



FURMAN

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Rinker Center for Study Away  
and International Education

## **Faculty-Led Study Away Programs**

### **Faculty Director's Handbook**

*Revised August 2019*

Dear Program Directors,

This faculty handbook has been designed to assist faculty and staff in developing study away programs, and to provide guidelines that will assist faculty, staff and administrators in conducting, developing and improving Furman's study away programs.

The Rinker Center for Study Away & International Education provides services to assist faculty and staff in developing study away programs. Please feel free to contact us as you develop and prepare your programs.

***Nancy Georgiev***  
***Director***  
***Study Away and International Education***

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***Assistant Director***  
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## STUDY AWAY & INTERNATIONAL EDUCATION CONTACT INFORMATION

Please e-mail [nancy.georgiev@furman.edu](mailto:nancy.georgiev@furman.edu) to report any incidents, medical or otherwise as soon as possible. The Center for Study Away must stay well informed so that we can respond to phone calls from parents.

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## INTRODUCTION TO STUDY AWAY AT FURMAN

The Rinker Center for Study Away and International Education is responsible for centralizing information, updating and adhering to policies, guidelines, and procedures, and providing support to faculty, staff, and students around the university's many study away programs. In an era of tightened budgets, increased international security concerns, and growing student demand for study away experiences, it is essential to have a centralized office.

Over half of Furman students study away during their undergraduate career. More than eighty percent of those students (approximately 500 each year) choose to study away with Furman faculty members. They know you, they trust you, and they like the creativity and academic rigor you bring to courses and your programs. Often, parents also feel better knowing that "Furman" (i.e. you!) will be watching over their son or daughter overseas. In addition to faculty-led study away programs, Furman students can elect to participate in other types of study away programs for academic credit, including affiliated programs offered by other universities or institutions, exchange programs, or programs with no Furman affiliation.

At Furman, study away is considered to be any credit-bearing experience which requires students to spend a significant amount of time (more than 10 days) away from campus. Study away programs take many forms, limited only by the creativity of the faculty directors and the feasibility of new ideas.

Some examples of programs that would not be considered official "study away" experiences are spring break service-learning trips, student organization tours, or courses requiring domestic field trips lasting several days.

## STUDY AWAY PROGRAM LEADER RESPONSIBILITIES

As you would anticipate, administering a study away program will require different tasks and skills other than those you typically use on campus. Faculty who direct programs wear many hats. At the end of it all, you will have helped to make a profound difference in the lives of your students. You will have formed deeper bonds with students than is possible in the classroom, and enriched their lives and yours in the process.

### Teaching

- Teach one or more course(s)
- Take responsibility for the academic quality and integrity of the program
- Liaise between Furman University and host institution or locally employed faculty and staff
- Select and review local faculty
- Train/coach local staff and faculty on background and learning styles of U.S. students
- Create course schedule
- Adhere to Furman University academic standards and policies
- Incorporate local institutions and sites into lectures to provide local content
- Create meaningful opportunities for students to interact authentically with peers in the host environment
- Establish a sensible pace for program activities
- Evaluate students' progress

- Accommodate students with disabilities
- Create opportunities for students to push their comfort zone through the semester
- Blur the line between class and the living environment
- Provide ample opportunities/assignments for reflection on the experience as a whole
- Manage expectations in what students will gain from the experience
- Create and encourage opportunities for students to interact with the host culture

### **Advising**

- Communicate program expectations, participant responsibilities, and provide details about environmental conditions and activities
- Discuss the program in detail and outline the nature of the program including possible difficulties and risks, while being sure not to discourage the student from applying to the program
- Encourage the student to contact their treating specialist/physician and provide them with a document that details the nature of the study away program including itinerary, modes of travel, nature of the academic program, accommodation and housing
- Provide at least one pre-departure meeting for your students before departure
- Advise students on academic policies: add/drop, pass/fail, late or missed classes
- Answer student questions (registering for courses, locating research materials, early departure, negotiating with a host family, local culture, communication problems with a boyfriend, etc.)
- Provide on-site orientation
- Navigate emotional and mental adjustment problems
- Help students think of their non-academic goals for the program and allow them time for reflection

### **Administrative**

- Available/on-call 24-7 during the program
- Design the program
- Create and manage the program budget
- Market the program, recruit, interview and select student participants
- Request a University Credit Card and/or Cash Advance at least six weeks prior to travel
- Account for cash advance and university credit card spending with receipts for expenditures no later than one month after the conclusion of the program
- Arrange and coordinate group travel, meals, reservations, activities, events
- Arrange and coordinate student housing
- Provide contact information for faculty leaders and a detailed itinerary with contact numbers and addresses off-campus
- Monitor student conduct
- Respond to emergencies: have systems and resources in place to effectively deal with any physical and mental health problems
- Handle disciplinary problems
- Secure classroom space
- Respond to parents' concerns with help from Study Away & International Education
- Enforce safety measures
- File final (actual) budget within two months of the conclusion of the program

## Skill Requirements

- Excellent organizational skills
- Careful attention to detail
- Budget management skills
- Ability to incorporate experiential learning activities and high impact practices into curriculum
- Demonstrated ability to work well with individuals from diverse cultural, national, and linguistic backgrounds, and to collaborate successfully with diverse audiences across an institution
- Ability to effectively manage numerous short-term and long-term tasks
- Ability to exercise sound judgment in stressful situations
- Demonstrated knowledge of and interest in international issues
- Foreign language proficiency (if necessary)
- Flexibility/ability to adapt
- Willingness to honor local standards without violating institutional policy

Adapted from Wallace, J., Cates, S., Ricks, T., & Robinson, R. (2005). Chapter five: Faculty roles. In J. Brockington, W. Hoffa & P. Martin (Eds.), *NAFSA's guide to education abroad for advisors and administrators* (3rd ed., pp. 75-92). Washington, D.C.: NAFSA: Association of International Educators.

## PLANNING A STUDY AWAY PROGRAM

Directing a study away program requires a significant amount of time and energy. If you're considering leading a study away program for the first time, the most important thing you need to do is to begin planning early. Email [ben.efird@furman.edu](mailto:ben.efird@furman.edu) to set up an initial planning/advising meeting to help you get started.

Furman's study away programs seek to cultivate in our students values such as openness, mutual respect of other cultures, civic responsibility, global awareness, and bold intellectual inquiry. Accordingly, your new program proposal should demonstrate how your proposed course of study is consistent with Furman's overall quest for academic excellence and engaged learning. Why do students need to leave campus to engage the proposed course content? How will you facilitate students' exposure to people and places that lend depth to subject matter? What provisions will you make to ensure the health and safety of the group? The study away program proposal process is designed to help you think through such academic questions, as well as program logistics.

## PROPOSING A STUDY AWAY PROGRAM

### Department Chair Approval

All study away programs are designed and planned largely through cooperation between the individual faculty member(s) and his or her department. It is critical that your department chair supports you in teaching departmental classes away from campus, and feels that the department can cover on-campus teaching needs in your absence, so s/he is probably the first person you will want to approach. The chair must approve your proposal and any new courses before the Study Away Committee can review your proposal.

### Study Away & International Education Director Approval

Any new study away program must be discussed with the Director or Assistant Director for Study Away and International Education for initial review and suggestions prior to submitting a proposal. Request this meeting as early as possible but no later than one month before the proposal deadline. The Director or Assistant

Director for Study Away can help with development of plans and a budget, suggestions or concerns about locations, issues related to program and course credits, issues related to marketing, recruiting and safety of students while on study away. This early dialogue also allows for proper planning for the complete slate of semester programs and May X programs that are likely to come before the Study Away Committee for review, and determining if there are similar study away programs in either semester or May Experience that are in existence and hence may compete with the proposed programs.

### **Study Away Committee Approval**

Submit your proposal online on the study away website. Your proposal will be forwarded to the Study Away Committee for evaluation. If the Study Away Committee has questions regarding your proposal, you may be asked to submit additional information or to attend a Committee meeting in person to provide clarification. New proposals, if approved by the Study Away Committee, are submitted to the faculty at the next faculty meeting.

### **Program Budget Approval**

The budget is a work in progress and is likely to change as you negotiate prices and add or eliminate items from your itinerary. Until you know exactly how many students will be traveling, budgetary adjustments will occur. Your initial target budget will be determined in collaboration with the Study Away Director or Assistant Director.

- MayX programs must strive to keep all-inclusive costs at or below \$6000. Domestic programs are often less expensive and range from \$3000 - \$4500.
- Summer programs range from \$6000 - \$14,000 depending on the number of credits students are earning, the length of time away, and the activities involved. Students will be billed the equivalent of summer tuition rates (approximately \$1000 per credit), plus summer room, board, and airfare and a \$250 study away fee.
- Semester Programs: Students are billed Tuition, Room, and Board plus a \$250 study away fee. Program budgets should not exceed \$22,000 without detailed reasoning and approval from the Director for Study Away. Most faculty-led semester programs cost between \$15,000 - \$20,000. Any remaining funds after the program ends will be used to create new scholarships and to support faculty development.

### **New Course Approval (via Course Proposal System)**

If your program will incorporate new courses, those courses must be submitted to the Curriculum Committee using the course proposal system. Deadlines for course proposals are published on the Curriculum Committee webpage and are usually due at the same time as the study away proposal. Programs should not advertise major or general education credit for specific courses until approval has been granted by the Academic Policies Committee (APC).

## **CHECKLIST TO ASSIST IN STUDY AWAY PROGRAM DEVELOPMENT**

The checklist below applies to the development of Furman-administered study away programs. Some of the items on the checklist below are tailored more for international study away development, and if so, are designated as such. This checklist has been adapted from the fourth edition of the *Standards of Good Practice*

*for Education Abroad* (2011) established by The Forum on Education Abroad.

**Purpose & Goals:**

- ☐ The study away program's purposes, goals and educational objectives are consistent with and support the Mission and Strategic Plan of Furman University and departmental needs.
- ☐ The quality of co-sponsoring institutions, travel agencies, and/or organizations is known.
- ☐ The quality and credentials of foreign faculty, guest lecturers and staff are known.

**Academic Quality and Program Details:**

- ☐ The following have been determined for each course:
  - Course title
  - Course prefix and number
  - Credit hours
  - Course description
  - Contact hours
  - Syllabus for each course with corresponding CV for all proposed faculty members slated to teach each course
  - Prerequisites and eligibility requirements have been established, if applicable
- ☐ The course content, variety of experiences, and length of the program are sufficient to achieve the program's stated objectives.
- ☐ Courses are at least as academically rigorous as those offered at Furman in the U.S.
- ☐ Field trips are planned in advance as integral components of courses and are developed and led by faculty.

**Student Learning and Development:**

The program provides opportunities that encourage student development (e.g., leadership skills, service orientation, maturity, tolerance for ambiguity).

- ☐ The study away program has stated educational objectives that foster student learning and development.
- ☐ The program provides opportunities for local engagement.
- ☐ If applicable, the program provides opportunities for host country integration in living arrangements.
- ☐ The program provides mechanisms for fostering students' independence and self-direction.
- ☐ Structures exist for students to set individual learning goals for their time abroad within the context of the program's overarching goals, and to monitor and measure their progress toward these goals during and after the program.
- ☐ The program has an established process for regularly collecting and analyzing data to assess the degree to which it is accomplishing each; and utilizes these findings to monitor, maintain, support, and continuously improve student success.
- ☐ Admissions requirements are consistent with the program's purposes, goals, and educational objectives.

**Inter-Cultural Understanding:**

The study away program fosters inter-cultural understanding.

- ☐ Students are encouraged to reflect on their own value system in a structured manner and in the context of living in a different culture.



- ☐ Academic studies, support services, and integrative activities such as ethnographic observation or journaling exercises contribute to students' appreciation and respect for people with differing cultural values.
- ☐ Academic experiences are designed to help students observe and understand the political, economic, cultural, and social institutions of the host city or country and to compare and contrast them with similar institutions in the U.S.
- ☐ Integrative activities assist students in acquiring general adaptive skills that prepare them to live in a cultural milieu different from their own.
- ☐ Opportunities exist for students to interact with people of different backgrounds. For example, an agreement between the program and local universities or other entities for access to sponsored activities and student clubs.
- ☐ Assessments are made of students' comparative knowledge of multiple cultures before and after the program and compared to those of a control group.
- ☐ Assessments are made of students' abilities to adapt to a different culture.
- ☐ Assessment of students' cultural learning is used to enhance the program's orientation and training programs, curriculum, student services, and integrative activities

### **Language and Communication:**

The study away program encourages the development of language and/or intercultural communication skills.

- ☐ Students are tested and placed in appropriate language courses, if applicable.
- ☐ Language instruction, when appropriate, is integrated into program courses and activities.
- ☐ In language development courses, students gain a perspective of the host country's values, history, culture, and current status.
- ☐ Out-of-classroom opportunities are provided to develop oral, listening, and writing skills in the language of the host country.
- ☐ Students are encouraged to use the host language as much as possible in the program, in class, and on excursions.
- ☐ Students engage in periodic self-evaluation of their communication skills in the language of the host culture.
- ☐ Students are adequately prepared for language courses or direct enrollment in institutions where language ability is a prerequisite.
- ☐ Students' language and/or inter-cultural communication skills are assessed before and after the program and compared to those of a control group in order to continuously evaluate the program's effectiveness in this area.

### **Academic Growth:**

The study away program provides academic learning opportunities appropriate to the program's mission.

- ☐ Courses are available to students that effectively support students' academic progress in their major fields or their general education.
- ☐ The curriculum takes advantage of local resources for discipline-specific learning.
- ☐ The course content and pedagogy exposes students to different perspectives on the discipline.

### **Academic Coursework at Host Institutions:**

If your program includes a component of partnering with a host institution or organization, it's important that the organization provides an academically challenging program of study. Here are some questions to consider when evaluating host institutions:

- ☐ How well do host institution courses meet the academic requirements of students' home institutions?
- ☐ How do the Furman faculty directors ensure that students will be appropriately evaluated in the host institution courses?
- ☐ How clear are host institution course requirements to students?
- ☐ How do the Furman faculty directors inform students in advance about policies with respect to course credit, registration changes, or course withdrawal?
- ☐ How clear are the host institution's guidelines to students for what is expected of them, for how their performance in the course will be evaluated, and on the host country teaching styles and expectations?
- ☐ How is the academic program organized to enhance student engagement in the intellectual, political, cultural, and social institutions of the host country, and consistent with the program mission?
- ☐ If the program involves direct enrollment in host university courses, how do the Furman faculty directors effectively prepare students for course requirements, differences in classroom culture, and teaching styles?
- ☐ If the program involves direct enrollment in host university courses, how effectively do the Furman faculty directors advise students on enrollment in courses that best suit their interests, needs, and preparation?
- ☐ How do the Furman faculty directors explain Furman requirements to the host institution faculty the requirements of home institutions for course work abroad?
- ☐ What tutorial support does the organization offer for students having academic difficulties?
- ☐ How are out-of-classroom activities integrated within class course work?
- ☐ How are students encouraged to compare and understand differences and similarities between home and host countries?
- ☐ How are students guided toward appropriate learning strategies and methods for successful integration in the host academic culture?
- ☐ What appropriate feedback do students receive about their class work and exams?

#### **Internships and Field Research:**

When offered for credit, internships and field opportunities have appropriate academic and field supervision. Consider the following questions if an internship or field research component exists:

- ☐ How are internships or field research opportunities related to one or more other courses in the program or to the program's location, language, or theme(s)?
- ☐ What preparatory or parallel courses (e.g. field research methods or contextual studies in relevant disciplines) are required and/or provided in order to facilitate academic credit for an internship or a field research project?
- ☐ How regularly do qualified academics or other professionals monitor internships or field research components, and evaluate and grade student performance in them?
- ☐ What research paper or other substantial final assignment is required in order for students to synthesize learning in internships or field research projects so that they may obtain academic credit?
- ☐ How consistent is the award of credit for internships or field research projects with home institution standards for awarding such credit?
- ☐ How does the organization adhere to appropriate ethics in its research and in its guidelines for student research projects, particularly involving human subjects?

#### **Faculty Qualifications and Facilities:**

- ☐ U.S. faculty have professional qualifications in their fields, knowledge of and experience in the host culture, and commitment to the program's objectives.
- ☐ If the Study Away program will be led by a single faculty director for any length of time while off-campus, provide a contingency plan that articulates and describes back-up resources that will see the program through to fruition.
- ☐ Foreign faculty are selected based on their professional qualifications, college-level teaching experiences and effectiveness, and commitment to the program's objectives.
- ☐ The academic facilities are conveniently located, sufficient to support the curriculum, and adequately equipped.
- ☐ Housing, local transportation, meals, social activities, and other activities are organized to encourage students to partake in intercultural exploration.
- ☐ Students have access to educational resources and library materials to complete course assignments.

#### **Orientation:**

- ☐ A pre-departure orientation (at least one meeting) is provided to program participants. A tentative outline of the orientation has been developed. (Study Away will facilitate a mandatory pre-departure orientation for all students to review general information).
- ☐ Orientation upon arrival in the host city (domestic programs)/country (international programs) and ongoing orientation through regular contact with the program/faculty director is provided to assist students in adjusting to living and learning in the new environment.

#### **Services:**

- ☐ The program provides a clear explanation of how housing arrangements for student and faculty will be made and under what circumstances, if any, housing arrangements may be changed.
- ☐ The program provides a clear explanation of what arrangements are made for meals.

#### **Health, Safety and Security:**

- ☐ Furman's international travel insurance policy has been read and understood.
- ☐ Facilities that are leased by the program and used for instruction, accommodations, meal serve, and faculty offices are considered clean and in good repair according to reasonable and customary standards of the host city/country/culture.
- ☐ The program has a plan for handling medical emergencies and other emergencies at the study site and while on excursions or field trips.
- ☐ High risk activities are identified such as participation in athletic events, scuba diving, or other water activities, strenuous activities, exposure to dangerous plants or animals, extreme environmental conditions (high altitude), mountaineering with ropes, farm visits, or work with animals, homestays.
- ☐ The program directors monitor the U.S. State Department Travel Advisories and Alerts.
- ☐ The program directors will monitor information from the Centers for Disease Control (<http://www.cdc.gov/travel>). Appropriate inoculations for travel to the country and illnesses that may be experienced by visitors to the country will be explained to students.

#### **Itinerary:**

- ☐ A program itinerary has been developed and corresponds with program goals and academic objectives.
- ☐ The itinerary is cross-referenced in the budget or budget narrative
- ☐ The initial itinerary should include main ideas for travel, activities, and academics.

- ☐ The itinerary should include on and off campus activities, travel days, accommodations, activities, excursions, events, group meetings, study days, tests/presentations, visits, speakers, etc.
- ☐ A final itinerary with extensive details will be provided to the Rinker Center for Study Away prior to departure. It will include addresses and contact information for group accommodations, as well as accurate dates of travel, flight information, travel agency contact information, etc.

#### **Costs and Budgeting:**

- ☐ The program budget incorporates a contingency fund for emergencies and unexpected expenses (\$100 for MayX and \$200 for Semester and Summer)
- ☐ Expenses included in the program cost are specified, such as, but not limited to, faculty director expenses, health and accident insurance, housing, meals, local transportation in the host country/city, international transportation, orientation expenses, and field trips.
- ☐ Estimates of other costs that students will likely incur but not pay to the program sponsor are specified, such as laundry, additional meals, books, course-related expenses, along with other various living expenses not included in the budget.

#### **Publicity:**

Consider the following marketing strategies:

- ☐ Information meetings
- ☐ Flyers distributed around strategic points on campus
- ☐ Announcements in your classes
- ☐ Furman Study Away website
- ☐ Furman Study Away Fair (during Family Weekend in late September or early October)
- ☐ Facebook/Twitter

Depending on the type of publicity, you should consider including the following information:

- ☐ Explanation of the program's purpose, goals, and educational objectives
- ☐ Description of housing facilities and meal arrangements
- ☐ Explanation of items included in the program costs
- ☐ Explanation of other probable costs for participants that will not be paid covered
- ☐ Explanation of admissions requirements, prerequisites and deadlines
- ☐ Challenges of the destination (foreign language, difficult terrain, access to medical facilities, etc.)
- ☐ Statement that application to the program does not guarantee admission
- ☐ Explanation of travel arrangements.
- ☐ Contact information: faculty director names, email addresses, office numbers

#### **Information Meetings:**

Students want to know:

- ☐ The topic and purpose of the course: Interest meetings give you an opportunity to showcase your program and highlight the features that will appeal to students based on a number of factors including location, relevance to studies, hands-on aspects, exposure to topics/cultures/languages/peoples, academic credit, affordability, etc.
- ☐ The faculty members' expertise and interest which often excites interest in the students
- ☐ What to expect during the study away program in terms of housing, meals, strenuous activities, costs, free time, and excursions
- ☐ How many students will you ideally take

- What are the selection criteria or prerequisites? Will you interview applicants?
- We encourage you to emphasize the curricular component of the course, academic assignments, and academic expectations so that you are sending the message that emphasizes the academic nature of the program.

## RECRUITING & ENROLLING STUDENTS

The Center for Study Away and International Education sets deadlines each year for selection of students, and students' submission of required deposits and paperwork. These deadlines are very carefully constructed to allow adequate time for program planning; to ensure equal access to all Furman study away programs for students; and to facilitate overall university planning and administrative efficiency. Faculty directors should plan to meet all published deadlines.

The following is a summary that outlines the responsibilities and tasks that study away program directors need to complete before, during, and throughout the application process.

### **During the Application Process:**

- Hold info meetings about your program. Study Away will block times for info meetings and directors will sign up for times a month or so in advance
- Contact students who showed interest. Collect emails and reach out.
- Students will apply online at the study away application portal (most wait until the night before to submit the application).
- Scholarships and Financial Aid: Furman scholarships, financial aid, state aid, and federal aid are applied to semester faculty-led programs the same as if a student was on campus. Study away-specific scholarships are available for semester and MayX programs for eligible students. These scholarships are in addition to any need-based aid students currently receive.
- Interview your applicants and email study away a list of students you will waitlist, accept, or decline.
  - In the interest of equity, the Rinker Center for Study Away and International Education asks that directors
    - 1) articulate the characteristics they seek in successful applicants before reviewing applications, being prepared to provide this list to students if requested,
    - 2) develop and adhere to a standardized application procedure. Typically, a program which recommends a Furman director must have a minimum enrollment of twelve.
  - Diverse groups of passionate students can facilitate a level of learning beyond the students' or faculty's expectations; likewise, the excited but weaker student might gain or contribute more than the over conscientious 4.0 student. In striving for diversity within the program group, you might consider an application that draws out the following information: international travel experience, grade level, major, academic or personal interest in the program, hometown, and foreign language background (where relevant). While the Rinker Center for Study Away & International Education does not want to insist that seniors be given priority, we ask you to be

mindful of seniors in the applicant pool for whom this may be the last opportunity to participate in a study away program while at Furman. Ultimately and to be clear, faculty directors have discretion over the selection of students for their program.

- Study Away will check the conduct records for all applicants and inform faculty directors of the results.
- Students will be notified on a uniform deadline date of their status.
- Once accepted, students pay a non-refundable \$500 deposit, sign a standard Consent and Indemnity Agreement, Financial Agreement, submit emergency info, passport details, and health information.
- Students do not need to sign up for courses at Furman; rather, they are entered into a 16-credit placeholder for semester programs or a 2-credit placeholder for MayX programs.

#### **Prior to Departure:**

- EIIA Study Away Medical Insurance: The university's philosophy on risk management and off-campus programs is set forth in File 367.5. The Center for Study Away and International Education is responsible for identifying and evaluating appropriate insurance coverage as per policy 367.1. All students and faculty engaging in Furman business abroad are able to use Furman's international insurance policy, EIIA. No registration is needed.
- EIIA's latest and updated brochures are available at the study away website. Please direct students to the website.
- Individual program directors may request approval from the Associate Academic Dean and Director for Study Away for a course on study away to be a pass/fail course. NOTE: this policy implies that students cannot elect the pass/fail option for a study away course on their own, as they might for other courses on campus.
- Request a Cash Advance by completing a Workday Spend Authorization at least two weeks prior to travel.
- Each traveling faculty member should request a Corporate Travel Credit Card at least six weeks prior to travel, and well in advance of the first purchase to be put on the credit card. Please email Cassie Klatka in study away to get the process started.
- Standard corporate card limits for study away directors are \$10,000/single transaction limit and \$50,000/monthly transaction limit. If you believe you need more than this, indicate such on your request form.
- Cardholders who are traveling on a study away program are required to attend a training session on how to create a spend authorization and complete expense reports in Workday. There are different instructions for choosing cost centers and specifying study away-specific categories that need your attention and understanding.
- Directors will be required to log into Workday regularly after making purchases to reconcile the expense within 30 days of the purchase date.
- Study Away recommends keeping all receipts in case of a discrepancy.
- Submit a completed study away emergency contact form including emergency contact phone numbers for all traveling faculty and program partners, a detailed itinerary, and flight information to the Rinker Center for Study Away and International Education. The Itinerary should contain as many details as possible, including dates of travel, names of hotels, address and telephone numbers. Send this to the Study Away

Administrative Coordinator (Cassie Klatka). We may need to contact you while you are away, and we also occasionally receive questions from parents about students' whereabouts.

#### **Upon your Return:**

- Submit grades for the courses you taught.
- Account for cash advance and corporate card expenses in Workday by submitting expense reports within 30 days of return, or by fiscal year end (June 30), whichever is sooner.
- Submit checks for reimbursement of funds to Furman University if you did not use your full cash advance.

## **TRAVEL PLANNING**

**VISAS:** Visa applications for many countries are becoming more and more complicated and time-intensive. Please consult with the Rinker Center for Study Away if participants require visas for participation. Remember that if your program is not affiliated with a host university that offers the complete academic program and course work, it may make sense and be within the rules to have students apply for "tourist" rather than "study" visas. Additionally, be aware that your students who are not U.S. citizens will need to follow the unique application requirements of their home country. Traditionally, we have expensed the cost of the visa application to the program budget for students and directors.

**LOCAL PLANNING WITHIN COUNTRY:** Each faculty director has the responsibility to plan in-country activities that will expand the students' cultural awareness of the region and also enhance the overall academic experience.

#### **TRANSPORTATION, EMBASSY REGISTRATION, AND CDC:**

- <http://www.tsa.gov/> has information about flight regulations. Especially relevant is the "Travelers with disabilities and medical conditions" section.
- <http://www.travel.state.gov/> is the U.S. State Department website for Americans overseas and has lots of helpful information. The Rinker Center for Study Away and International Education will enroll all students and faculty who are US citizens in the [Smart Traveler Enrollment Program](#) (STEP).
- <http://wwwnc.cdc.gov/travel/> is the Center for Disease Control and Prevention site on travel health. It is the gold standard for general and site-specific travel health information.

## **FREQUENTLY ASKED QUESTIONS ABOUT THE BUDGET**

**Can I use a travel agency or other assistance to help me plan the program?** It can be helpful to use an agent to coordinate in-country travel and logistics. Care should be taken to choose an agency that specializes in academic study abroad services rather than recreation and tourism. Travel agencies charge a fee which raises the overall cost of the budget. Quality study abroad travel agencies can arrange guest lecturers, visits to local universities, lodging in dormitories, and academic excursions, in addition to providing transportation. Before contacting a travel agent, talk to the Rinker Center for Study Away for recommendations.

**Can we teach some of our lectures in the term prior to travel so we don't have to spend as much time lecturing abroad?** No – students are only registered for your course during the study away term and they should not be expected to burden themselves with extra lectures when your course is not in session. In addition, assignments from your course should not be extended beyond the end of the term. Some faculty

choose to teach a related course in the term prior to the study away program. Team-building exercises are acceptable such Clifton Strengths Training.

**How many students are required for a program?** With few exceptions, the program minimum is around 10-12 students, and the maximum is 26 students. Most semester programs have approximately 18 students, and most MayX programs have approximately 20 students.

**What costs should be considered when planning for excursions?** Other things to consider include transportation, admission fees, tour guides, guest speakers and gratuities. If there are extra meals during the excursions (which have not been budgeted somewhere else), you should include those, too.

**What kinds of excursions are appropriate?** The majority of your excursions should be directly related to the academic content of your courses. You should also include cultural elements in your excursions. The number of excursions that are primarily recreational and for tourists should be limited and not included in the program fee. If students wish to engage in recreational activities, they can do so during their free time and at their own expense.

**What are student meal allowances?** In some cases you may want to provide the students with cash for a meal. When you disburse the funds, you must have each student sign a receipt with his/her full signature. The heading for the sign-off sheet must include the purpose, date of disbursement, amount given per student in foreign currency, total number of recipients, and the calculation of the total amount represented by that particular student receipt.

**Can we use university housing and meal plans before or after traveling overseas?** Yes – with some advanced planning.

- **MayX:** Students on programs that require on-campus meetings will be allowed to remain in their assigned spring semester residence until the date of departure from campus. No meal plans are available; students may choose regular admission to the on-campus dining hall or the program can purchase meal coupons from their budget to pay for student meals during their time on-campus. Be sure to communicate these expectations clearly to students during the recruitment and selection process so that they are prepared and can budget effectively.
- **Semester:** Programs that spend some time on campus must budget for a portion of the semester housing costs based on the number of weeks students will be on campus. The most advantageous length of time to spend on-campus is between five and eight weeks. This provides the best deal for on-campus housing and on-campus meal plans.

**Are Faculty directors given the total amount of the program fee to spend on site?** Faculty members are expected to manage their entire budgets and will have access to the funds that they budgeted for.

- MayX programs will have access to the entire program fee collected from each student, but should arrange to keep part of the collected fees as a contingency fund to be used in case of an emergency.
- For semester programs, the tuition, room and board amount that will be billed to the students on study away will be different from the amount for which you would have secured approval which will not exceed \$22,000 per student.

**Do I have to plan for every expenditure?** We understand that you may have unexpected expenditures and that you will want to take advantage of opportunities as they arise. Keep this in mind as you plan financially, and build a cushion into your budget to accommodate these items.



**Who is given the program administration stipend?** That varies from program to program – but it is intended for the faculty member who does the task of organizing the program. Some directors split the administration stipend and others prefer that it is given to the faculty member that does the administration. It is up to the faculty directors to decide.

**Will I receive a per diem?** Faculty directors will have their per diem calculated by Study Away, and it will be deposited into the faculty member's checking account before travel. The purpose is to pay for all meals not provided by the travel agency or for group meals. Faculty do not need to keep receipts for their meals paid for out of the per diem and do not need to reimburse Furman for unused per diem money.

**Can I buy my own plane ticket?** Yes, but Furman will reimburse you for up to the cost of the group's standard airfare. For international programs, it is expected that at least one faculty member will accompany the group on international flights. With permission from the Rinker Center, the students may travel unaccompanied.

**Can I go early or stay longer than the students?** Please ask the Rinker Center. We may provide permission for you to go a day or two earlier than your students to make some initial arrangements or to close up shop at the end of the program. Your study away budget should not be expected to for international conferences, free time activities, vacation, or other Furman responsibilities such as research, etc.

**Is ground transportation to the departure airport covered for faculty?** Furman will cover reasonable costs for faculty (standard shuttle, rental care, flight; no private limo).

**How should we budget excursions for faculty?** In general, you can use the same total that you use for students. Simply divide the total cost of excursions for the entire group by the number of people in the group (students plus faculty).

**If there is a faculty director leading the program, how many guest lecturers are permissible?** Guest lecturers are different from foreign instructors. Two to four seems to be about average. If you are taking students on excursions and an on-site representative is talking to the students, you should include payment/honorarium in the costs of that excursion. Honoraria for guest lecturers range widely depending on the credentials of the individual, the role they play in the program, and the standards for honoraria in the host country. (The standard is the host country, NOT the US). The average payment for a one-hour lecture is around \$75-\$100. You must submit an honorarium receipt (signed by the guest lecturer or faculty member) for all foreign faculty and guest speakers. Citizens of the United States must complete a W-9 and will be paid later by check.

**What types of supplies can we purchase?** The average request for supplies should not exceed \$150. In general the supplies category refers to consumable supplies – things like paper and pencils. It is assumed that faculty director lead the programs as "experts" and have ownership of items related to their discipline. They should not be part of supplies. If you are designing a program with high technology costs – that may mean required internet use for class, videotapes, DVDs, digital cameras/video/photography equipment, please talk to the Center for Study Away about how those costs will be covered – they are not usually included.

**Does the university reimburse personal travel-related expenses?** We cannot reimburse you for personal items (travel clock, electric plug adaptor, reading lamp, etc.) which you may wish to purchase to make your on-site lodging more comfortable, nor can we cover the cost of a passport or standard, routine immunizations or other medical procedures.

**Are cell phones or communication devices covered?** Cell phone rentals and purchases are not normally covered and will only be reimbursed if they stay within the communications budget. The average amount varies considerably, but a good starting figure would be \$150.

**How can I pay for a medical emergency?** Illness which necessitates a student's hospital care, doctor's care, or prescription medication can be paid with University funds in an emergency situation, but expenses should be reimbursed to the faculty director or program budget. Let the Rinker Center know if you plan to use program funds to help a student pay for medical expenses.

**How do we account for tips or other gratuities?** Your budget should include gratuities. The gratuity should be accounted for in the appropriate categories rather than all in one lump sum. If the tip is associated with an excursion, it should be charged to the excursion. It is not necessary to present receipts for tips; however, you must keep a diary of all tips.

**Do I need receipts for everything?** We strongly encourage you to collect receipts for everything, including expenses that cost less than \$25. This helps you remember what you spent when you submit your expense report in Workday. If you cannot get a receipt, we recommend always carrying a small notebook and recording the date, expense, location, and expense type so you can later enter it into Workday.

**Do I need itemized receipts?** Credit card receipts alone from restaurants are generally not acceptable. Obtain a receipt that itemizes food and beverages purchased. For small amounts for which no receipt is available (bus or subway fare), please keep a diary of the expenses.

## FINANCIAL MANAGEMENT

Furman offers a range of financial services to support both domestic and international travel programs. The information that follows is intended to provide you with important details about some of the most common payment and cash handling methods used by faculty on study away programs. Faculty should consult with the Rinker Center for Study Away and International Education and with Furman's Financial Services Staff to determine the most suitable options for payments, and cash availability in their destination country.

### WIRE TRANSFERS

To avoid handling large sums of money, we recommend that faculty directors arrange for pre-payments to travel agents, affiliated institutions and other such parties through wire transfers. Wire transfers can be sent either in US currency or in the local currency of the destination country.

**Requests for wire transfers should be made at least a week in advance of the payment due date.** The processing time varies by bank and country and it may take several days to a week for the payment to be deposited into the payee's account. The process may take longer if the initial request is incomplete. We are required to collect a W-8 or W-8BEN form from the vendor for international wires.

Wire transfer requests should be sent to the Director for Study Away, either via email or campus mail. Requests must include a copy of the appropriate itemized invoice to be paid and all of the following payment information:

Account Holder's Name (the Payee):  
Account Holder's Address:  
Account Holder's Telephone No:  
Name of the Bank:  
Address of the Bank:  
Bank Swift Code:  
Account Number (IBAN):

## **UNIVERSITY CREDIT CARDS**

Furman travel credit cards are VISA credit cards issued to Furman faculty and staff for specific department or program expenses. Furman's credit cards are issued by JP Morgan.

The Rinker Center for Study Away and International Education requires each Furman faculty or staff member traveling with a Study Away program carry a Furman travel credit card. Although faculty members on the same program might choose to use a single travel credit card for the majority of their program expenses, if both faculty members have a travel credit card, there will be a backup in case one card is lost or stolen, in an emergency, or in the event that faculty members must travel separately.

Furman's Purchasing & Travel Office will contact you to set up your credit card. Standard Credit limits for study away program directors are \$10,000/single transaction limit and \$50,000/monthly transaction limit. If you believe you need a higher limit, this should be indicated on your travel card request form. You should be aware that travel cards cannot be used for cash advances.

Faculty directors who currently have travel cards issued to them for department expenses may use the same travel card for study away. Workday usually defaults to your department, so take care when selecting the cost center and worktags.

Instructions for using Workday will be provided in study away training sessions and online in the faculty toolbox.

## **CHECK REQUESTS**

Typically, faculty directors should make payments by using wire transfers or a Furman Travel credit card as described above. If a vendor insists on a check, you should submit a Check Request Form, along with a copy of the invoice, and the name and address of the vendor to whom the check should be made payable. **Check requests should be submitted at least 2-3 weeks before the invoice is due** to allow time for the check to be issued and mailed. Because transit times vary, additional notice may be required for some destinations.

## **CASH ADVANCES**

Faculty Directors should estimate the amount of cash they will need during travel and request a cash advance. All cash advances will be directly deposited in the faculty member's designated "non-payroll" bank account. Faculty who have not set up this account or who wish to designate a different account must do so through the MyFurman portal, under Financial Information. You will need the bank routing number and account number.

To submit a request for a cash advance, complete the Cash Advance Request form available at

[www.furman.edu/international](http://www.furman.edu/international). **Cash Advance Requests should be sent to the Rinker Center for Study Away and International Education at least 2 to 3 weeks prior to the date needed.**

The Rinker Center for Study Away and International Education recommends opening a separate bank account or a separate checking account for program related expenses, to keep this distinct from your personal checking account. Having a separate banking account solely for Study Away cash advances allows for easy tracking and bookkeeping. Be sure that the bank/credit union issues you an ATM card for this account. Typically, new ATM cards take about 2-3 weeks to process.

Some things to remember:

- If there are two faculty members, do not pool cash advance monies. Cash advances are given to individuals, not programs. Each individual receiving a cash advance must reconcile their own expenses. Faculty should keep a record of and save vendor receipts for each transaction.
- Cash advance expenses and corporate credit card expenses should be tracked separately. These two types of transactions require different reconciliations upon your return to Furman.
- If you anticipate using an ATM to access your cash advance from another country, be sure to account for ATM withdrawal fees and understand your daily account withdrawal limits. Keep in mind that individual ATMs may have lower daily limits.
- If the cash advance you took was greater than the amount spent on your program, you will need to refund the appropriate amount back to the university after your program has ended when you reconcile your expenses.

### **GETTING FUNDS WHILE OVERSEAS:**

Additional cash advance funds may be requested by submitting a new Spend Authorization.

### **Relevant Travel and Entertainment Guidelines**

As per Furman's policy 370.4, all meal charges require names and affiliation of all attendees (if 5 or less people are in attendance at the meal) indicated on the receipts. This is particularly important while entertaining guests while away. If there are more than five (5) individuals at the business meal, the host of the event must be listed on the receipt, as well as the number of others in attendance, in lieu of listing the name and affiliation of each individual at the meal. Please note that as per policy 370.4, failure to provide a business justification and attendees may result in the entire cost of the meal being reported as taxable income on the employee's W-2 Form. The incurring of any meal expense must comply with the guidelines contained in policy 388.4 Travel and Entertainment.

Failure to account for a cash advance within 30 days will result in suspension of cash advance privileges; reporting the advance to the IRS on the traveler's W-2; or withholding of taxes on the advance from the traveler's (faculty director's) paycheck. Once an unsettled advance has been added to the traveler's W-2, it cannot be reversed even if settled.

## **MARKETING AND INFORMATION SESSIONS**

Directors of Study Away programs must secure the approval of the Director for Study Away & International Education prior to any marketing, advertising, recruiting, planning or scheduling of the proposed travel study

program. Adequately marketing of a study away program helps to ensure 1) students' equal access to that program, and 2) interest by a sufficient number of serious applicants.

Word-of-mouth is the best marketing. Students trust their friends, and often become interested in opportunities that their classmates or siblings have enjoyed. While this strategy leaves new programs at a disadvantage, it is important to remember that the returning students from a given year's program will be its cheerleaders for future iterations.

The Rinker Center for Study Away & International Education works across the student body to increase overall awareness about study away opportunities. We assist faculty program directors in marketing their specific programs in the following ways:

- Providing a program table at Furman's Family Weekend Study Away Fair each fall.
- Maintaining a program description on the study away website with links to your website or flyer.
- Posting your program information session on our website, on our social media outlets, in our office, and on our digital sign.
- Organizing information session slots (room, time, date) for you that are automatically displayed on our calendar

Be sure to address students' pressing questions: program cost, timing, course credits, and pre-requisites. You can also have fun by introducing the itinerary, some photos from past trips, food from the destination country, or a student recently returned from the program.

## WORKING WITH STUDENTS WITH DISABILITIES

Since the passage of the Americans with Disabilities Act in 1990, study abroad offices must offer similar services to non-disabled and disabled students. Decisions regarding accommodations for study abroad programs are complex. The 1990 Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 provide a guide for institutions to assist them in developing policies and practices. The ADA cannot however require institutions and programs abroad to be accessible and fully compliant as per ADA laws and regulations set forth in the United States, but institutions are expected to follow best practices and provide reasonable academic modifications on their programs abroad.

If you become aware that a student has a disability and is applying for, or is a participant in, your program, discuss the program in detail and outline the nature of the program including possible difficulties and risks, while being sure not to discourage the student from applying to the program. Refer to the Program Expectations Inventory that you completed at all of your informational meetings. Encourage all students contact their support team on campus to discussion study away concerns.

Another good source for faculty and the student alike is *Mobility International*, a non-profit organization that is committed to empowering people with disabilities around the world. In particular, they can provide assistance and guidance on international programs and exchanges. Keep the Rinker Center for Study Away & International Education informed so that they are in conversation with our health insurance provider and have an understanding of what exactly will be covered in the event of an emergency.

## ADDRESSING BEHAVIOR, CONDUCT, AND MENTAL HEALTH ISSUES

Adjusting to another culture can be a prime factor in causing stress or aggravating a pre-existing condition. Behavioral warning signs, student conduct and alcohol abuse for example on campus may provide an insight on adjustment and behavior while on the study away program. Separate from the issue of behavioral problems is the case for students with a diagnosed and pre-existing medical condition. If a student self-discloses a mental health issue, encourage them to talk with their treating physician.

***With regard to addressing behavior and conduct issues, faculty are encouraged to take the following steps prior to the selection process:***

**Step 1:** Remind students that their acceptance into a study away opportunity was dependent on a review of their behavioral, academic and student conduct records. They are required to sign off on this information in their online application. The Rinker Center for Study Away & International Education will send a list of all students who have applied to participate in study away opportunities to the Student Life Office to review their behavioral and student conduct records.

**Step 2:** The Student Life Office will send a report to the Rinker Center for Study Away & International Education. The report will detail the nature and date of the violations. If there are behavior interventions that have occurred with a particular student, the Rinker Center will contact the faculty director.

**Step 3:** Faculty directors should not automatically preclude a student from participating in a study away program because of a behavior violation or intervention. The nature of the violation, the time that has passed since the violation, corrective and intervention steps that have been taken on the part of the student should all be considered in making a final determination.

***With regard to addressing issues related to mental health, faculty are encouraged to take the following steps:***

**Step 1:** Discuss the program in detail and outline the nature of the program including possible difficulties and risks, while being sure not to discourage the student from applying. After selection is confirmed, encourage all students to contact their treating specialist/physician and have a conversation based on the Program Expectations Inventory. Faculty directors will have the ability to communicate with the Student Life Office and the Counseling Center to garner guidance when dealing with students under these circumstances.

**Step 2:** The Director, the Study Away staff members and the Student Life staff (Counseling and Student Life) will meet to review and discuss any student concerns which have arisen during the study away selection review process. This group will determine if any conditions need to be placed on the student towards completion of the program while studying away.

**Step 3:** The Student Life Office in conjunction with the Rinker Center for Study Away & International Education and the Associate Academic Dean's Office will provide behavioral condition letters for students who are approved for study away opportunities if it is deemed through documented student behavioral history that the student has experienced significant behavioral difficulties on campus. The student may be allowed to participate in study away programs if there are appropriate conditions and/or treatment plans available

while participating in study away. All such plans will be reviewed by the Counseling Center and/or Student Health Services as needed.

Once these steps have been taken and a student has been cleared to participate on a program, faculty should inform students on the importance of carrying an adequate supply of medication, if applicable, since regulations for prescriptions overseas are often vastly different overseas. The consequences of going off their medication and/or interaction of medication and alcohol need to be clearly articulated. Faculty should recommend that students create and maintain a health/mental health care action plan with their doctor or health care specialist.

***If a problem does arise while on study away, the following steps should be taken:***

**Step 1:** Faculty directors must communicate as soon as an issue arises with the Student Life Office, the Rinker Center for Study Away & International Education, and the Counseling Center to garner guidance when dealing with students who demonstrate disruptive, inappropriate or endangering acts of communications while participating in study away programs.

**Step 2:** The faculty directors must document in writing the student behavior and conduct which arise while students are participating in study away and immediately share these reports with the Center for Study Away & International Education, the Associate Academic Dean's Office, and the Student Life Office to determine if further follow up or administrative action needs to take place.

## **RISK MANAGEMENT AND EMERGENCY PREPAREDNESS**

### **RISK MANAGEMENT WORKSHOPS FOR FACULTY**

The Center for Study Away understands that faculty are not equipped to handle emergencies on study away. To ensure best practices in risk management and safety on study away programs, the Center for Study Away & International Education will develop and implement pre-departure workshops for all faculty directors planning to participate on study away programs. All faculty on study away programs will be **required** to participate in a half-day workshop once per year. New workshops with updated information on risk management and with new or additional group and simulation exercises will be developed on an ongoing basis.

### **WHAT IS RISK MANAGEMENT?**

Administrative, supportive and behavior actions taken to reduce the likelihood of harm or injury to students.

To effectively reduce risks consider:

- Student personalities: Adventurous, risk takers, friendly, overseas for the first time, curious, energetic, accommodating, independent, feel invulnerable, introverted/extroverted.
- Student behaviors: Trust others, drink alcohol, accept invitations quickly, speak loudly, travel to remote areas, travel alone, stay out late, friendly to strangers, dress differently from local people, speak English
- Study Away environment(s): Natural hazards, urban issues, remote environments, living arrangements, public transportation.

- How do these factors increase risk? Lack of experience in a new culture results in inappropriate behavior; students draw attention to themselves and the group; let their guard down, invite unwanted attention, believe they are invincible, expose their own vulnerabilities.

### **ACTIVITIES THAT SUPPORT STUDENT SAFETY**

- Conduct a pre-departure and on-site orientation at each new site
- Pre-departure: Discuss conditions on-site, food, physical activities, extra demands, culture shock, medications, etc.
- On-site: Develop and explain your emergency action plan
- Set a curfew
- Enforce a buddy system
- Set rules for independent travel itineraries and collect itineraries/contact info
- Set limits/ parameters on where students are allowed to go
- Require students to share travel details and itineraries
- Enforce check-in time/curfew
- Communication protocol
- Screen host families
- Discuss hotel/dormitory safety
- Research local medical facilities
- Confirm students have medication
- Train co-leader on emergency preparedness
- Ensure all participants' TerraDotta records are complete
- Print and pack students' TerraDotta information
- Emergency protocol
- Emergency contact card
- Provide maps; show students around

### **IN HOTELS/APARTMENTS:**

- Lock and bolt doors
- Do not leave valuables in sight or in rooms
- Close and lock windows
- Use do not disturb sign
- Leave the tv/lights on when not in room

### **HOST FAMILY SAFETY:**

- Screening process for host families
- Locks on students private rooms
- Locks on bathroom doors
- Communicate expectations to students and families
- Visit students and families together to facilitate a discussion/address concerns
- Keep family informed of whereabouts and schedule

### **PROTECTING YOURSELF FROM LIABILITY**

- Plan, plan, plan
- Document, document, document
- Act and respond appropriately and quickly, guided by instincts and laws
- Restrict alcohol consumption because students are watching



- Do not allow students to enter your private room, apartment alone. Have a second faculty member present or another student. Locate a public space for talking with students, and let students know you cannot talk with them alone in your living quarters.
- Be a good role model
- Set boundaries with your students and be cautious of what you share with them
- Do not encourage students to participate in activities not covered by Furman's insurance (caving, bungee jumping, rock climbing, SCUBA diving, zip lining, sky diving, etc.) and do not engage in these activities yourself
- Frequent communication between faculty directors
- Communicate with the study away office
- Take resources, phone numbers with you electronically or physically
- Bookmark local maps
- Research where you are going
- Keep abreast of the news where you are traveling
- Heed all warnings
- Know where to find help – carry numbers/addresses with you
- Know what services are available to help you

## EMERGENCY PROCEDURES

As a faculty director on Study Away, your responsibilities do not pertain just to the classroom and the academic program. Students will rely on you for advice, assistance in adjusting to a new environment, and especially when they are sick or ill. Your role as a faculty director becomes larger in the instance of a medical emergency. Please note that under the Buckley Amendment and FERPA students reserve the right to prevent the release of educational records to parents without permission of the student. While this pertains to release of academic information including transcripts and grades, FERPA would extend to medical emergencies on study away program. If a student on your program has a medical illness or emergency, you cannot contact the parent without permission of the student. You should urge the student to be in touch with their parents and facilitate the process (cell phone, email, text message). You may ask for permission to contact the parent, but note that you cannot do so without permission from the student.

Other emergencies and contingencies extend to muggings, assaults, or theft. Programs may find themselves caught up in potentially violent demonstrations or political situations. Students may fail to report on time at the end of the weekends of allowed travel. It is important that students know where faculty directors are in the event of an emergency. Faculty directors should be sure that students have a way of contacting them 24 hours a day, 7 days a week.

### **A GENERAL EMERGENCY ACTION PLAN (EAP)**

1. **TAKE CONTROL & STABILIZE THE SITUATION:** *Get to the scene and take control as soon as possible.*
  - a. In an emergency, your first responsibility is to safeguard the safety and well-being of program participants. Do whatever is necessary to stabilize the situation such as obtaining prompt and appropriate medical attention or police protection.
  - b. If the director cannot get to the scene, take steps to remedy the crisis and prevent further negative development. Such steps might include advising on-the-scene participants to get help.

- c. In the case of an emergency that disrupts electronic communication, gather at a pre-arranged location to account for all students and follow the directives of local authorities.
- d. *You will be reimbursed for all expenses relating to the management of an emergency.*
- 1a. **LOCATE ALL PARTICIPANTS:** *For emergencies concerning the whole group*
  - e. Begin the process of accounting for the whereabouts of all participants.
- 2. **DOCUMENT THE INCIDENT:** *Gather essential information, such as*
  - a. Where the emergency location is
  - b. Who is involved (contact names and telephone numbers)
  - c. When the incident occurred
  - d. Where the student(s) is now
  - e. Whether rescue operations are needed
  - f. What measures have already been taken
  - g. Whether there are witnesses
- 3. **CONTACT STUDY AWAY:** When you have done all that you can reasonably do to assure the students' well-being, immediately contact the Rinker Center for Study Away and International Education. Study Away is the principal conduit of information for the Furman University upper administration and the media, so timely and accurate information from onsite is critical. *Study Away General Line: 864-294-3274; Nancy Georgiev: 864-294-3092*
- 4. **DETERMINE IF OTHER INDIVIDUALS NEED TO BE CONTACTED:**
  - a. Embassy, on-site contacts, hotel, student participants, etc.
  - b. Parents of participants
  - c. Social media etiquette reminders
- 5. **FOLLOW UP:**
  - a. Communicate important information, a plan, recommendations, put participants on standby, etc.
  - b. Monitor students for reactions, complete their requests and/or direct them to support services.
  - c. Dispel rumors.
  - d. Follow-up communication with faculty directors on-site will occur primarily via email (provided internet access is available). Faculty directors should regularly check their Furman e-mail account for updates and instructions.
- 6. **DO NOT MAKE ANY STATEMENTS TO THE PRESS:**
  - a. Notify News and Media Relations at Furman University of any statements to the media that on-site faculty may have found necessary to make. Refer all inquiries to News and Media Relations, and record all calls and activities.
  - b. Encourage students to refrain from making public statements as well.
- 7. **KEEP A LOW PROFILE:**
  - a. During a political crisis or other emergency during which U.S. citizens may be at risk, tell students to keep a low profile, not to travel in large groups, and remain extra vigilant.
  - b. Avoid demonstrations, confrontations or political situations; avoid behavior that could draw attention; avoid locales where foreigners or Americans are known to congregate; and remove signs, luggage tags and clothing that would label participants as Americans.
  - c. Arrange a plan for participants to shelter-in-place and await further instructions if necessary.
- 8. **DEATH OF A PARTICIPANT:**
  - a. Keep in mind respect and dignity for the memory of the student.

- b. Use extreme discretion regarding details surrounding the death, especially on social media and in conversations. Have a conversation with students about using discretion and respecting the family in regards to their social media use and the information they share.
- c. Do not communicate with next of kin or emergency contact unless there are circumstances that justify an exception. Contact the Bureau of Consular Affairs or the Embassy who will notify next of kin.
- d. Arrange for on-site counseling for other program participants.

As someone who will be responsible for leading a Furman University study away program, you may find yourself facing an emergency involving one or more of the students who are in your care. Students can and do become ill, suffer accidents, are the victims or muggings and assaults, find themselves caught up in potentially violent political situations, and fail to return on time to programs at the end of long weekends. In the case of an emergency, you should be prepared to be on-call 24 hours a day until the emergency is resolved. While it is, of course, impossible to plan for all contingencies involving our students abroad, we do need to follow procedures that will allow us to react in a responsible and levelheaded way when emergencies do arise. We need to be able to provide, in a consistent and predictable way, for the safety and well-being of our students. Furman University has developed a series of specific procedures designed to safeguard the well-being of program participants, and to protect the University's interests.

As a faculty director of a Furman University Study Away program, you are expected to follow the procedures outlined in this document and to be sure to inform the students in your group about these procedures during their on-site orientations. Please be advised that during an on-going crisis, it is important to keep the Rinker Center for Study Away and International Education informed on a regular basis, through telephone or email. You may reach us after hours through the Public Safety Office at (864) 294-2111.

For our purposes, **an emergency is any circumstance that poses a genuine risk to, or that has already disturbed, the safety and well-being of program participants. Emergencies may include incidents that are "newsworthy" and reach U.S. news agencies and cause alarm to parents or colleagues.**

They could include, though not confined to, the following:

- Physical assault
- Disappearance, hostage taking, or kidnapping of a student
- Robbery
- Sexual assault or rape
- Serious illness, physical or emotional
- Significant accident and/or injury
- Hospitalization for any reason or length of time
- Terrorist threat or attack
- Local political, natural or man-made crisis/disaster in the vicinity of student accommodations that or classrooms that could affect the students' safety or well-being
- Arrest or questioning by the police or the security forces
- Any legal action (lawsuit, deposition, trial, etc.) involving a student
- Death of a student

**Effective communication is your most important skill as a program director.** You need to be clear with students about your expectations and firm in enforcing limits. You should ensure that students know how to reach you and an additional local support person at all times. If you encounter a situation that is challenging or involves beyond-normal risk to a student or to the group, be in touch. We can draw on Furman's vast resources for health, safety, student services, disciplinary action, academics, and other areas to support you and students. In addition to contacting us, it is important for you to document out-of-the-norm incidents, including date, time, actors, place, and course of action. Such detailed record-keeping will assist everyone who might become involved in resolving the incident, and will give staff a clear picture of what happened so that we can communicate accurately with parents or others.

## **INSURANCE PROVIDER INFORMATION**

Participating students and faculty in Furman programs are automatically covered for international health, emergency evacuation, and repatriation insurance through EIIA (Educational & Institutional Insurance Administrators) International Travel Insurance. Note that this is supplemental coverage for the dates of travel only, and is not intended as primary health insurance. The policy brochure and claims form are available online and through faculty directors. Students choosing to extend their travel before or after the official program dates are eligible to self-enroll for up to one month of additional coverage, and should contact the Study Away Office for details.

***Faculty directors should keep the following information handy and with them at ALL times.***

Call collect worldwide: +1-240-330-1551 or call toll free in the U.S. or Canada: 1-855-901-6712

Email address: ops@eausa.com

Study Away Insurance Provider:

EIIA (Educational & Institutional Insurance Administrators) International Travel Insurance Coverage

200 South Wacker Drive, Suite 1000

Chicago, IL 60606

<https://www.sevencorners.com/eiia>

## **STUDENT PRE-DEPARTURE ORIENTATION**

The single best thing a program director can do to help their program run smoothly is to communicate clearly regarding program details and expectations. This communication will have begun in the marketing stage, but it is important to continue to provide information leading up to departure and through the program.

Prior to departure meet with your students to discuss program inclusions, course content, the nature of other courses that will be administered on site, the travel itinerary, residential and transportation arrangement, finances, and most important inform them of the risks if any in participating in the program and the precautions being taken to ensure their safety. Additional items should include expenses that students will be responsible for, as rules and expectations with host families, cultural norms of behavior in the host country, and health and safety information.

## **PART 1 – ACADEMICS: COURSEWORK, ENROLLMENT AND REGISTRATION**

All students on study away programs are entered in place holder courses by the Office for Academic Records. When all grading for the program is complete, faculty directors must submit grades including the individual courses each student has completed and a final grade for each one of those courses. In instances where courses are offered by other institutions/colleges/universities, the director should remind the associated parties that the transcript grades need to be sent directly to Furman University's Registrar in Enrollment Services.

Attn: James Patton  
Office of the Registrar  
Furman University  
3300 Poinsett Hwy  
Greenville, SC 29613

Program Directors should keep Enrollment Services informed on courses taken by students at the affiliate or partner institutes and need to remind students that these courses will transfer in as hours towards graduation. All grades for off-campus courses are due within one month of the conclusion of the program.

It is the student's responsibility to enroll and be aware of deadlines to enroll and register for courses for the semester following the study away program when they will be back on campus. The student registration portal has been designed to make the registration process accessible with an internet connection. If students anticipate that internet and computer access during the program will be difficult, they should obtain the necessary forms for courses and submit their course selections to Academic Records before departure.

## **PART 2 – TRAVEL LOGISTICS**

### **What to Pack**

#### **The Essentials**

- Important documents (passport, visa, itinerary, plane tickets, etc.)
- Extra eye glasses/contacts
- Enough prescription drugs for the length of your stay. You will need to check to make sure you can bring them into the country and that you have proper documentation (i.e. a doctor's note)
- Backpack (for day trips and daily use)
- Gifts for your host family and others
- Computer w/charger
- Camera w/cords and charger
- Adapters (changes the shape of the electrical plug) /converter (reduces or increases the current's voltage)

#### **Clothing/Shoes (Think about the weather, seasons, and environment)**

- Jeans (2-3 pairs) [can substitute a pair or two with skirts or khakis if going to warmer climates]
- Sweaters (2-3)
- T-shirts
- Long sleeve shirts (Make sure they are good for layering)

- Underwear
- Pajamas (2 pair)
- Warm slippers
- Socks (a week's worth) (you should include a few pairs of wool socks if you're going to colder climates)
- Swimsuit
- Workout clothes
- Thermal underwear (silk preferably for colder climates or the adventurous sort)
- Coat/Jacket (water resistant with zip pockets and removable lining)
- Nice outfits (dress pants/skirt/dress) for special/formal occasions
- Decent walking shoes
- Flip flops (especially for showering at hostels)
- Warm hat, gloves and scarf (for colder climates)

**Toiletries (If you aren't picky, a lot of these items can be found in your host country)**

- Shampoo/Conditioner
- Toothbrush/toothpaste
- Soap
- Deodorant
- Disposable razors (and other shaving supplies)
- Brush/Comb (and hair ties if you have long hair)
- Tissues (highly recommended as many countries don't keep toilet paper in stock in the bathrooms)
- Feminine Products
- Contraceptives
- Over-the-counter medicines (aspirin, anti-diarrhea, anti-nausea, etc.)
- Nail clippers and nail file
- Sun screen (if going somewhere sunny) [This can be really expensive or hard to find in other countries. I recommend packing at least a small bottle.]
- Makeup

**Misc.**

- Alarm clock (though a cell phone works well too)
- Small plastic bottles for toiletries for use in your carry-on or while traveling
- Refillable water bottle
- Purse
- Headphones
- Travel books for the region(s) you will visit (these can be found at the places you plan to visit too if you don't want to haul them around)
- Umbrella or rain coat
- Watch
- Sunglasses
- Playing Cards (good for long train rides and lighter than a pile of books)
- Journal
- Thin lightweight towel (preferably microfiber so that it will dry fast when you're traveling)

- Linens, bedsheets, and towels (Check with your program to see if these are provided, otherwise you may just want to buy them abroad because they tend to be heavy and take up a lot of room)

## How to Pack It:

- **DO NOT bring more than two normal-size suitcases and a carry-on (or one suitcase and a carry-on for May).** If you're only going for one semester, you only need one normal-size suitcase. Most students pack more than they need. You will be able to buy many of these things in your host country so you should pack just enough to get you through until you can go shopping.
- **Bring clothes that are easily layered for various climate conditions, do not need ironing, can be drip-dried, and are comfortable and durable.** Also, remember that dark clothing does not show stains and dirt as much as light-colored clothing does. Most importantly make sure that all of your clothes are interchangeable, i.e. any of your shirts can go with any of your skirts/pants, etc. This will provide you with many more "outfits" on a daily basis even with limited clothing items.
- **A lot of the toiletries mentioned can usually be found in your host country.** But they might not have a specific brand if you're picky. Also, some things just don't work the same (deodorant in Japan, toothpaste in Korea) or aren't used as prevalently (Tampons in Egypt).
- **Remember that most electrical appliances will not work because of the different electrical current.** Generally, laptop computers will work but you will probably need an adapter. It is sometimes better to buy small electrical appliances (like hair dryers, curling irons, etc.) in the host country.
- **Lastly, you should keep your money, important documents, valuables, prescription medications, a change of clothing and some toiletries in your carry-on in case your luggage gets lost.**

## Financial Arrangements

Encourage students to create both weekly and daily budgets and stick to them. Help them learn the value of the local currency and look for special student rates and discounts. For conversion tables, consult the foreign exchange rates.

Here are few great money tips for both faculty and students alike:

**The safest way to protect finances abroad is to diversify them** by using an ATM card, a debit card, and credit cards. Should one form be lost or stolen, you will have access to funds through another form.

Most students access home funds through **ATMs** on the PLUS or CIRRUS networks. Since many ATMs abroad will only access a checking account, **do not leave your funds in a savings account before departure.** Otherwise, ATMs are used the same way that they are here: your home checking account is debited for your withdrawal and you draw out local currency. You are charged a service charge and the current exchange rate. Although this way of accessing money is convenient, you are warned not to use it as your only form of getting cash. Be sure to check with your bank at home to ensure that your PIN is valid abroad and to clarify what sorts of charges will be applied. Likewise, inform your bank that you will

be abroad so that your access is not blocked due to suspected fraud. Your bank may be willing to waive your ATM fees since you are not able to use their machines. It never hurts to ask.

**Credit cards** such as Visa and MasterCard are honored abroad, though not always as widely as in the United States. Credit cards make foreign currency transactions easy and are invaluable in a financial emergency. Let your credit card companies know the dates and locations of your travel. When cards normally used in the U.S. suddenly begin being used abroad, some credit card companies will cancel the card to avoid possible fraud and other security issues.

If any of your cards are lost or stolen, you will need to contact your bank and clarify whether it is an ATM, a debit, a credit, and/or a check card. The bank will need the number and possibly the PIN. It is useful to make a photocopy of both sides of each of your credit and ATM cards so that you have the account numbers and phone numbers to call in case they are lost or stolen.

**Travelers checks** (TCs) are inconvenient and are not used as a major source of funds; however, you may wish to carry some reserve funds as travelers checks.

### **PART 3 – HEALTH AND SAFETY**

Students should be encouraged to self-disclose their complete medical history online or to you directly. You may want to set up a personal meeting time with each student prior to departure to establish a relationship with your students in which they feel comfortable communicating with you. Students should disclose information that would help that student and the faculty member prepare for or simply discuss accommodations and options available on site to help a student feel supported and comfortable.

### **PART 4 - GROUP DYNAMICS**

Individual commitment to the group is very important. The program is as good as the group. Consider creating a "group contract" by identifying and agreeing upon acceptable and unacceptable behaviors, write it up in the form of a group contract, and have everyone sign it. For example, students can agree that everyone arrives to functions on time and anyone who does not will experience some consequence. In this sort of contract, it is often better to emphasize what students should do, as opposed to what they should not.

Discuss how cliques, complaining, getting drunk, roommate conflicts, etc. can undermine the atmosphere of the program. Involve students in setting expectations. Alcohol abuse tends to be one of the primary sources of behavior problems and personality conflicts between group members. By being proactive in your approach and addressing this problem before it falls upon your program, you will reduce the number of alcohol-related problems.

Within every organization, there are informal group pressures that influence and regulate individual behavior. Informal groups form to fill needs not met by the larger group. Informal groups formulate unspoken or implicit norms and standards establishing acceptable behavior, and communication tends to be smoother and less inhibited within the informal group than with the larger group. Through these standards or norms, groups will either support, obstruct, or have no effect on the goals of the larger group.



The degree to which a group satisfies its members' needs determines the limits within which the group will influence the individual members of the group. A group provides the following to its individual members: sense of belonging, identity and self-esteem, stress reduction, and support, especially in times of distress/conflict/insecurity. If the larger group does not fulfill these needs, informal groups form to fill the gaps. Further, group cohesiveness increases whenever the members perceive a conflict/threat from the outside.

### **Managing Group Dynamics**

Informal groups will form to fill the emotional, social, and psychological needs of the student participants. While this can lead to new and productive social networks and personal transformations, there are still plenty of opportunities for group dynamics to go wrong. Faculty Directors can minimize possible negative effects through specific strategies:

- Have students sign a document on conduct/expectations abroad.
- Be accessible to the group and communicate with all members regularly on an informal basis, even before course goes abroad.
- Keep the group informed and involve them when possible in decision-making, especially regarding revisions to pre-set plans or general travel planning. Make sure all participate.
- Enlist the leadership of the informal group to achieve the goals of the larger group.
- Encourage the positive influences of the informal group.
- Make group members aware (delicately) of any negative influences of their informal group. They may not even be aware of these negative influences and are likely to modify their behavior.
- Remember that first impressions are lasting. Make arrivals into a new locale smooth and provide a special reception for the group.
- When going to new accommodations, be aware of students' comfort in housing and respond to concerns.

### **Common Behavioral Issues/Other Concerns**

#### **Alcohol Abuse**

As on U.S. campuses, alcohol abuse is a growing concern and problem for study abroad programs. Alcohol abuse is one of the biggest threats to U.S. students abroad, closely associated with injuries and victimization. The majority of problems students get into on these courses abroad are alcohol-related. Make sure your students are clear about your expectations and the local culture's social and legal rules regarding alcohol consumption. Student Code expects students to act responsibly with any alcohol consumption and not disrupt or call into disrepute any University activity.

Responsible use of alcohol includes the following:

1. Students do not miss any scheduled event because of the effects of alcohol consumption.
2. Students do not become ill due to the effects of alcohol consumption.
3. Students are respectful of others sharing the same housing and avoid congregating in loud groups for social purposes.
4. Students do not engage in inappropriate behavior toward other individuals that is the result of alcohol consumption.

5. Students do not engage in destructive behavior toward property that is the result of alcohol consumption.
6. Students abide by the laws of the country or state in which he or she is staying.
7. Students do not engage in behavior that causes embarrassment to the other members of the group, the faculty member(s), the University, or the in-country host(s) as a result of alcohol consumption.
8. Students in a group do not facilitate, encourage, or ignore a fellow student who is abusing alcohol. Transporting quantities of alcohol to program sites with the intent of sharing the alcohol with members of the group is considered to be irresponsible use of alcohol.

## **PART 5 – CULTURE SHOCK**

Students (and their parents) exhibit a wide range in their level of comfort with an anticipated study away program. When you leave home to head to a foreign country, you are essentially starting an entirely new life for yourself. It will take time to adjust and adapt.

Consider all of the things that you have come to take for granted at Furman. You know how to get from one place to another. You know where and how to do your laundry. You know where the cafeteria is to get food and how much a particular item is going to cost. You can speak the language fluently and can understand the meanings that lie behind slang and jokes.

When you place yourself in a foreign environment, you throw all of these privileges out the window. You're going to have to relearn all of these seemingly mindless tasks. People are going to speak and act very differently than what you expect from your fellow Americans.

These sudden changes in environment can and most likely will bring about the dreaded phenomenon of "culture shock". Not everyone experiences culture shock, especially those who have lived/studied abroad in the past. But culture shock can affect your life in a variety of ways: headaches, upset stomach, irritability, homesickness, depression, confusion, resentment toward the host culture, etc. These are completely normal reactions and will subside with time.

Culture shock manifests itself in a series of stages. Will everyone go through all of these stages? Definitely not. Will everyone feel these stages at the same intensity? No. Will the stages have the same duration for everyone? No. We provide them here simply as possible answers for puzzling feelings and emotions that you may experience yourself or observe in others while you are away.

- Initial Euphoria

Hardly recovered from jet lag and travel fatigue, you will soon be busy with orientation, classwork, and getting acquainted with your host and peers. Everything is new and exciting. Reality has not set in yet.

- Irritability and/or Hostility

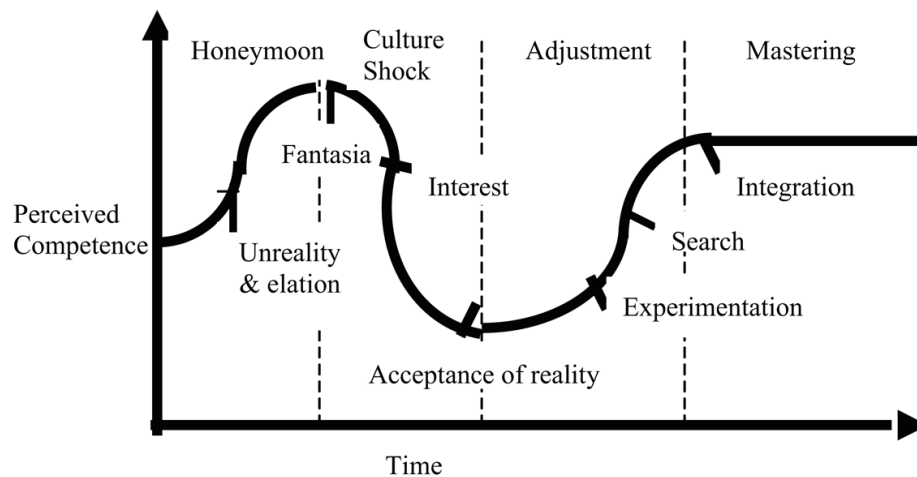
As the differences become apparent and perhaps some difficulties are encountered, discomfort sets in and you may find yourself becoming irritable about certain aspects of the environment. (Haven't you ever heard of air-conditioning? Why is there NO ICE in my soda?)

- Gradual Adjustment

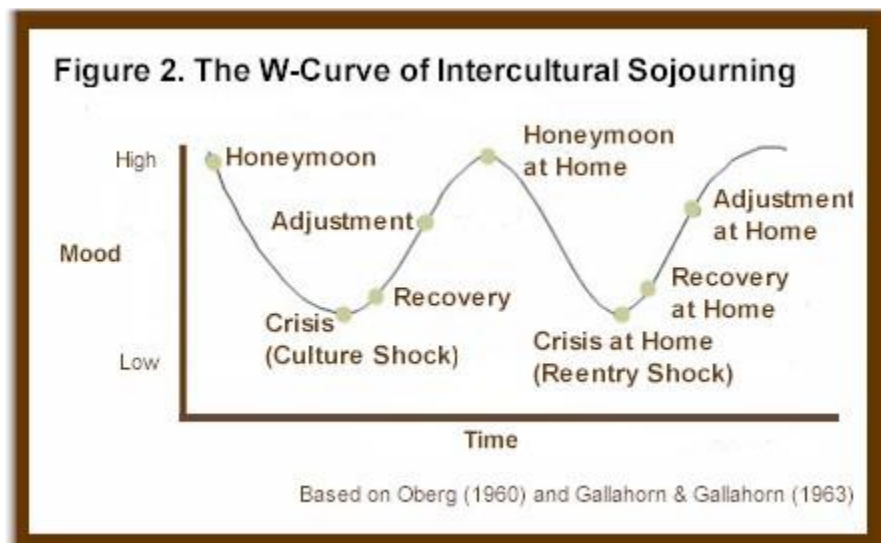
As you begin to better understand and correctly interpret cultural cues that have been confusing, there is gradual – sometimes hardly perceptible – adjustment taking place. Things will begin to seem less forbidding and more comfortable, and your sense of human will begin to work again in your new environment.

- Adaptation

You have adapted when you can fully function in two cultures, the new one and the old one. You will be able to handle with understanding any differences encountered, you'll be at ease with your classes and peers, and find you can communicate more readily. In fact, you may find a great deal to enjoy, and relations with hosts and professors can deepen and mature.



Source: by the authors drawing from the literature reviewed



## ESSENTIAL ELEMENTS OF THE ON-SITE ORIENTATION

**Academic orientation.** Review such issues as students' class schedules, where classes meet, attendance policy, placement tests (for certain programs), academic advising, pass/fail and drop/add guidelines/deadlines., differences in the educational system, etc.

**Discipline of Behavior Problems.** Communicate to students the applicable codes of conduct and consequences of noncompliance (which can include dismissal from the program at the student's expense).

**Role of Program Director.** Define the limits of your academic and disciplinary roles and communicate these limits clearly to participants. Make sure they know how to reach you in the event of an emergency, and provide the number of at least one other local contact whom students can reach in emergencies.

**Group Dynamics.** Early on the Program Director and the students should talk openly about the challenges of group travel. Discuss how at times the good of the group must take priority over individual wishes. Hold regularly scheduled meetings with students for guided reflection and observation. Address issues as they arise.

**Culture Shock.** Culture shock is a real phenomenon that strikes everyone at different times, intensities, and durations. Reactions to culture shock can negatively (or positively) affect the group dynamic.

**Money.** Show them the local currency. Discuss local tipping practices. Stress the importance of budgeting wisely (for example, waiting until the last week to buy souvenirs so they know exactly how much they have left to spend).

**Health and Safety.** Stress the importance of letting you know of any change in their physical or mental health. Explain to them the approximate cost of office visits, and how they would be expected to pay. Remind them about the international insurance benefits and emergency number. Discuss local safety issues, including neighborhoods or other locations they should avoid. If students will be traveling independently, inform them of regions of the country or neighboring countries that might be dangerous. Remind them that if they feel their safety is in doubt at any point, they should contact you immediately. Let them know how you will reach them in the event of an emergency. Discuss cultural norms for drinking. Explain to them what would happen if they were caught carrying, purchasing, selling, or using drugs.

**Emergency Action Plan.** Choose a meeting place where students must check-in within a certain time after anything that constitutes an emergency (natural disaster, terrorist attack, etc.) in which communication lines may be down. Discuss appropriate responses to an accident, injury, illness, theft, harassment, assault, etc.

**Communication.** Let students know how to use public telephones, how to purchase phone cards, and how to rent cell phones (if applicable). Show them where they can access email, and where the post office is. Encourage students to contact their parents to let them know they have arrived safely.

**Incident Reporting.** Tell students they are required to inform you about any real or perceived emergency or critical incident. Even if the incident is not life-threatening, it is important to notify Furman because exaggerated rumors of the seriousness of the incident may reach parents, who will contact Furman for details.

**Electronic Communication.** Advise students to choose their words carefully on Twitter, Facebook, etc. because innocent jokes or exaggerations can send very alarming messages to friends and family at home who may jump to the wrong conclusion.

**Dangers, Risks and Accidents.** Advise students to avoid travel to or through any location where tensions exist and travel may be dangerous. Medical insurance does not cover injuries or accidents related to student involvement (or proximity) to protests, strikes, political violence, wars, etc. Also discuss preventable accidents with students, emphasizing such things as traffic patterns, pub and drinking culture, drug laws, unsafe swimming, and the types of things that can happen when walking down a street alone at night in a foreign city. Be very specific about safe and unsafe behaviors such as certain types of sexual behavior and how to dress and behave to avoid unwanted attention.

**Transportation.** Explain the local public transportation system to the students, and how they can purchase a bus or metro pass (if available). If students will be taking taxis, discuss rates and general etiquette (hailing, tipping, etc.).

**Walking tour.** During orientation, it can be very useful to include a walking tour of the neighborhood(s) where students will be living and studying. A few sites to point out include: public transportation stops, ATMs, post office, market(s), pharmacy, police station, good cheap restaurants, historical sites, internet cafes, etc. This can also be an effective time to give safety tips.