty Leader will:

- Speak with the student and gather information;
- Keep a log that will include notes regarding the circumstances leading up to the emergency and the outcome of any discussions;
- Contact the Director of the Andrew Young Center for Global Leadership or the College's emergency line;
- Arrange to have the student seen by a counseling professional immediately;
- Contact insurance for information on local treatment;
- If necessary, arrange and assist with hospitalization;
- If the student will not voluntarily seek help and appears to be dangerous to self and/or others, contact local authorities for procedures for involuntary commitment or contact insurance for local procedures;
- If hospitalization is not necessary, encourage the student to seek psychological or therapeutic help and follow up with regular visits with the student.

Director of the Andrew Young Center for Global Leadership will:

- Consult with the Director of Counseling Services to determine the severity of the situation and discuss how to best assist the student;
- With the student's consent, arrange to notify specified emergency contact person and other involved parties on a need-to-know basis;
- In some circumstances, arrangements may be made to have the student returned to the US for hospitalization.

Missing Student

In-Country

The Faculty Leader will:

- Obtain information from roommates, host family, friends, professors, etc. in order to try to determine when the student was last seen and if any unusual behavior was being exhibited;
- Notify foreign university/program personnel;
- Notify local police and request review of hospital admissions and city records for possible information;
- Coordinate search efforts with authorities in the host country;
- Notify the nearest US Embassy or Consulate;
- Contact the Andrew Young Center for Global Leadership for the College's emergency line;
- Keep the Director of the Andrew Young Center for Global Leadership updated on a regular basis,

Director of the Andrew Young Center for Global Leadership will:

- Notify the ERC and appropriate campus personnel;
- Initiate communication with the student's emergency contact person in the US;

- Consult with the General Counsel.

PERSONAL CRISIS AT HOME

In-Country

The Faculty Leader will:

- Assess the situation at home;
- Determine any unusual emotional behavior;
- Assist the student to locate counseling services, if necessary;
- If the student exhibits signs of severe emotional/psychological behavior, consult with local counseling office for assistance.

Director of the Andrew Young Center for Global Leadership will:

- Consult with the Director of Counseling to determine the best way to assist the student;
- Determine if the situation warrants contacting the student's specified emergency contact person in the US;
- Determine the benefit if the student should return, even briefly to the US.

DEATH OF A STUDENT

In-Country:

The Faculty Leader will:

- Verify the identity of the student and gather as much information as possible about the circumstances surrounding the student's death;
- Keep a written log of the details;
- Immediately contact the Director of the Andrew Young Center for Global Leadership of the College's emergency line;
- Notify the US Embassy or Consulate;
- Notify host institution authorities;
- Contact insurance provider immediately to begin case file;
- Arrange for repatriation;
- Convene the ERC;
- Contact the family of the deceased student, and, if possible, visit the family with other members of the Morehouse community;
- Arrange for counseling services to be available to students as soon as possible;
- Contact Campus Ministry;
- ERC will begin repatriation efforts and assist as possible with arrangements for the student's family to travel to the abroad location, for accommodations, for meetings with treating physicians, for packing of student's belongings, etc.

The Director of the Andrew Young Center for Global Leadership will:

- Contact the family to explain the circumstances surrounding the student's death;
- Notify the ERC and convene a meeting of the appropriate Morehouse administrators;
- Contact Morehouse Dean of the Chapel;
- Consult with General Counsel;
- Contact Counseling Services;
- Assist in repatriation of remains to the family home.

EVACUATION PLAN

Decision to Suspend/Evacuate Program

The Faculty Leader will:

- Discuss measures for evacuation with embassy/consulate staff;
- Consult measure for evacuation with State Department Country Desk;
- Plan for departure to occur within 72 hours of decision to evacuate;
- Arrange for Morehouse students to leave as a group;
- Update parents regularly about steps to evacuate students;
- Coordinate all parent communications through the Vice President of Student Affairs or the Director of the Andrew Young Center for Global Leadership;
- Assure that all public statements to be issued regarding crisis are made by the Director of Communications or Media Relations;
- Maintain a chronological log of events from the time the decision is made to evacuate or suspend the program;
- Work with the Director of the Andrew Young Center for Global Leadership and other appropriate parties to make alternative accommodations for returning students to complete their term of study.

Study Abroad Incident Report Form

The Andrew Young Center for Global Leadership coordinates responses to incidents and emergencies for all Morehouse College related educational activities abroad. Leaders of all programs abroad are required to submit this form when appropriate. Submitting this form does not obligate Morehouse College to take action. All critical level response requests requiring immediate attention should be made by phone to the Morehouse College Police Department at (404) 215-2666 available 24/7. For non-emergencies, all leaders can contact the Andrew Young Center for Global Leadership at (470)639-0556 during regular business hours. Please submit this form on-line by e-mail to Andrew Young Center for Global Leadership to Julius.Coles@morehouse.edu.

The Student Incident Report is responsive to each of the following questions, as applicable:

1. How did you learn about the student circumstances/incident:

Who notified you?

What is the relationship between the student and the notifier?

Where can the notifier be reached?

Date and time of the notification

2. Specific information to be collected re the incident:

What happened?

Where did it happen?

When did it happen (date and time)?

Who was involved?

Who are the witnesses?

Who has been contacted?

What action, if any, has been suggested by authorities at the site?

3. Status of/Communication with the participants:

Where are the participants?

What is the physical condition of the participants? What is the mental health of the participants?

What information needs to be communicated to the participants?

Do the participants have any immediate needs?

4. Specific contact information:

Who contacted the home university/organization?

When did the contact occur (date and time)?

How was the contact made?

What was discussed?

What plan was developed?

Who was to take what action?

5. Double-checking facts:

What agencies/organizations need to be contacted?

Who will contact each agency/organization?

When will the agency/organization be contacted?

How will the gathered information be communicated?

Who will collate information?

6. Action plan:

What actions need to be taken?

What are the legal issues to be considered?

Who needs to be contacted?

What financial arrangements need to be made?

What legal action needs to be taken?

7. What not to do:

Do not speak with the media.

Do not speak with uninvolved members of the College community.

POST-EMERGENCY FOLLOW-UP

What debriefing is needed and who should be included?

What post-trauma counseling is needed?

What letters and other forms of communication need to be undertaken?

What legal action should be reviewed and initiated?

Who will gather all information and write a report?

Study Abroad Emergency Fund Usage Policy

The *Morehouse Study Abroad Emergency Fund Usage Policy* has been developed in conjunction with the *Morehouse Emergency Response Plan* to ensure that study abroad leaders know when and how to access funds if needed in the case of an urgent situation.

Unexpected emergency situations during study abroad trips sometimes require that funds be disbursed immediately to facilitate the resolution of a crisis situation. Therefore, the Provost has established a Study Abroad Emergency Fund which the faculty or administrator leading a study abroad program can access should the need arise.

What Constitutes an Emergency?

As articulated in the *Morehouse Emergency Response Plan*, emergency situations include the following:

- NATURAL DISASTER related incident (earthquake, hurricane, tornado, etc.)
- PUBLIC/CIVIC DISTURBANCE (both threat and actual riot, coup d'état, etc.)
- CRIME (committed against or by any member of the Morehouse community)
- HEALTH RELATED INCIDENT (serious illness, mental health issues, etc.)
- SECURITY ISSUE (missing student)
- PERSONAL CRISIS (at home that seriously affects a person studying or traveling abroad)
- DEATH (of a family member or of the College's students abroad)

When Should Emergency Funds Be Accessed?

Morehouse study abroad leaders and students traveling in a host country are required to obtain international insurance to cover the costs of medical care and emergency evacuation due to serious illness, a natural disaster, threat of harm, or an unstable political situation (e.g. coup d'état). However, insurance companies often require that the cost of medical care or airfare be reimbursed after an insurance claim is filed.

In addition, insurance will most likely not cover the cost of: 1) airfare for a student who is being sent back to the States early because of misconduct or a family tragedy; 2) property damage caused by a participant in the study abroad group, or legal fees and bond for a student arrested in connection with a crime.

In many situations, the study abroad leader is responsible for paying up front for at least the initial costs incurred because of an emergency situation. The study abroad leader also is responsible for obtaining and submitting all receipts and other paperwork related to the emergency expenditure.

In the case of emergency fund disbursements not covered by insurance, the student or parents/guardians of the student will be required to reimburse Morehouse College for the expenditures within 30 days of the date of the expenditure(s).

Criteria for Determining Levels of Emergency Severity

LOW – situation is manageable by the in-country coordinator, program provider, and/or host university personnel in coordination with members of the Andrew Young Center for Global Leadership. Examples may include lost passports/visas, robberies, non-emergency hospital visits, minor disciplinary incidents, etc.

ELEVATED – situation puts an individual student or students at risk for harm. Examples may include emergency room visits, mental health issues, physical or sexual assault, non-fatal accident, death of a family member at home, arrest for a serious criminal offense, etc.

CRITICAL – situation has major impact on the student’s life or requires outside resources beyond the capacity of the Andrew Young Center for Global Leadership and in-country personnel. Examples may include natural disasters, public health crises, acts of war/terrorism, or student death.

Who can access emergency funds?

Prior to departure to the host country, the Morehouse College designated faculty, staff or administrator leading a study abroad group will be issued a MasterCard or Visa Debit Card tied to the college’s Study Abroad Emergency Fund. The credit card will have a cash limit of \$2,000. The study abroad leader must first meet with the College’s Chief Procurement Officer in the Office of Business & Finance (Gloster Hall 2nd Floor) to submit information required for issuance of the credit card.

IMPORTANT NOTE: The credit/debit card must be returned to the Chief Procurement Officer immediately upon completion of the study abroad trip. Should the faculty, staff, or administrator lead another study abroad trip, the emergency fund credit card will be provided again.

How to Access Funds

Before the Emergency Fund credit is used, the study abroad leader must contact the Director of the Andrew Young Center via telephone to notify him of the emergency, inform him of the emergency service or purchase required, and gain approval to use the debit card to pay for these expenses.

The Emergency Fund Visa/MasterCard debit card can be used in two ways:

- If the vendor being paid for emergency services (e.g. hospital, attorney, etc.) accepts the debit card for purchases, the card can be swiped by the study abroad leader (or vendor).
- If the debit card **is not** accepted by the vendor, the study abroad leader can instead go to an ATM to withdraw the cash needed.

How much credit or cash can be obtained?

The Visa/MasterCard debit card will give the study abroad leader access to up to a total of \$2,000 in cash to cover approved emergency expenditures.

Reconciliation of Expenditures

Within five business days of the end of the study abroad trip, the study abroad leader must submit to the Morehouse Business Office a Travel Expense Statement and all original receipts associated with the expenditures for the emergency situation. The expense statement must be signed by the Provost and include the organization and fund codes for the Study Abroad Emergency Fund.

The expenditures and receipts noted on the expense report must be consistent with what is reported in the Study Abroad Incident Report Form submitted to the Andrew Young Center director. Only pre-approved expenditures will be reimbursed.

IMPORTANT NOTE: If the appropriate paperwork is not submitted within 30 days, the study abroad leader will be held personally responsible for paying charges incurred on the Visa/Mastercard card.

Chapter 6 Site Logistics

SITE VISITS

Morehouse College encourages faculty and staff to make at least one site visit to the study abroad site when developing a new program. Faculty may be able to visit while attending for another purpose, such as to conduct research or attend a conference. Due to the funding constraints, it is important to determine the budget and how each trip will be funded. There are some instances in which program development visits may be funded by the sponsoring departments, centers, or the Office of Academic Affairs.

PLANNING THE SITE VISIT

Program directors should consider several factors when arranging a site visit:

- Timing - the timing of this visit should be carefully planned to coincide with dates that the foreign institution is in session in order to collect syllabi, inspect facilities, or observe classes.
- Previous experience in the region is desired, but not required.
- Making contact with foreign institutions - There is no formula for an initial contact with a foreign institution or organization. The nuances and culture of the host country and the foreign institution will dictate the approach a potential program director should use when making initial contact visits.
- Be as thorough as possible - Bear in mind that site visits provide information which can ultimately make the program director's job easier. While on site, program directors should gather information in order to facilitate administrative planning and explore the locale. It is a good idea to utilize a checklist of items that need to be researched and considered while on a site visit.

CONSIDERATIONS DURING THE VISIT

Making Contacts in the Host Country:

- Establish clear communication with a counterpart at the institution or academic site prior to arrival.
- Prior to departure, devise a schedule to meet with appropriate faculty, student services personnel, current participants, and host families, and set up visits to tour facilities such as dormitories, classrooms, etc.
- If possible, meet with a program director of another program, preferably from another U.S. institution, currently in session at the site.
- Selects gifts appropriate for individuals whom you will meet in the host country.

- When appropriate, cultivate relationships with key representatives in city government and civic organizations. Good relationships with local governments can sometimes produce unexpected, interesting, and memorable program enhancements.
- Establish contact with the nearby U.S. embassy or consulate, and request from the embassy a list of local English-speaking doctors and lawyers.
- Meet with corporate representatives if your program plans to include internships.
- Meet with local travel agencies or other in-country resource personnel.
- Meet with any third-party service providers you may wish to use during the course of your program.

Administrative Planning:

- Collect syllabi or course descriptions and observe classes at the host institution.
- Take a library tour and review appropriate holdings and resources.
- Collect samples of any important documents or forms, including insurance forms, student forms, and academic forms that students will be required to complete.
- Tour the classroom facilities, examine the equipment that will be available, and determine how the use of these facilities is arranged. Make arrangements for space that will serve as a base for the program. Determine computer access, including email access and internet access, and clarify usage policies for faculty and students.
- Inspect the housing accommodations that will be available to students and faculty. Determine any restrictions on the number or type of students that can be accommodated.
- Inquire about linen services and laundry facilities, meal options, student ID cards, exercise or sports facilities, and communication access at the housing site.
- Explore meal options and make arrangements for meal plans.

Exploring the Locale:

- Learn as much of the local area as possible.
- Review local transportation services and plan for any needed transportation upon arrival.
- Explore possibilities for field trip/excursion opportunities.
- Determine the amount of time required for every stage of travel.
- Obtain tourism booklets, city maps, and transit information to give students.
- Locate post offices and inquire about services offered and prices of postage.
- Determine how students will use local telephones, cybercafés, and place calls to the

U.S.

- Take note of the costs of food, clothing, entertainment, and public transportation (trains, subways, taxis, and buses).
- Familiarize yourself with the local emergency facilities and services, including medical clinics, hospitals, and police.
- Determine whether your program will be considered an association that may require special registration, and whether registration with local law enforcement is necessary.
- Become familiar with the local money exchange and banking procedures (i.e. ATM, traveler's checks, credit card or debit card advances).
- Take extensive photographs/video footage for publicity brochures and orientation purposes.
- Determine how American visitors are received by the locals—and why.
- Take particular note of cultural norms related to gender, race, sexual orientation, and disability.
- Examine safety and security issues in the area and determine unsafe regions or neighborhoods.

FOLLOW-UP VISITS

Morehouse College believes that it is best practice for programs to be evaluated at the end of each trip. Often, the follow-up site visit can help resolve questions or uncover weaknesses of the program. At the conclusion of the review, an official report of findings should be produced. The follow-up site visit may be funded by the program or the College.

The purpose of the follow-up visit is to determine whether the program's objectives and the students' interests will be met. The strengths and weaknesses of the program should be described. Budgets and financial procedures should be reviewed. The relationships between institutions and organizations should be a subject of this review as should each of the elements of the program, including the following:

- admissions criteria
- enrollment
- orientation
- integration of the program with the host community and foreign culture
- selection of faculty, methods of student instruction, and student achievement

ACCOMMODATIONS

In securing student accommodations, consider the following:

- housing options available at the overseas site
- logistics of housing arrangements
- housing allocation and availability
- the procedure for addressing complaints
- special arrangements that need to be made for certain students
- post-program housing evaluation procedures

Types of Accommodations

Before looking at accommodations, determine the approximate number of rooms or home-stay placements needed before you begin to look for accommodations. Be sure to take into account the gender of participants.

Dormitories

Dormitory space is most often available during the summer when most local students are off-campus, but rooms may also be available on a limited basis for study abroad/exchange students throughout the year.

Advantage:

- American students may live among host national students.

Consider:

- Residence facilities with either student cafeterias or self-catering cooking facilities for residents are preferred, as they help students cut down on costs.
- Availability of laundry facilities, computer labs, gym/exercise facilities, phone/computer access, and a linens service is important in making decisions regarding student housing in residence halls.

Home-stays

Some programs arrange home-stays in which students have single or shared bedrooms and typically are served one or two meals each day. The kind of family with which the participants

are placed varies. Families may not be “typical” families and may in fact be single hosts or childless couples.

Advantage:

- Home-stays are generally less expensive than dormitory, hotel, or apartment living.
- Host families may offer program participants a more intimate cultural experience and, where applicable, a language immersion setting.

Consider:

- Students will need to follow family guidelines and respect smoking policies, curfews, limits on the use of electricity, hot water, the telephone, internet, etc.
- Living with a host family does not guarantee that the student will be included in family activities.
- Family and student expectations should be clearly outlined before the program begins.

Apartments

Advantage:

- Apartments allow students a great deal of freedom and usually include cooking and laundry facilities.

Consider:

- There may be other costs associated with apartment living, such as security deposits or utilities.
- Students renting overseas apartments often have American roommates; therefore, the opportunity to interact with host-country nationals is limited.
- Finding apartments for students may prove to be difficult, especially if the duration of the study abroad program is short.

Hotels (for Select Short-Term Programs)

Advantage:

- Students have freedom in selecting their room accommodations (single, double, triple), and often a meal or food service is available.

Consider:

- The quality of the hotel or hostel available may differ significantly from US standards.
- The number of students per room can vary.
- Breakfast or other meals may be included in the cost

LOCATING ACCOMMODATIONS OVERSEAS

Some program directors may choose to assume sole responsibility for locating housing for program participants (which can be difficult for home-stay accommodations). This allows for more control over the type, location, and condition of housing that is used for the program. However, searching for housing on your own requires a large amount of time, an extensive site visit, language proficiency in areas where English may not be spoken, and knowledge of rental policies, regulations, and practices in the host country.

Alternatively, program coordinators may choose to contract with outside placement organizations or institutions that locate appropriate program housing. These services can be provided by an overseas university or for-profit housing organization. If your program is being administered in conjunction with a study abroad organization, the organization may secure housing for you. Choosing a reputable placement organization is crucial, and it is necessary to inspect the accommodations before signing the contract.

Whether the program director is securing housing or contracting with an organization, it is imperative that the housing be in a safe neighborhood, relatively close to the educational facilities, in good repair, and near local transportation.

Elements to consider in evaluation of housing:

- availability of laundry services
- availability of computers, internet access, and phones
- availability of exercise or sports facilities
- meal plans or food service options
- accessibility to public transportation
- safety

It is important for the program director to be easily accessible to all students, especially if students are housed in various accommodations throughout the area and not centrally located near the program director's accommodations. In some cases, participants must sign individual housing contracts for apartments or residence halls.

PLACING STUDENTS IN ACCOMODATIONS

Housing questionnaires are a useful way to match students with their housing preferences and can be beneficial for home-stay arrangements or housing with roommates in dormitories, hotels, or apartments. Using this type of questionnaire may help cut down on the number of participants who request a change in housing once they are overseas.

Offering an array of housing options can make a study abroad program attractive to a larger number of students. For example, an older student may not want to share a dorm room or apartment with a large group of younger students. Some students are attracted to the benefits of a living with host families, while others may want the freedom of having their own room or apartment. For some study abroad programs, offering a variety of accommodations to students is a necessity as there may not be enough available space from a single source to house all participants. On the other hand, locating different types of housing can be time-consuming and difficult. If the program is offering several housing options, it is important to be honest and up-front with participants by stating that the program director will try to match all housing requests but that this may not be possible in all cases.

Study abroad program administrators are legally obligated to make reasonable efforts to provide equal opportunities to all program participants. Nevertheless, placing some students can be difficult, and program directors may have difficulty securing housing for students with health conditions and/or dietary restrictions, or students with disabilities. Host families or roommates should be informed ahead of time of any special accommodations that must be made for students.

Unfortunately, some students needing special services may fail to disclose the appropriate information to the program director prior to departure but may demand these services once overseas. Policies addressing this possibility must be established and clearly articulated before the program begins.

All information about housing conditions, policies, and expectations should be provided in writing and distributed to students so as to ensure realistic expectations during their stay. Guidelines about roommate or host family conflict resolution and housing reassignment policies should be in place before the program begins. These guidelines should be evaluated by your home institution's legal affairs office. If you are contracting with a placement organization or other institution, you should discuss their reassignment and conflict resolution policies and feel comfortable with these policies before signing the contract. Failure to address problems with overseas living arrangements can result in a negative study abroad experience for program participants.

ACCOMMODATION EVALUATIONS

As part of the post-program evaluation process, students should complete evaluations which include an assessment of accommodations. Evaluations help the program director in

determining problems with the accommodations that must be resolved before the next program. Some suggested questions for a housing evaluation are listed below.

- How satisfied were you with your roommate(s) or host family? Why or why not?
- Did you have a single or double room? Did you share with an international, host-country, or American student?
- How satisfied were you with your sleeping quarters?
- Did you have access to adequate kitchen/cooking facilities (if applicable)?
- How satisfied were you with the meal plan provided (if applicable)?
- What was your usual means of transportation to and from class?
- What was the average travel time from your housing to classrooms?
- Did you have adequate laundry facilities?
- Would you recommend your accommodations for future participants? Why or why not?
- Were there any problems with your accommodations that arose? If so, how were they resolved?

PROGRAM MEAL PLANS

Learning about another country's culture includes experiencing the cuisine. Meal plans should take advantage of the host country culture as much as possible while taking into account the program structure and budget. Ideally, there should be a balance between quality, authenticity, affordability, and convenience.

The meal plan selected for the program will be determined by the type of accommodations selected. Host families typically provide students with one or two meals per day. Hotels rarely provide meals, with the exception of breakfast, and meal options at residence halls will vary. Some dormitories have student cafeterias while others provide facilities where residents can cook their own meals.

Cafeteria plan considerations:

- Sample several meals during the site visit.
- Make sure that menus can accommodate special diets.
- Ensure that meal times will not conflict with classes or other scheduled activities.

Self-catering apartment considerations:

- Investigate whether apartments or dorms have kitchen facilities equipped with necessary appliances and utensils.
- If participants will be cooking for themselves, determine the proximity of the housing and the availability of transportation to grocery stores/markets, as well as food prices and availability.

Housing options when there is neither self-catering nor a cafeteria:

When cooking facilities are not available and meals are not provided, program directors may choose one of the following options:

- 1) Provide one or two meals per day at a local restaurant, and include the cost in the program fee.
 - Be aware that arranging for meals at a local restaurant may be difficult. In order to find a local restaurant willing to provide student meals, plan on spending a great deal of time investigating this option during a site visit.
 - Network with other program directors in the area and talk to faculty at local universities for assistance in identifying suitable restaurants.
- 2) Routinely allocate money from the program budget to each participant to apply to the cost of meals.
 - A realistic per diem must be established based upon the area's cost of living and the options available. Verify per diem value with the Business Office. This amount should be included into program costs or clearly stated in the program information materials in order for students to determine their own personal budgets.
- 3) Have students purchase meals using their own money.
 - A realistic per diem must be established based upon the area's cost of living and the options available. Verify per diem value with the Business Office.
 - This amount should be included into program costs or clearly stated in the program information materials in order for students to determine their own personal budgets.

Consider the following in deciding on participant meal plans:

- the number of meals per day/number of days per week which should be included in the program fee
- the cost of meals while on program-sponsored excursions
- faculty and staff meals
- whether the cost of the faculty/staff meals will be paid through students' program fees
- whether faculty/staff meal plans will be the same as those provided to students

EXCURSIONS

Worthwhile field trips will make program course work more accessible and interesting to participants. These field trips should be formal, guided learning experiences. They should also provide students with opportunities to conduct independent exploration, immerse themselves in the host country's culture, and apply foreign language skills. Good planning will ensure that excursions are more than mere sight-seeing trips. Excursions should be planned and scheduled during the program development site visit.

You may choose to make all arrangements for excursions or elect to use third parties that will assume responsibility for planning and guiding field experiences. You should discuss the procedures for establishing such agreements with the legal affairs office at your institution before negotiating with contractors since some institutions have strict policies about such matters.

EXCURSION COSTS

It may be appropriate to include the cost of required trips into the overall price of the program fee. Not only will this inform the students that the program will provide more than a classroom experience, but it will also reduce the likelihood that students will elect not to participate in excursions.

Consider:

- If transportation is required, make arrangements during the program development site visit.
- Try to make travel arrangements that will accommodate only your program's participants instead of combining your group with others.

If the number of participants is large, or the curriculum is very diverse, then a variety of excursions from which students can select may be appropriate. Some programs provide several excursion options with the requirement that students visit a certain number of sites. Students may pay for these trips as part of their program fee, or students can pay for excursions on-site.

EXCURSIONS AND ACADEMIC ISSUES

Accommodating both the need for cultural immersion and the required number of class contact hours takes some creative scheduling. It is good practice to make the excursions a required part of course work to ensure that students will take full advantage of those experiences. It is

not uncommon for program directors to schedule longer class times during the week in order to accommodate a weekend excursion. Deadlines and expectations for assignments regarding field trips—whether these assignments are journals, reports, or major papers—should be clearly explained to students and included in the course syllabus. Well planned and pertinent excursions should provide a unique opportunity for students to incorporate their cultural experiences into their academic work.

CONSIDERATIONS IN DEVELOPING EXCURSIONS

Begin planning for excursions during site visits. Suggested planning activities include the following:

- Gather information brochures and a calendar of local events.
- Consider the possibility of planning uncommon excursions that are not directed toward tourists.
- Define the underlying purpose for selecting a particular excursion. Why are you selecting a particular museum, site of interest, etc.? If, for example, you intend for students to visit a local market to learn about local commerce rather than just buy gifts, then that purpose should be clearly stated before the excursion.
- Determine the number of faculty members who will need to be present throughout the excursion.
- Decide whether the field trip requires structured organization. Is it necessary to organize transportation, accommodations, and/or meals for the students?
- Determine the provider for transportation, accommodations, and food services, and when payments for these services will be required.
- Consider whether participants' program fees should include train passes, bus tickets, entrance fees, etc., for excursions.
- Discuss service providers with the host institutional contact to determine whether the host institution can provide these services.
- Check to see whether any additional insurance must be purchased to cover excursions.
- Decide if an additional orientation for a particular field trip will be necessary.
- Make sure that the meeting places, times, and itinerary of the excursion are clearly communicated to participants.
- Be certain that any necessary release forms have been received from all participants.
- Develop a contingency plan to account for variations or substitutions to the itinerary.
- Establish procedures to communicate with the home campus if there are changes in your emergency contact information.
- If an excursion is made to a remote location, determine how emergencies will be

handled.

- Determine whether students will be allowed to participate on substitute excursions.

Chapter 7 Pre-Departure and Re-Entry for Study Abroad Programs

HEALTH INFORMATION

All students participating in a Study Abroad program are required to complete the Health Information Form. (See Appendix.) This information is used to advise the Study Abroad Staff of health issues and to assist in making any necessary preparations. By signing the Release and Waiver, you have authorized Morehouse College Study Abroad staff or its agents to release medical information contained in the Study Abroad Center to health care providers and to secure medical treatment on your behalf in the event of emergency medical illness or injury. You have also agreed to accept financial responsibility for the treatment.

Mental Health

Learning abroad can be both fulfilling and challenging for all students and can present some additional challenges for students with mental health conditions. Even if you have no history of a mental health condition, it is possible that the impact of cultural adjustment or being in a foreign environment can influence your well-being.

The Health Information Form requires you to disclose any past and current mental health issues, family history of mental health, indications of mental health concerns, and current prescription medicines. It is imperative for the Study Abroad Center staff to have this information before you study abroad in order to best support you and provide reasonable accommodations.

Past or current treatment for psychiatric and mental health conditions does not preclude you from studying abroad. However, if a healthcare professional recommends no travel or travel under certain conditions that cannot be met at a certain study location, you may be encouraged to focus on your health first and postpone program participation until a later time.

The following steps for managing mental health are important, regardless of where you will be traveling:

- Meet with your mental health professional prior to departure to discuss:
 - learning abroad and implications of learning abroad
 - your plan to manage your health while abroad
 - access to alternative support networks
- Discuss a realistic communication plan for your time abroad with your support networks (i.e. family and friends).
- Understand that ups and downs are normal during study abroad. Check in with yourself often and seek support if you are feeling ups and downs that are more intense than to be expected.
- Connect with the Disability Services Office (DSO) on campus prior to departure to set up onsite care with a mental health care professional, should you require this support.

- Plan to bring sufficient quantities of prescriptions with you for the entire duration of your program. Work with Program staff to be sure you can safely bring all necessary prescriptions abroad.

Physical Health

Before you depart for studying abroad, understand the health conditions in your host country and obtain information about appropriate precautionary measures. The following steps are important, regardless of where you will be traveling:

- Eat lightly for several days after arrival until your system has had a chance to adjust to changes in climate and food. Adjusting to a new diet often causes mild intestinal upsets or diarrhea. You may wish to pack an anti-diarrhea medication. You should also check on other health issues, such as whether it is safe to drink the local water, and ask your doctor about preventive medication for the common illnesses that can result. If you are very ill, see a doctor.
- Some drugs available by prescription in the US are illegal in other countries. To determine the legality of your prescription, review the US Department of State Travel information regarding prescriptions abroad, and consult Consular Information for the country or countries you intend to visit.
 - If your medication is legal but simply not available in the country you will be visiting, ask your health-care provider to write an official letter stating the medication has been prescribed.
 - In most cases, it is not legal or feasible to mail prescriptions from the US overseas. Plan to take enough medicine in original bottles for your full program.
 - If your insurance only allows a few months of prescription at a time and this isn't enough for your term abroad, call your insurance company and ask for an exception. A copy of your acceptance from the Study Abroad office will often assist your appeal.
- If you have a medical condition that is not easily identified (diabetes, epilepsy, severe allergies), you should wear a medic alert bracelet while you are abroad and consider translation of/on the bracelet. You should also inform the Study Abroad Program Director(s), traveling companions, and on-site staff so that they can be prepared in case of an emergency. Be sure to discuss a plan with your physician before you leave home.
- STDs and HIV/AIDS are a major concern in some locations. While abroad, avoid injections and blood transfusions and sexual relationships. If an injection is required, make sure that the syringe comes directly from a sealed package. Diabetics are encouraged to bring a sufficient supply of needles and syringes with a prescription or doctor's authorization. Avoid ear piercing and tattooing while abroad.

Students should be encouraged to utilize resources provided by the host institution regarding health and safety matters. In addition, students should regularly consult the U.S. State Department

website that issues regular and timely statements and information for Americans traveling abroad. We should also encourage our students and faculty to register with the U.S. Embassy or Consulate in the study abroad location.

Important sites:

U.S. Department of State: Resources for Students Abroad

U.S. Department of State: Smart Traveler Enrollment Program (STEP) Registration

U.S. Department of State: Country Specific Information

Centers for Disease Control and Prevention (CDC): Traveler's Health

FBI: Advice for Students Abroad

The college can contract with a company called International SOS, which provides worldwide medical and security assistance and evacuation services for all study abroad participants. The International SOS network of multilingual specialists operates 24 hours a day, 365 days a year from International SOS Alarm Centers around the world.

Contact Telephone: 1-215-942-8478

All students should be covered under the College's global insurance policy with Blue Cross/Blue Shield of Georgia which provides coverage for international travel. This insurance is not currently mandatory for students; therefore, some students do not carry this insurance at all. This insurance is mandatory for all students involved in any international travel and must be purchased for a small fee. Students who are already covered under a parent's or guardian's health insurance policy that does not provide coverage for international travel or who are not covered under any insurance are required to purchase a rider (for a small fee) that includes coverage for international travel if their current policy does not include it. Medical insurance riders can be purchased through the Student Health Center.

The insurance coverage provided by Blue Cross/Blue Shield is a global policy that safeguards the health and wellbeing of our students, faculty, and staff and includes emergency medical evacuation, medical care, repatriation, etc., while traveling in a foreign country. The insurance coverage may or may not cover the cost of medical services depending on the country visited. Please keep in mind that if the insurance is not accepted for payment of expenses, the student, faculty, or staff will have to pay for medical services and get reimbursed by Blue Cross/Blue Shield upon their return to the U. S.

For more information contact Dr. Cynthia Trawick:

Physical Address:

Morehouse College

Public Health Sciences Institute

John Hope Hall
Suite105
830 Westview Drive S.W.
Atlanta, Georgia 30314

PASSPORTS, VISAS, AND OTHER TRAVEL DOCUMENTS

TRAVEL DOCUMENTS

The program director should provide study abroad participants with information on obtaining required travel documents as early as possible. The program director must be familiar with the procedures for obtaining such documents. Once obtained, the program director should keep one set of photocopies of all participants' documents on file in the United States and one set on-site. These copies should be safeguarded according to the College's regulations regarding confidentiality of student records.

OBTAINING A U.S. PASSPORT

A passport is required for nearly all study abroad destinations. Participants must have a passport before they can be issued a visa. Because consulates and embassies may deny a visa application if the participant's passport expires shortly after the program end date, individuals who already have passports must confirm that the expiration date of the passport is at least six months beyond the end date of the study abroad program. To download passport forms and instructions, go to: http://travel.state.gov/passport/passport_1738.html.

First-Time Applicants

First-time passport applicants should follow the detailed instructions provided by the US Department of State: http://travel.state.gov/passport/get/first/first_830.html.

Expedited Service

In addition to regular application fees, an expedited service fee per application plus overnight delivery costs will apply. Two-way overnight delivery is strongly suggested. Anyone may request expedited service (e.g., first-time applications, renewals, amendments of existing passports, etc.).

Renewal of a U.S. Passport

Applicants may renew their passport by mail if:

- ☐ their most recent passport is available.
- ☐ they received the passport within the past 15 years.
- ☐ they were over age 16 when it was issued.

- they still have the same name, or can legally document a name change.

Residents abroad should renew their passports at the nearest U.S. embassy or U.S. consulate. Passports renewed by mail in the U.S. can only be forwarded to U.S. addresses. Specific instructions on how to renew a passport can be found at the US Department of State Web site at http://travel.state.gov/passport/get/renew/renew_833.html.

In the event of a travel emergency:

The National Passport Information Center at 1-877-4USA-PPT (1-877-487-2778) provides automated information 24 hours a day, 7 days a week.

Obtaining a Visa

The term “visa” is used to describe both an entry stamp as well as any accompanying paperwork that is affixed to or designed to accompany the pages of the participant's passport. Visas indicate the countries to which the passport holder may enter and exit and permit a specified duration and purpose of the passport holder's stay.

Study abroad program participants as well as faculty and staff may be required to obtain a tourist, work, or student visa for programs in certain countries. The type of visa required will depend upon the program site, duration, and purpose. Program directors must be aware of any restrictions on visas that might affect the program. To determine requirements, contact the embassy or consulate of the host country/ies located in the US. The U.S. Department of State provides a listing of overseas embassies and consulates and general entry requirements at: <http://usembassy.state.gov>.

Timelines and procedures for applying for a visa vary amongst embassies and consulates, and even embassies and consulates within the same country may have different requirements. Some require applicants to present application materials in person while others allow the documents to be mailed but require applicants to pick up the visa in person. It is very important to carefully explain to participants as early as possible the procedures required, as well as provide any necessary application materials and website links.

Students who are not U.S. citizens may be required to follow different processes to obtain a visa. The program director should also be aware that non-U.S. citizens may be required to gather special documentation which allows them to depart and re-enter the United States. Program directors should verify the citizenship of each participant well in advance of the departure date to allow for extra processing time that may be required for non-U.S. visa applicants.

Work visas are usually required for participants whose study abroad programs include paid internships. Visa regulations associated with working for pay are very restrictive in most countries. Some work or internship program directors may make use of the BUNAC or CIEE

work abroad programs. These organizations have arrangements with some foreign governments that allow students to work (for a fee and for a limited amount of time) in select countries. Students who have previously participated in similar work exchange programs and non-U.S. citizens may not be eligible.

Program directors should do the following regarding visa processes required for their study abroad program:

- ☐ Verify visa requirements, remittance addresses, and the cost of the visa application.
- ☐ Check restrictions such as the duration of time visitors may remain in the country and the number of entries they are permitted.
- ☐ Confirm processing times, which are unique to each country and always subject to change.
- ☐ Remind students of visa requirements (securing a passport, completing application forms, submitting the application fee, making appointments for personal interviews, picking up the visa, etc).
- ☐ Inform students who are non-U.S. citizens of any additional requirements.
- ☐ Provide website links to foreign embassies and consulates located in the US.

Use of Documents while Overseas

Before departure, directors should advise participants to:

- ☐ Carry all travel documents on their person and not pack them in luggage that will be checked on to the plane.
- ☐ Carry copies of all travel documents in a location separate from the documents themselves.
- ☐ Leave copies of their travel documents at home in the U.S. with a family member, guardian, or friend.

At the port of entry, a customs officer will examine travel documents and will inquire about the visitor's purpose for entering the country. If there are no customs forms to complete, border officials typically stamp the passport to indicate permission to enter the country, and travelers are permitted to collect their baggage and make their way to their destination.

Upon arrival, a hotel or hostel may require guests to leave their passports with the concierge or hotel staff; participants should be informed of this practice in advance. Some countries' laws require non-citizens to carry their passports with them at all times, so students should be advised accordingly.

The program director should keep on hand at all times copies of all participant passports,

visas, and other important travel documents. Theft or loss of a passport can result in long hours or days spent waiting at the U.S. embassy for a new passport to be issued. The importance of knowing the location and phone number of the U.S. embassy (as well as the embassy of any non-U.S. citizen participants) and the importance of keeping photocopies of participants' passports cannot be overemphasized. In certain countries, visitors are encouraged to register at the U.S. embassy upon arrival.

Other Travel Documents

Some programs require that students have other documents such as the International Student Identity Card (ISIC), a hostel membership card, and/or train passes. The ISIC provides minimal medical evacuation and repatriation benefits for travelers and is required for participation in certain programs. More information on insurance and ISIC can be found <https://www.isic.org/>. The program director should consult a travel agent for more information on how these and other travel documents could be beneficial to the program.

TRAVEL ARRANGEMENTS

Consult with the Business Office for the approved list of travel agencies.

Arranging group travel

Making group travel arrangements can be time-consuming, but it does have advantages over coordinating separate arrival times of many students. Group travel is the most appropriate when:

- ☐ the program consists of ten or more participants
- ☐ several of the participants are not experienced travelers
- ☐ students will have less flexibility in making arrangements for departure (departure from the U.S. will occur soon after the previous term ends, or the program ends with very little time to spare before the next term begins)
- ☐ only a limited number of students plan to travel after the program

Advantages of group travel:

- ☐ Coordination of students may be less difficult than coordinating airport transfers for students with different arrival times or arranging for students to meet at an appointed time.
- ☐ There is potential for securing cheaper tickets.

Disadvantages of group travel:

- ☐ There is an increased risk of liability.
- ☐ Organizing group travel may be time consuming and the program director's limited time may be better spent on other matters.

- If the cost of the airline ticket cannot be excluded from the program fee, some students may elect to participate in other programs which do not incorporate the ticket price into the cost.

TIPS FOR ORGANIZING GROUP TRAVEL

- Start planning itineraries with airlines directly or through travel agents or ticket consolidators at least seven months prior to departure. If this is the program director's first time negotiating airline fares, this process should be conducted earlier. By working directly with an airline's group reservations department, a program director may be able to negotiate ticket prices as low as those quoted by travel agents and will not be charged any additional commission fees. The disadvantage to working directly with an airline is that this process is more time-consuming than the use of an authorized travel agent. Travel agents have very extensive resources and are a convenient option for busy program directors; however, some travel agents will charge fees for their services. Travel agents will be able to assist with flights, airport transfers, hotel accommodations, and ground transportation. They will also be able to provide information about some types of travel insurance coverage. Some travel agents may even be willing to participate in the program's orientation process to give students an overview of what to expect when traveling. Travel agents can often make flight arrangements within a range of dates. If this is the case, students may be able to arrange their own travel by selecting from among several options.
- Contact other program directors for names of travel agencies that have worked with study abroad programs in the past.
- In the search for travel agents, consider agents that are located in the host country. In many cases, travel agencies in the destination country can find better deals on ground transportation or domestic travel.
- While using more than one travel agent may result in better prices, the program director must spend more time confirming travel plans, and the services provided may not coordinate as well as if you were using a single agent. Using a single agent for the entire trip will also establish a good business relationship that may be helpful in future years.
- By making flight arrangements through a ticket consolidator (i.e., a discount travel agency or a student travel discount), a program director can sometimes obtain better rates for a volume ticket purchase than those quoted by a travel agent. Ticket consolidators provide limited information on accommodations and in-country travel services, but any information they supply will always be quoted at budget rates. The drawbacks of using a consolidator include less flexibility in scheduling flights, more stringent payment deadline requirements, and earlier deposit requirements.

QUESTIONS TO CONSIDER WHEN NEGOTIATING TRAVEL ARRANGEMENTS:

- ☐ Have all the airport and departure taxes, as well as any travel agent booking fees, been included in the quoted price?
- ☐ What is the minimum number of passengers required in order to receive a discounted group fare?
- ☐ How will the student fare be affected if the enrollment numbers fall short of the minimum number?
- ☐ What restrictions apply?
- ☐ What is the refund/cancellation policy?
- ☐ Are any deviations or changes allowed (e.g., students who stay later for additional travel) and when is the deadline for making these changes?
- ☐ Will penalties apply if changes are made?
- ☐ Are deposits required?
- ☐ What is the deadline for deposits?
- ☐ By what date must full payment be received?
- ☐ By what date must the names of the passengers be provided?

“FREE” TICKETS FOR PROGRAM DIRECTORS

Many travel agencies will offer an "inspection ticket" for a site visit or will offer a “free” ticket that can be used by the program director. This bonus ticket has actually been included in the agent's calculations for the group price and the price for this ticket has been absorbed by all paying participants. Program directors should be aware of their institution's policy regarding such “free” tickets. In some cases it may not be appropriate to use this ticket. A good alternative is to ask the agent to exclude the bonus ticket from the group purchase price in order to reduce the overall cost for all participants.

PRE-DEPARTURE INFORMATION PACKETS

To prepare students for their overseas experience, the program will need to provide pre-departure information packets that complement and expand upon the information provided in your acceptance packets. While information in acceptance packets is primarily focused on the preliminary details of the program, information laid out in the pre-departure packet will be relevant to the specific program site, host country, and region. Participating faculty and staff should also be given a pre-departure packet with information tailored to their specific needs.

WHY DO I NEED TO MAKE PRE-DEPARTURE INFORMATION AVAILABLE?

- ☐ Pre-departure information helps students, faculty, and staff know what to expect

during their stay in a foreign country.

- It can ease uncertainties and allows the program director to communicate the risks inherent in study abroad.
- Comprehensive pre-departure information also helps prepare students to cope with the sometimes stressful experience of living overseas.
- It can encourage students to adopt an open, non-judgmental perspective.

The breadth of information included will be determined by the number of staff available to pull together the information, the amount of time available for the orientation, and your target audience. No matter how many resources are available, it will be impossible to include everything, but information should be as complete and accurate as possible. Keep in mind that too much information will be intimidating to readers and may lose its effectiveness.

WHEN AND HOW SHOULD THE PRE-DEPARTURE PACKETS BE DISTRIBUTED?

Student pre-departure packets should be distributed prior to the pre-departure orientation. This gives students an opportunity to become familiar with the information before it is discussed in detail at the orientation. If some students are unable to attend the orientation, the program director may want to send their information packets earlier to allow plenty of time for these participants to read through the packet and ask questions via e-mail or phone.

Faculty and staff will need pre-departure information early, perhaps at a program planning meeting or faculty orientation session. This will provide an opportunity for them to become fully briefed about the program and be well prepared to answer students' questions.

WHAT SHOULD BE INCLUDED IN STUDENT ORIENTATION MATERIALS?

- Information about obtaining passports, visas, International Student Identity Cards (ISIC), hostel cards, and rail passes, as applicable. While passport and visa information should have been distributed in the program acceptance packets, repeating this information in pre-departure packets is a good idea.
- Information about what and what NOT to pack and how much luggage to bring.
- Information about the availability of and access to computers and e-mail, phones, fax machines, and copiers.
- Academic policies such as class attendance, placement exams, homework requirements, syllabi, available facilities (e.g., computer labs and libraries), required text books, grading systems, and procedures for registration and credit transfer at the home campus upon returning from overseas.
- A description of the students' housing and/or host families along with the overseas

address and phone number; the availability of kitchens, lounges, and laundry facilities; the location and availability of phones and computer ports; policies and rules related to accommodations; and their roommate assignment, if applicable.

□ Detailed information concerning meals and types of food available is very important. Students should be well-informed about the number of meals provided and the estimated cost of these meals. If students will be cooking for themselves, include information about the location of grocery stores or markets and the availability of kitchen utensils and appliances.

□ Information about any excursions that will be a part of the study abroad program and any additional costs associated with the excursions.

□ A listing of emergency addresses and phone numbers of campus officials in the U.S. and abroad including names, phone numbers, websites, and addresses of host country hospitals; English-speaking doctors, psychiatrists, and dentists; local police, fire, and ambulance services; and the nearest U.S. embassy or consulate.

□ Estimated living expenses will give students a basis for developing their own budget. From this information, students can estimate how much money they will need based upon their own spending habits and the local cost of living. *Clearly state that the living expenses are estimated and that some students will spend more or less, depending upon their personal spending habits.*

□ Information about the kind of money they should bring and how they can obtain money overseas is essential. Describe the procedure for changing travelers' checks or cash into the local currency, using ATM machines, and the availability and location and hours of local banks or exchange kiosks.

□ Describe the location, availability, and costs of subways, buses, trolleys, trams, funiculars, trains, and taxis near the program site as well as the types of transportation available for longer travel within the host country and surrounding region.

□ Health issues specific to the area, including necessary immunizations, illness prevention, and emergency instructions should be noted. Suggest that students visit a dentist and have a complete physical before departing. Students should discuss their health care needs with their physician before departure and should plan to take sufficient supplies of medications or prescriptions with them (as well as a copy of any prescriptions and the generic name for each. Encourage students to inform the program director of any special medical requirements so that they can be advised about the kinds of services they can expect in the foreign setting.

□ A copy of the State Department's Consular Information Sheet and any travel advisories so students will have an overview of the political climate and safety level of the host country. This information can be found at: <https://travel.state.gov>.

□ Information about differences in the host country's laws and customs which vary significantly from those of the United States is also essential. *Be sure to provide a clear statement that U.S. federal laws are usually not applicable to U.S. visitors in a host*

country and that many infractions carry much more severe penalties than they do in the U.S.

- Information about cultural considerations relating to women, minorities, disabled students, and LGBTQ students overseas is also important. Students should be made aware of how locals might react towards them.
- Detailed information regarding all aspects of the host country and culture, culture shock, and what to expect when returning from overseas is important. A suggested reading list about the host country or region will help to further prepare students.
- Information about any institutional policies which may affect participants once they return to campus, including registration, housing and financial aid requirements, should be included. Directors should inform participants accordingly and should do as much as possible to provide the necessary forms or phone numbers related to campus policies and procedures.

WHAT SHOULD BE INCLUDED IN THE INFORMATION PROVIDED TO SPOUSES/PARENTS/ GUARDIANS?

In some cases, it may be appropriate to give students' spouses or family members a pre-departure packet. However, *packets should never be sent directly to family members unless the students have given written authorization to do so.*

Family packets may include:

- basic program information
- methods of communication
- emergency contact phone numbers and addresses, including information on contacting the program director in the U.S. and while abroad
- a reminder that it is not always possible for program participants to call home at a prescribed date and time and that a missed phone call does not constitute an emergency
- information about culture shock and homesickness, and how program participants may change from the experience, to help family members understand the various emotional and developmental stages participants may experience while overseas
- information about re-entry culture shock
- any institutional policies which may affect participants once they return to campus including registration, housing and financial aid requirements, as well as any necessary forms or phone numbers related to campus policies and procedures

WHAT SHOULD BE INCLUDED IN THE FACULTY/STAFF PACKETS?

Faculty/staff packets should include all information given to students and families plus the following information:

Listings of emergency addresses and phone numbers

Like students, faculty/staff will need names, phone numbers, and addresses of host country hospitals; and clinics; locations and hours of pharmacies; a list of approved English-speaking doctors, psychiatrists, dentists; local police, fire, and ambulance services; and the nearest U.S. embassy or consulate. A listing of campus officials in the U.S. and abroad is also recommended.

College-approved emergency policies and procedures

It is important that faculty and staff familiarize themselves with and understand emergency protocol procedures that are in place and be able to respond appropriately should the need arise.

Guidelines regarding academic issues

These guidelines should include program requirements, exam and assignment policies, grading policies, attendance requirements, add/drop policies, class and faculty evaluation procedures, and final grade submission deadlines.

Types of equipment available

Faculty should be informed of access they will have to fax machines, copy machines, computers, phones, audio-visual equipment, television/VCRs, etc., so that they may plan their courses appropriately.

Accommodations

The location and type of housing provided for the faculty/staff should be clearly described, as well as the local transportation options available.

Excursions or field trips

Provide trip details including the location, accommodations (if applicable), transportation arrangements, and any meals provided while on the trip. Faculty and staff should be fully aware of all responsibilities they may have involving excursions.

Cross-cultural adaptations and cultural shock

Furnish information about the developmental processes that students may experience while overseas, including cross-cultural adaptation and cultural shock, to assist faculty and staff in helping students who are adapting to new surroundings.

Program directors may have additional ideas that would be helpful or enjoyable for students and faculty/staff, such as a calendar of upcoming events in the host country, suggested weekend trips, time and location of various church services, sports and recreational events, etc.

These packets should include as much information as will be relevant and helpful in preparing for a program abroad.

PRE-DEPARTURE PROGRAM ORIENTATION

A comprehensive pre-departure orientation program is crucial to a successful study abroad program and will help ensure that participants have the necessary information and cross-cultural training to ensure a successful study abroad experience. Effective orientations should provide essential program information, including all logistical and academic elements; motivate students to learn about the host culture; and help students to develop cross-cultural sensitivity and cross-cultural adaptation. Generally, the more information students receive before their departure, the smoother their adjustment process overseas.

Ideally, the pre-departure orientation should be conducted by the faculty and staff directly responsible for conducting the program. If possible, prior participants should also be involved. Including international students and scholars from the host country can offer valuable information and insight about the study abroad destination. It may also be a good idea to invite faculty or staff with cross-cultural expertise to address cross-cultural communication issues. It is important that the role and content of each presenter be clearly defined in advance to avoid redundancy and to ensure that all critical issues are adequately covered.

A good orientation program will present the information in a variety of ways, utilizing different audio-visual aids such as slides, transparencies, PowerPoint presentations, and videos. When there is more time available, cultural role-play exercises can be invaluable in bringing to life cultural adjustment issues. The orientation is vital to the success of students' study abroad experience, and therefore every effort should be made to make the program as interesting and relevant as possible. Because much valuable information will be provided during the orientation in a relatively short period of time, it is important to provide as much information as possible in written form so that students can refer back to the information as needed.

Program directors should conduct the pre-departure orientation at least six weeks prior to departure. Although the length of the pre-departure orientation can vary greatly and might be divided into several sessions, an orientation program should last at least three hours. If possible, organize a panel discussion of past program participants. Be sure to leave plenty of time for discussion and interaction; above all, sufficient time must be given for students to ask questions. No student should leave the orientation with any unanswered questions.

Attendance at the pre-departure orientation should be mandatory. If a student cannot attend the orientation, special arrangements should be made to provide the student with an individual pre-departure orientation. If an individual orientation session is not possible, the program

director should make sure that the student receives all of the information presented at the orientation in writing, and the program director should be available for questions.

The content of the pre-departure orientation program should include everything students should know to maximize their study abroad experience and address any concerns or doubts they might have. Students should be given a clear understanding and realistic picture of what to expect, especially regarding the differences they will encounter in the host culture. Students should be given clear guidelines and expectations concerning their conduct while overseas. Give students a clear idea of the academic rigor of the program as well as the amount of free time they might have. It is also helpful to provide a suggested reading list for students so that they can research and read about the background, customs, and culture of their destination. To a large extent, the type, nature, location, and length of the study abroad program will determine the content of the pre-departure orientation. The main goal is to ensure that all the essential information is covered, students' questions are answered, and students feel comfortable about their upcoming experience. Following is a list of some of the topics which should be included.

ESSENTIAL PROGRAM INFORMATION

LOGISTICS:

- ☐ Passports, visas, and other essential travel documents
- ☐ International travel arrangements
- ☐ Packing, luggage
- ☐ Accommodations and roommates or host families, meals
- ☐ Post-arrival travel information (rail passes, International Student ID Cards, youth hostel cards, guidebooks, etc.)
- ☐ Transportation at program site

ACADEMIC INFORMATION:

- ☐ Credit transfer pre-approval
- ☐ Registration and pre-registration for the following term
- ☐ Grading policies
- ☐ Expectations

LEGAL CONSIDERATIONS AND RESPONSIBILITIES:

- ☐ Contracts/Code of conduct
- ☐ Waivers of liability
- ☐ Local laws and regulations

HEALTH AND SAFETY ISSUES:

- ☐ Required immunizations
- ☐ Hospitals, doctors, pharmacies, and clinics
- ☐ Emergency medical procedures and contacts.
- ☐ Program excursions and itinerary
- ☐ Expenses and estimated student budget
- ☐ Foreign currency, travelers checks, transferring money abroad, credit cards, and bank cards
- ☐ How to use telephones in the host country: local calls, international calls, calling cards
- ☐ Other communications: mail, e-mail, fax
- ☐ Class hours and attendance
- ☐ Teaching styles/educational systems
- ☐ Facilities and equipment available
- ☐ Host and home campus policies and rules applicable to program participants
- ☐ Health and safety conditions and insurance issues in the host country
- ☐ Medical and accident insurance
- ☐ Terrorism abroad/State Department Consular Information Sheets and any Travel Advisories or public announcements
- ☐ Prescription medication, eyeglasses, contact lenses
- ☐ Evacuation and repatriation insurance
- ☐ Explanation of health insurance claims procedures, benefits, and exclusions

In addition to the logistical elements of the program, the pre-departure orientation should include information on the host country culture, cross-cultural issues and adaptation, and the unique developmental changes students may undergo while studying abroad. When addressing these topics, it is often helpful to incorporate readings, films, books, journals, testimonials of former participants, and even simulation games. Using a variety of methods will help illustrate these issues.

HOST COUNTRY SPECIFIC INFORMATION

LOCAL AND REGIONAL CUSTOMS

- ☐ Nature of social relationships (e.g., between students and professors, students and their host families, etc.) and styles of interpersonal communication
- ☐ Attitudes towards women, minorities, and other groups
- ☐ Appropriate public conduct

- Political, social, and religious climate of the host country
- Special political, economic, religious, or environmental issues

CROSS-CULTURAL SENSITIVITY AND ADAPTATION

- Understanding and respecting different cultural norms
- How Americans are perceived and received in the host country
- Perceptions of host country nationals
- Cross-cultural communication
- Homesickness and culture shock and phases of adjustment

ON-SITE ORIENTATION

In addition to the pre-departure orientation, program directors should conduct an on-site orientation shortly after arrival.

Elements of the on-site orientation:

- The emphasis should be on students' immediate concerns such as calling home, exchanging money, learning to use local transportation, housing matters, food services, and class registration.
- A campus and city tour soon after arrival is important.
- Allow plenty of time for students to ask questions.
- If applicable, faculty and staff from the host institution, or representatives from third party providers, should be introduced and included in the on-site orientation.

RE-ENTRY AND EVALUATION

RE-ENTRY PROGRAMMING

While it is important for all students who study abroad, re-entry programming is especially necessary for those who have studied abroad for a semester or longer. In general, the greater the cultural differences of the host country, the more important the re-entry activities. However, re-entry activities are important even when students study abroad in countries considered to be culturally similar to the U.S. The purpose of re-entry programming is for students to process their experience, share their experience with other interested individuals, and facilitate re-entry.

Students who study abroad sometimes suffer from reverse culture shock and may have problems adjusting once back in the U.S. They may be disappointed by their friends' or family's lack of interest in hearing about their study abroad experience. Changes in perspectives and values can cause anxiety or discontent which others may not fully understand. Some students may feel that they were more comfortable and at home in the host country. These problems are often exacerbated when students do not anticipate such a response.

Re-entry programming may consist of one or several meetings held both in the host country before the program ends and also at the home campus upon students' return. Sessions should provide opportunities for all students to share their experiences and discuss changes in their attitudes, behavior, and values as a result of studying abroad. Activities should also include cross-cultural communication exercises designed especially for re-entry issues. Such exercises might include values clarification and simulation/role-playing exercises. The following can help address students' re-entry adjustment issues.

PRIOR TO STUDENTS' RETURN TO THE US

- Lead discussions that summarize the experience through discussions among participants and faculty.
- Provide participants with program evaluation materials to help students process their experience and provide feedback to the director to help improve the program.
- Make individual self-evaluations available to allow students to explore how they have changed since arrival.
- Encourage students to make plans to keep in touch with new friends.
- Begin introducing some current events from home via campus and local newspapers.
- Determine whether students need assistance in registering for classes at their home institution and whether pre-registration is possible for them while abroad.

UPON RETURN TO THE HOME CAMPUS

- Find ways to involve program alumni in the recruitment of prospective participants.
- Involve returnees in pre-departure orientation sessions for future participants.
- Organize get-togethers for students once they return.
- Ask returnees to contribute to a scholarship fund for future participants.
- Publicize international events and other opportunities on campus such as international honor societies, organizations, or other clubs on campus or in the local community. Promote student involvement in any on-campus international activities and supply them with potential options for involvement.
- Make former participants aware of work-abroad programs through organizations like

CIEE and BUNAC. Career counseling can point students towards international careers in their field of interest.

- Connect returnees with alumni from their institution who have studied abroad and are now successful business people, politicians, educators, or community leaders.

PROGRAM EVALUATION

In order to ensure the optimal success of a study abroad program, an evaluation should be given the same consideration as any other aspect of the program. No director should fail to address the opportunity to evaluate a program's effectiveness in an attempt to maximize the benefits to students and to determine whether the goals and objectives of the program were met and to more effectively plan future study abroad programs. Through the evaluation, the program coordinator can gauge the degree of learning which took place, the cross-cultural awareness gained, and the personal development and maturity achieved by students. The evaluation can be a tremendous asset for planning future programs and should be the basis for changes or modifications to the program. It is an indispensable part of the process for refining and improving a program, and the institution and department must have a formal role in program evaluation as well.

Students, faculty, and staff should evaluate the following program elements:

- pre-departure advisement and orientation
- academic coursework and methods of instruction
- classroom facilities
- library and computer services
- student support services
- excursions and field trips
- living accommodations and meals
- transportation
- local environment

In addition to collecting written evaluations from participants, it is sometimes useful to conduct an oral group and/or individual evaluation sessions. During the oral evaluation, careful notes should be taken to ensure that all important points are recorded. Both the written and oral evaluation should be comprehensive. It is also very important to explain why the evaluation is necessary and how it will be used.

To ensure that all students complete an evaluation, it is best to conduct evaluations before

departure instead of requesting that students send completed evaluations to the program director after their return to the US. However, it is also a very good idea to conduct a follow-up evaluation three to six months after the program since many students don't realize how the study abroad experience has affected their perspective, personal development, and academic life until some period of time has elapsed. A follow-up evaluation provides students with an excellent opportunity to reflect upon their experience.

WHAT SHOULD BE DONE WITH THE EVALUATIONS?

Based on student, faculty, and staff evaluations, the program director must examine how the program met the needs of the institution, the department, and the students. The program director should provide a comprehensive and formal evaluation to the Education Abroad Committee and to the sponsoring department, no later than one month after returning from travel. The evaluation should include:

- ☐ Perceived strengths and weaknesses of the program
- ☐ The projected and actual costs of the program, both in terms of financial costs and in-kind costs contributed by the program director and program staff
- ☐ Program enhancements or improvements needed
- ☐ Strategies for improvement

The goals, purposes, and objectives of the program that were formally developed in the needs-assessment phase should be re-examined. Determine whether these goals, purposes, and objectives were achieved and whether there were any unforeseen benefits. No program is complete without thorough reflection from various perspectives. Evaluation is the final step in conducting the study abroad program and the first step in planning for the next term.

In addition, you may want to make evaluations available to prospective study abroad students to give them additional resource materials for researching programs. You should request permission from the reviewers to have evaluations released to the public and you should make sure that you have reviewed the evaluations to determine that they are suitable for public dissemination.

Chapter 8 Resources for Study Abroad Advising and Administration

EDUCATION ABROAD COMMITTEE (EAC)

The Education Abroad Committee is faculty-led and operates in a collaborative relationship with the Andrew Young Center for Global Leadership (AYC), thus addressing the College strategic goal of “deepening connections between the work of centers and the curriculum.” Accordingly, the EAC’s work includes a broad scope of program activities abroad (not only study abroad for course credit, but also cultural enrichment, research, internships, service learning, civic engagement, and various combinations of these and other activities with or without course credit). The Office of the Provost appoints the Committee Chairs. For more information, please refer to <http://www.morehouse.edu/abroad>.

GENERAL RESOURCES

NOTE: Please see websites for information on the costs of resources.

Basic Facts on Study Abroad. (2000). White, D. IIE, NAFSA and CIEE. <http://www.nafsa.org>

Basic information for students interested in an educational experience abroad.

CIEE Occasional Papers. Various authors/dates. New York: Council on International Educational Exchange. <http://www.ciee.org>

These reports focus on various aspects of the education abroad field, including studies on U.S. student populations overseas, participation of minorities in education abroad, faculty exchanges, international business programs, the nature of international education, and essential considerations for developing successful programs in the developing world.

Designing Sustainable Educational Linkages with Institutions in Developing Countries. (1995). Jenkins, K. 32 pp. Washington, D.C.: NAFSA. <http://www.nafsa.org/publication>

This practical guide to establishing programs with developing countries outlines the five steps of program development and gives examples of successful programs.

Getting on with the Task: A National Mandate for Education Abroad. Report of the National Task Force on Undergraduate Education Abroad. (1990). NAFSA, IIE and CIEE. Reprinted as an appendix in W. Hoffa, and J. Pearson (Eds.), *NAFSA's Guide to Education Abroad for Advisers and Administrators*. Washington DC: NAFSA: Association of International Educators. *Summarizes studies to date and makes recommendations for expanding education abroad, increasing diversity, making curricular connections, inhibitors to be addressed, and funding education abroad.*

The Guide to Successful Short-Term Programs Abroad. Sarah E. Spencer and Kathy Tuma, editors: (2002). NAFSA. <http://www.nafsa.org/publication.sec>

A practical guide to directing and administering one-to-eight-week programs abroad.

International Educator. NAFSA. Magazine – six issues per year. <http://www.nafsa.org/publication.sec>

Essays on major issues and trends in international education.

Internet Resources for Education Abroad
<http://www.umich.edu/~icenter/swt/study/resources/internet2000.html>

An online list of resources for international education professionals.

Learning Across Cultures. (1994). Gary Althen, Editor.

<http://www.nafsa.org/publication.sec>

Provides a vital overview of cross-cultural communication and a detailed, yet accessible, deconstruction of cultural barriers.

NAFSA.news. NAFSA. Weekly newsletter. Included in NAFSA membership fee. <http://www.nafsa.org>

Explores the latest developments in international educational exchange, carries in-depth examinations of issues and articles on practical applications of knowledge in the field, and provides commentary on governmental actions.

NAFSA's Guide to Education Abroad for Advisers and Administrators, Third Edition. (2005). Patricia C. Martin, Joseph L. Brockington, William W. Hoffa, editors; (866) 538-1927: NAFSA.

<http://www.nafsa.org/publication.sec>

This new edition of the Guide adds such topics as short-term programs, intercultural learning, underrepresented constituencies, and community colleges. All of the topics covered in previous editions have been completely updated to include the latest information and resources.

Optimizing Health Care in International Educational Exchange. John Rogers and David Larsen.

<http://www.nafsa.org/publication.sec>

This free online book offers expert guidance for managing health care services for students in international educational exchange.

Promising Practices: Spotlighting Excellence in Comprehensive Internationalization. (2002). Engberg, D., and Green, M. (Eds.). Washington, D.C.: American Council on

Education.

<http://www.acenet.edu//AM/Template.cfm?Section=Home>

A showcase of the efforts of eight U.S. colleges and universities that are leading the movement to educate a globally competent citizenry. Each case study details the college's goals, programs, and activities related to internationalization, as well as challenges and future plans.

Study Abroad: A Parent's Guide. (1998). William Hoffa. NAFSA.

<http://www.nafsa.org/publication.sec>

Full-length book specifically geared to what parents want and need to know about study abroad. It assumes that even though students working with campus advisers bear the primary responsibility for deciding whether to study abroad and for choosing the program that best matches their academic needs, learning styles, and personal interests, informed parental involvement and support are essential before, during, and after the overseas sojourn.

Transitions Abroad. Bi-monthly magazine available from Transitions Abroad, tel: 413-992-6486 . <http://www.transitionsabroad.com>

This is the only U.S. periodical that gives extensive coverage to all varieties of education abroad, from study, working, and volunteering abroad to socially responsible independent travel.

RESEARCH REGARDING STUDENTS ABROAD

The Journal of Studies in International Education. Association for Studies in International Education (ASIE). Thousand Oaks, CA: Sage Publications.

<http://www.asie.org>

Begun by CIEE, the Journal is now published quarterly by the Association for Studies in International Education. It provides a forum combining the research of scholars, models from practitioners in the public or private sector, and essays.

Open Doors 2015. (2015). IIE: Annual.

<http://opendoors.iienetwork.org/>

Many of the Open Doors tables are also available online at <http://opendoors.iienetwork.org/>. *It provides definitive statistics from IIE's annual survey of the numbers of foreign students studying in the United States as well as the number of U.S. students studying abroad.*

Research on U.S. Students Abroad, Volume II, 1988-2000. Maureen Chao (Ed.). Available online in searchable format at the University of Southern California's web site.

http://globaledresearch.com/book_research_chao_add.asp

A comprehensive listing of detailed abstracts for studies through 2000 on U.S. students

studying or working abroad.

Students Abroad: Strangers at Home. (1992). Kauffmann, N., Martin, J., and Weaver, H. Yarmouth, ME: Intercultural Press. 208 pages.

Examines the study abroad experience from the student's point of view and provides a theoretical framework for understanding the effects of a study abroad experience on students, along with recommendations for increasing the effectiveness of programs.

Study Abroad: The Experience of American Undergraduates. (1990). Carlson, J, Burn, B., Useem, J., and Yachimowicz, D. Westport, CT: Greenwood Press. 243 pages.

Landmark study by a team of American and European researchers on the effects of study abroad on students' learning and development, contrasting students who study abroad with those who do not.

RESOURCES ON UNDERREPRESENTED POPULATIONS IN STUDY ABROAD

Black Students and Overseas Programs: Broadening the Base of Participation. (1991).

Council on International Educational Exchange. New York: CIEE. Free.

<http://www.nafsa.org/publication.sec>

http://www.ciee.org/research_center/archive/CIEE_Education_Abroad_Informational_Documents/1991BlackStudentsOverseas.pdf

Addresses the issue of underrepresented groups in education abroad. Practical and positive advice by faculty, administrators, and students. Authors include Johnnetta Cole, Holly Carter, Robert Bailey, and Margery Ganz.

BMCPIE-L. E-mail group for NAFSA's Black and Multicultural Professionals in International Education (BMCPIE). Subscribe free by sending a message reading "subscribe bmcpie-1 first name last name institution" to: listserv@clemson.edu; leave subject field blank.

E-mail announcement group for advisors interested in promoting greater involvement of minorities in international education.

Building Bridges: A Manual on Including People with Disabilities in International Exchange Programs. (2000). Mobility International. Eugene, OR: Mobility International.

<http://www.medbox.org/preview/528b1a7a-bca8-4b92-af2b-41bf1fcc7b89/doc.pdf>

Nearly 200 pages of suggestions and creative ideas for including, recruiting and accommodating people with disabilities in international programs.

NAFSA Rainbow SIG

<http://www.indiana.edu/~overseas/lesbigay/>

A special interest group within NAFSA: Association of International Educators that serves to counsel international students and study abroad students who are gay, lesbian, bisexual, or transgendered.

A World Awaits You (AWAY). Mobility International. Eugene, OR: Mobility International. Free.

<http://www.miusa.org/resource/booksjournals/world-awaits-you-youth-disabilities>

A journal of success in international exchange for people with disabilities. Includes personal experience stories, accommodation information, and opportunities for people with disabilities.

RESOURCES ON CROSS-CULTURAL ADAPTATION

American Cultural Patterns: A Cross-Cultural Perspective. (1991). Stewart, E., and Bennett, M. Yarmouth, ME: Intercultural Press. 208 pages.

<http://www.amazon.com/American-Cultural-Patterns-Cross-Cultural-Perspective/dp/1877864013>

Contrasts the assumptions and values of mainstream American culture with other cultures of the world. Analyzes patterns of perception, thinking, behavior, and belief which characterize culture in four major categories: form of activity, form of social relations, perception of the world, and perception of the self.

The Art of Crossing Cultures (Second Edition). (2001). Storti, C. Yarmouth, ME: Intercultural Press. 158 pages.

<http://www.amazon.com/The-Art-Crossing-Cultures-Edition/dp/1931930538>

Analyzes the personal challenges inherent in the cross-cultural experience, based on psychological and communication theory as well as on the perceptions of some of the world's greatest writers.

The Exchange Student Survival Kit. (1993). Hansel, B. Yarmouth, ME: Intercultural Press. 122 pages.

<http://www.interculturalpress.com/store/pc/mainIndex.asp>

<http://www.amazon.com/The-Exchange-Student-Survival-Kit/dp/1931930317>

Covers issues from cultural baggage to culture shock and re-entry. Although the book is based on high school students' experiences, it would be useful for any kind of student exchange.

Learning Across Cultures. (1994). Althen, G. (Ed.). Washington, D.C.: NAFSA. 200 pages.

<http://www.nafsa.org/publication.sec>

A collection of essays providing an up-to-date overview of cross-cultural theories and practice. Writing on topics from counseling student sojourners ("Revisiting the U-Curve of

adjustment") to cross-cultural training. Contributors include Judith N. Martin, Margaret Pusch, Janet and Milton Bennett, Kay Thomas, Gary Althen, and others.

Maximizing Study Abroad: A Student's Guide to Strategies for Language and Culture Learning and Use. (2002). Paige, R. M., Cohen, A., Kappler, B., Chi, J., and Lassegard, J. Minneapolis: University of Minnesota.

<http://www.nafsa.org/publication.sec>.

Guide aimed at students who want to make the most of their study abroad experience; it helps students identify and use a wide variety of language and culture learning strategies.

Survival Kit for Overseas Living: For Americans Planning to Live and Work Abroad (Fourth Edition). (2001). Kohls, L. R. Yarmouth, ME: Intercultural Press. 204 pages.

<http://www.interculturalpress.com/store/pc/mainIndex.asp>

Provides a series of practical, do-it-yourself exercises for Americans planning to live and work abroad. Offers guidelines on how to set objectives for an overseas experience, how to become a foreigner with style and understanding, how to get to know one's host culture, and how to combat culture shock.

Theories and Methods in Cross-Cultural Orientation. (1986). Martin, J. (Ed.). Special edition of International Journal of Intercultural Relations. Vol. 10, no. 2. Pergamon Press. Out of print, but available in libraries.

This series of articles addresses theoretical issues related to cross-cultural orientation and training. Several of these are reprinted in the Paige volume, Education for the Intercultural Experience.

Transcultural Study Guide. Volunteers in Asia. (1975; reprinted 1987). 155 pages. Order from VIA, P.O. Box 20266, Stanford, CA 94309; tel: (415) 725-1803.

A series of questions designed to help students make the most of an educational experience abroad.

The Travel Journal: An Assessment Tool for Overseas Study. (1991). Taylor, N. New York: CIEE. Occasional Paper on International Educational Exchange No. 27. Free from CIEE. http://www.ciee.org/research_center/occasional_papers.aspx

Practical guide to writing and evaluating student travel journals.

Writing Across Culture: An Introduction to Study Abroad and the Writing Process. (1995). Wagner, K., and Magistrale, T. New York: Peter Lang Publishing Inc. 154 pages.

Recommended by the authors for pre-departure reading, this book discusses culture shock and coming to terms with it through writing an "analytical notebook," achieving cultural- and self-understanding in the process.

FUNDING FOR STUDY AND RESEARCH ABROAD

Financial Aid for Research and Creative Activities Abroad 2006-2008. (2005). Schlachter, G. A., and Weber, R. D. (Eds.). El Dorado Hills, CA: Reference Service Press. 432 pages. Revised every 2 years. http://www.rspfunding.com/prod_prodalpha.html

Lists 1,200 funding sources available to support research, professional development, teaching assignments, or creative activities. Sources mainly for graduate students, post-doctorates, professionals; relatively few for undergraduate and high school students. Indices for level of study, location, and subject.

Financial Aid for Study and Training Abroad 2006-2008. (2005). Schlachter, G. A., and Weber, R. D. (Eds.). El Dorado Hills, CA: Reference Service Press. 398 pages. Revised every 2 years.

http://www.rspfunding.com/prod_prodalpha.html

Lists 1,000 funding sources available to support formal educational programs such as study abroad, training, internships, workshops, or seminars. Sources for high school students, undergraduate, and graduate students, and post-doctorates; some for professionals. Indices by level of study, location, and subject.

Financial Resources for International Study: A Guide for U.S. Nationals. (1996). O'Sullivan, M., and Steen, S. (Eds.). New York: Institute of International Education. 320 pages.

<http://www.iiebooks.org/finresforins.html>

Authoritative and comprehensive directory based on a survey of over 5,000 organizations and universities in the United States and abroad. Lists funding sources available to support undergraduate, graduate, post doctorates, and professional learning abroad from study and research to internships. Indices by level of study, subject, and organization name.

Free Money for Foreign Study. (1992). Blum, L. New York: Facts on File, Inc. 262 pages.

Lists, both by country and subject, more than 1,000 grants and scholarships that can help a student finance study abroad.

The International Scholarship Book: The Complete Guide to Financial Aid for Study Abroad. (1990). Cassidy, D. Upper Saddle River, NJ: Prentice Hall. 389 pages.

Lists and details more than 1,700 graduate and undergraduate scholarships, grants, and internships for study in dozens of countries and in every major academic field.

HEALTH, SAFETY, AND TRAVEL ABROAD

Able to Travel: True Stories by and for People with Disabilities. (1994). Alison Walsh (Ed.). London: Rough Guides.

Country-by-country coverage of travel around the world by people with disabilities. First-hand accounts and practical information.

British Foreign and Commonwealth Office

<http://www.fco.gov.uk>

Provides country-specific information on traveling safely in the UK and around the world.

Canadian Department of Foreign Affairs and International Trade

<http://www.dfait-maeci.gc.ca>

Contains Canada-specific information on traveling safely.

Centers for Disease Control (CDC), Traveler's Health

<http://www.cdc.gov/travel/>

The federal government's CDC provides the latest and most authoritative information on health conditions and immunizations for travel worldwide.

The Electronic Embassy

<http://www.embassy.org/>

Web sites and contact information for foreign embassies in the U.S.

Foreign Embassies in the U.S. (U.S. Department of State)

www.state.gov/s/cpr/rls/fco/

Web sites of foreign embassies in the U.S.

The Handbook for Women Abroad. (1991). Wemhoener, J. (Ed.). 61 pages. Available from Kenyon College, Office of International Education, Gambier, OH 43022; tel: (614) 427-5637. *Features first-hand accounts of women who studied, worked, and traveled worldwide. Topics include feminism, sexual harassment, religion and gender, friendships and dating, and host family dynamics. Project was sponsored by a NAFSA COOP grant.*

International Dialing Guides and Access Numbers.

AT&T Free upon request; tel: (800) 222-0400; fax: (800) 805-6663.

<http://www.consumer.att.com/global/english/>

MCI. <http://www.minutepass.com/>

Sprint. http://csg.sprint.com/faq/cc_ldi_accessguide/ Global One Universal Card.

www.globalcalling.com/iseip

Guides to access numbers abroad for reaching U.S. telephone companies.

International Travel and Health. World Health Organization. 2005.

<http://www.who.int/ith/en/>

An annual journal that provides details about vaccination requirements and side effects, disease hazards, food and drink, sexually transmitted diseases, and basic suggestions for travel organizers.

International Travel Health Guide 2006. (2006). Rose, S. Travel Medicine Inc. Available from Travel Medicine for \$19.95; tel: (800) 872-8633.

<http://www.travmed.com>

Includes a list of travel clinics.

Key Officers of Foreign Service Posts. U.S. Department of State.

<http://foia.state.gov/mms/KOH/keyoffcity.asp>

Lists addresses, telephone, and fax numbers of every U.S. embassy and consulate abroad. Also lists names and titles of Foreign Service officers.

Links to United States Embassies and Consulates Worldwide. U.S. Department of State.

<http://usembassy.state.gov/>

Links to U.S. embassies and consulates abroad that have websites.

OANDA Corporation

<http://www.oanda.com/converter/classic/>

Useful website in determining U.S. dollar - foreign currency equivalents.

A Safe Trip Abroad. U.S. Department of State.

http://travel.state.gov/travel/tips/safety/safety_1108.html *Many useful tips for safety abroad.*

Safeti

<http://www.globaled.us/safeti>

Develops and disseminates resources to support study abroad program development and implementation, emphasizing issues of health and safety.

Services and Information for American Citizens Abroad. U.S. Department of State.

<http://travel.state.gov>

Describes support services for U.S. citizens overseas from A to Z.

Student Travels. Free from STA Travel; available free in bulk for education abroad offices; tel: (800) 781-4040.

<http://www.statravel.com/>

Magazine with information on rail passes, insurance, work, and study opportunities abroad, airfares, car rentals, and other services offered by STA Travel. Includes articles by students

on their experiences abroad.

Study Abroad Health Insurance

http://www.usg.edu/oie/study_abroad/resources/health_safety.phtml

Information on the University System of Georgia study abroad health insurance provider, CISI.

Time Around the World

<http://www.timeanddate.com/>

This website lists the current time of virtually every country in the world and gives you a formula for calculating it from Greenwich Mean Time.

Travelers Medical Guide: Practical Advice for a Safe Trip. (1990). Haas, E. Traveler's Health Publications. *This is a pocket guide in which general preparedness is emphasized.*

U.S. Department of State Travel Warnings and Consular Information Sheets. U.S. Department of State. <http://travel.state.gov>

Warnings for travel to particular countries as well as Consular Information Sheets containing general travel information about most countries, including country descriptions, entry requirements, availability and condition of medical facilities, crime and safety information, and location of U.S. embassy.

INTERNET RESOURCES

INTERNAL INSTITUTIONAL LINKS

For the link to Morehouse College's education abroad programs, please go to <http://www.morehouse.edu/centers/leadershipcenter/studyabroad.html>

ORGANIZATIONS RELATED TO INTERNATIONAL EDUCATION

Association of International Education Administrators (AIEA)

<http://www.aieaworld.org/>

A membership organization composed of institutional leaders engaged in advancing the international dimensions of higher education. Information on grants, public policy, and the AIEA annual conference.

The Forum on Education Abroad (The Forum)

<http://www.forumea.org>

An organization whose members are educational institutions, consortia, agencies, organizations, and individuals that provide, direct, or manage educational opportunities in the field of education abroad.

Georgia Association of International Educators (GAIE)

<http://www.gaie.org>

Professional resource for international educators in the state of Georgia.

Institute of International Education (IIE)

<http://www.iie.org>

Provides information about services and publications offered by IIE, including Fulbright and other scholarships, IIE's directory of education abroad programs (HE Passport), and the Open Doors surveys (statistics on international education).

NAFSA: Association of International Educators

<http://www.nafsa.org>

The primary professional organization for advisors and administrators in international education. NAFSA publications and essential resources for professionals.

LISTSERVS**GAIE-L**

<http://www.gaie.org>

Discussion group for international educators in the state of Georgia.

SECUSS-L

<http://listserv.buffalo.edu/cgi-bin/wa?SUBED1=secuss-l&A=1>

http://www.secussa.nafsa.org/list_index.htm

Essential discussion group for university education abroad advisors. List managers are volunteers of NAFSA's MicroSIG team, acting on behalf of the SECUSSA team. Searchable SECUSSA archives are located at <http://listserv.buffalo.edu/archives/secuss-l.html>.

U.S. Department of State Listservs

<http://www.state.gov>

Sign up to receive updated Consular Information Sheets and travel warnings by e-mail or subscribe to other State Department listservs.

ASSOCIATIONS, AGENCIES, AND PUBLISHERS

American Association of Collegiate Registrars and Admissions Offices (AACRAO). One

Dupont Circle NW, Suite 520, Washington, DC 20036; tel: (202) 293-9161; fax: (202) 872-8857; e-mail: info@aacrao.org. <http://www.aacrao.org/>

Professional association and publisher of guides for evaluating domestic and international transfer credit.

Council on International Educational Exchange (CIEE). 7 Custom House, 3rd Floor, Portland, ME 04101; toll free (800) 40-STUDY; fax: (207)-553-7699; e-mail: info@cieee.org. <http://www.cieee.org>

Information on study, work, and volunteer programs offered through CIEE, membership in the consortium, and CIEE's Occasional Papers in International Educational Exchange.

Institute of International Education (IIE). IIE Books, Fulfillment Center, PO Box 1020, Sewickley, PA 15143-1020; tel: (800) 445-0443; fax: (301) 206-9789; e-mail: iiebooks@abdintl.com. Free catalog.

<http://www.iie.org>

Publisher of authoritative directories for study or teaching abroad and financial aid, and distributor of Central Bureau (United Kingdom) publications on working abroad.

Mobility International USA (MIUSA). 132 E. Broadway, Suite 343, Eugene, OR 97401 e-mail: info@miusa.org; tell TTY (541) 343-1284; fax: (541) 343-6812.

<http://www.miusa.org/>

Publications and videos on including persons with disabilities in international exchange and travel programs.

NAFSA Publications. NAFSA Publications Center, PO Box 391, Annapolis Junction, MD 20701-0391; tel: (800) 836-4994; fax: (412) 741-0609, <http://www.nafsa.org>. Free catalog. For membership information, contact NAFSA: Association of International Educators, 1307 New York Avenue, NW, 8th Floor, Washington, DC 20005-4701; tel: (202) 737-3699; fax: 202737 3657; e-mail: inbox@nafsa.org.

<http://www.nafsa.org>

Essential publications for advisors and administrators in international educational exchange.

Transitions Abroad. Transitions Abroad Publishing, PO Box 745, Bennington, VT 05201 . Tel: 413-992-6486 .

<http://www.transitionsabroad.com>

A magazine with directories of resources for study, work, and educational travel abroad, as well as selected articles on international topics.

APPENDIX

PROGRAM FEE SCHEDULE(sample)

"PROGRAM NAME HERE"

Travel Destination & Dates:

Director's Name & Phone:

Contact's Name & Phone:

Number of Participants: 20

Number of Faculty/Staff: 3

Total Travel Days: 27

PARTICIPANT COSTS	Rate	Max Participant Costs	Number of Participants	Amount
Airfare		\$500.00	20	\$10,000.00
Administrative Fee		\$530.60	20	\$10,612.00
Program Fee		\$2,704.00	20	\$54,080.00
Institute (External) Fee	\$0.00			
Participant Per Diem	\$810.00			
Lodging	\$1,350.00			
Ground Transportation	\$250.00			
Presenter 1	\$15.00			
Presenter 2	\$15.00			
Activity 1	\$100.00			
Activity 2	\$50.00			
Materials/Supplies	\$30.00			
Travel Visa	\$10.00			
Travel Insurance	\$54.00			
Uniforms	\$20.00			
Other Expenses		\$210.00	20	\$4,200.00
Baggage Fees	\$50.00			
Inoculations	\$150.00			
Incidental Fund	\$10.00			
Emergency Fund Fee		\$25.00	20	\$500.00
Subtotal		\$3,969.60		\$79,392.00

FACULTY/STAFF COSTS	Rate	Max Employee Costs	Number of Faculty/Staff	Amount
Airfare		\$500.00	3	\$1,500.00
Teaching Salaries	6	\$6,000.00		\$6,000.00
Faculty 1	3			
Faculty 2	3			
Faculty 3	-			
Travel Stipends		\$1,000.00		\$1,000.00
Employee 1	1,000			
Employee 2	-			
Employee 3	-			
Program Fee		\$704.00	3	\$2,112.00
Institute (External) Fee	\$0.00			
Faculty/Staff Per Diem	\$144.00			
Lodging	\$150.00			
Ground Transportation	\$250.00			
Activity 1	\$100.00			
Activity 2	\$50.00			
Travel Visa	\$10.00			
Travel Insurance	\$0.00			
Other Expenses		\$210.00	3	\$630.00
Baggage Fees	\$50.00			
Inoculations	\$150.00			
Incidental Fund	\$10.00			
Emergency Fund Fee		\$0.00	3	\$0.00
Subtotal		\$8,414.00		\$10,612.00

TRAVEL BUDGET TEMPLATE

Morehouse College

Program Director/ P.I.

Program Manager

Phone Number

Email Address

Travel Period		Org	Program
Fund Code			
Program Name			

Account Code	Account Description	Budget
6101	FT Faculty Salaries	
6102	PT Faculty Salaries	
6104	Administrative Assistant Salaries	
6105	Support Staff Salaries	
6121	Stipends-Faculty	
6136	Curriculum Development Stipend	
6201	Fica	
7102	Faculty/Staff Travel	
7103	Student Travel	
7104	Local Transportation	
7107	Outside Seminar and Workshop Fees	
7114	Uniforms	
7117	Instructional Supplies	
7119	Other Supplies	
7133	Other Outside Printing	
7134	Printshop Allocation	
7155	Student Health & Accident Insurance	
7159	Off-Site Transport.& Housing Costs	
7160	Postage	
7161	Publicity	
7162	Photography and Video Taping	
7166	Appreciation and Recognition	
7171	Subscriptions and Publications	
7172	Recruitment-Students	

7177	Equipment Rentals	
7178	Facility Rentals	
7179	Honoraria	
7215	Consulting Services	
7216	Medical Services	
7219	Other Professional Services	
7801	General Food	
7809	Other Travel	
7823	Lecture Series	
7828	Cultural Enrichment Activities	
7845	Contingency (For Emergency Fund)	
Total		\$0.00

JE Description:

Entered to Banner by
Journal Entry Number
Transaction Date
Entry Date

Zelphia White

