Handbook for Study Abroad Leaders

Bainbridge College
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INTRODUCTION

Planning, organizing, and leading a study abroad program for students can be one of the most rewarding aspects of academic life. For many faculty members who have done it, it is teaching the way it was meant to be: small groups of highly motivated students studying in incredibly rich, exciting new environments. It is a life-changing experience for the students and for the faculty members who lead them.

Putting together a successful study abroad venture is also hard work. It requires careful planning, attention to lots of details, high levels of energy, and the willingness to experiment and explore with new ways of teaching and new strategies for learning.

Bainbridge College provides help to faculty members who want to teach abroad, in a collaborative program, or organize and lead a program of their own. To start with, there are faculty around who have already done it—veterans who can give you their perspectives on what to look for and how to avoid common pitfalls. The College provides co-coordinators of international education who can be of enormous help in guiding you through the college and USG requirements that must be met in offering credit abroad, suggestions for recruitment and fund raising, and almost every other dimension of a study abroad program that you will need to address. Indeed, your first move when you think you might want to teach or direct a study abroad program should be to talk to the two coordinators, Dr. Dave Nelson, who teaches history, and Ms. Susan Ralph, who is Director of the Library. Seek their help and advice in the beginning.

This handbook is another valuable tool to help you through the process. Chapter by chapter, it addresses all the important aspects of planning a program, leading it, and evaluating it at the end. The handbook begins with a checklist that sets a realistic framework for moving from initial idea through program development, managing the overseas experience, and evaluating the program at its end. Separate chapters address preparing the proposal that must be written to obtain approval as well as the special challenges involved in planning courses for teaching in study abroad settings. The question of compensation—pay—for faculty members is addressed, so that you have some idea from the beginning of how the question of compensation works. Ways to publicize programs and recruit students to enroll are given major attention, since you won’t have a program if no students enroll! The bureaucratic arrangement of credit, registration, collecting fees and financial aid are critical and these topics are covered in detail in another chapter of the handbook. Many of the potential problems in study abroad can be avoided by preparing a thorough and complete orientation for students before they leave the U.S. The chapter on program orientations will help you and the students be prepared for the adventure.

There are challenges that come up once you are abroad, and we’ve tried to address these concerns in the chapter on problems and issues that can occur during the program. As with other aspects of study abroad leadership, knowing what can happen helps you reduce the chances that it will!
Determining how well the program went and what improvements could be made helps refine and strengthen the program for delivery in future years. The final chapter in the handbook sets forth some guidelines for evaluating the academic and travel aspects of the program and offers a sample form that can be used as a student evaluation instrument.

At the end of the handbook are appendices containing essential resources to help you develop your program. Please read them and use them, especially the first appendix which deals with legal risks and managing crises abroad. The forms and flyers that are included can be used as they are or adapted to suit your particular program needs.

We hope this handbook makes your work a little easier and a lot more fun. Enjoy the enterprise of study abroad and look forward to one of the most exciting and rewarding experiences of your professional life.
CHECKLIST/TIMELINE FOR DEVELOPING AND IMPLEMENTING A STUDY ABROAD PROGRAM

This list includes all the activities required in developing a study abroad program for the first time. Completing these activities in a comprehensive way takes at least a calendar year. Be prepared to start early and work closely with the international program coordinators at Bainbridge College.

This timeline assumes that the program is scheduled for May or Summer. If a spring break program is planned, earlier application deadlines and an early fee payment schedule will be required.

June-August 10  Develop study abroad program proposal and submit to BC officials for approval

August 10-Sept. 1  Submit approved program to University System Office for inclusion in study abroad catalogue

Develop recruitment materials and schedule of recruitment activities

Access airline schedules and cost estimates

Adapt application forms and develop deadlines for applications and payments

Develop FAQ sheet on financial aid opportunities

Meet with Vice President for Business Affairs to establish account for the program

Sept 1-Dec. 15  Carry out regular and intensive recruitment activities

Schedule hours to advise prospective study abroad students and to answer questions about the program; post times in library, on BC email, and in classroom areas

Dec. 15-20  Conduct planning trip to study abroad site, if this is your first time leading the program

Make tentative travel reservations

Jan. 15-March 1  Continue recruiting, advising students, and finalizing program details

Select/confirm an assistant or co-director to provide backup for leadership of the program; assure that director and co-director represent gender balance

March 10  Make a program go/no go decision based on enrollment and financial resources
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<th>March 10-April 30</th>
<th>Organize orientation materials and session, finalize all arrangements and schedules, purchase travel insurance, provide travel itinerary and contact details to International Program coordinators and President’s Office. Provide names and passport numbers, along with your detailed travel itinerary to the US Embassy in the country where you will be staying. Go to <a href="http://www.travel.state.gov">www.travel.state.gov</a>, then click on Registration with Embassies under the menu item on the left, International Travel for US Citizens. You’ll have to establish an account, but once you have one, it is a convenient way to assure that the Embassy is aware of your presence and locations. (You can also deliver hardcopies to the Embassy, if that is more convenient for you.)</th>
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<td>May-June</td>
<td>Conduct program as scheduled</td>
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<td>Following Return</td>
<td>Evaluate study abroad program, with assistance from international program coordinators and submit course grades for all participants</td>
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PLANNING COURSES FOR STUDY ABROAD SETTINGS

General Considerations

Teaching in a study abroad program enables us to enliven our subjects in ways that are rarely possible in campus settings. The entire environment becomes the classroom, and—used appropriately—can motivate students far beyond what most of us can do even at our very best in conventional, on-campus routines. At the same time, assuring the academic integrity of study abroad can be a particular challenge, given the appeal of the setting and the need to structure learning experiences in different ways. **It is crucial to remember that study abroad is first and foremost an academic experience, meant to produce definite and clear learning outcomes. Travel is obviously central to that learning, but it must be organized to serve the academic goals of the program.**

Academic Effectiveness of Study Abroad Programs

Making study abroad an effective academic experience requires:

1. **Careful Planning.** Much more planning is necessary than for conventional teaching. Discussion or lecture topics must be organized so that relevant field trips and excursions are integral aspects of the teaching/learning process. Think of field experiences as equivalent to reading assignments, classroom activities, or evaluation techniques and incorporate them, when appropriate, as substitutes for these components of teaching.

2. **Creative Use of Resources.** Students cannot be expected to spend long hours in libraries or laboratories during study abroad. The reality is that they will NOT spend as many hours reading or doing traditional homework assignments detached from the environment as they might be expected to do on campus. Plan reading assignments ahead of time—before departure—and design writing assignments and other activities that use the environment: describing sites visited, observing patterns of behavior, and keeping daily journals on personal experiences and reflections are examples of assignments that faculty members find effective.

   If you require textbooks, have students purchase them before departure and assign readings to be completed by the first class meeting of the study abroad program.

   Give students a basic list of resources they will need for the course, such as writing materials or journals, sketch pads, pens, etc., and advise them to bring these resources with them.

   **Don’t expect ready access to computers, either for writing or accessing source materials. Some computer use may be possible, depending on the study abroad setting, but accessibility (and reliability) will NOT be as convenient as at home.**

3. **Energy and Engagements with Students.** Study abroad brings faculty and students together for much longer periods of time than is normally the case. Classes are small and students rely on
faculty to interpret and give meaning to a broad array of new experiences and encounters. Faculty are also counselors, cheerleaders, and supporters in all sorts of different ways. It takes energy, enthusiasm, and flexibility to herd students through streets or buildings you yourself are only learning about while making sure they see what is important and relevant. The more advance planning and organization you do, the better able you will be to handle the challenges of leading a study abroad program.

Planning Successful Field Trips and Excursions

Field trips are meant to be integral instructional time for students and faculty members. They supplement and enhance classroom activities and, indeed, substitute for many of those activities in a study abroad setting. Here are some suggestions for organizing field trips as successful components of your courses:

1. Select field trip or excursion destinations on the basis of their relevance to course topics and the learning outcomes you are trying to achieve. Try, if possible, to sequence these field experiences appropriately for your sequence of topics or discussions.

2. The most important tools in planning field experiences will be advice from people who have been to the places you want to visit, good travel reference guides on the country of your study abroad program, and internet sites, blogs, and travel reports. Buy at least a couple of travel guides that provide current and detailed information on the sites that interest you.

3. Plan an initial schedule of excursions and field trips that is compatible with your outline of course topics. Discuss your draft schedule with faculty members or others who have been to the country and make revisions based on your discussions before incorporating the schedule into your course.

4. Make as accurate estimates as possible of the costs associated with each excursion or field trip. Students will need to know how much they must be prepared to spend beyond the basic program package costs.

5. Most important is being careful not to plan to do too much on a field trip or excursion. Remember that most excursions are one-day events that begin after breakfast. You need to allow travel time, bathroom breaks, rest and reflection time, and time for learning about the site or sites you are visiting. It is always best to plan an excursion around one single focus—temple, museum, exhibit, or activity. The biggest mistake most faculty members make is trying to include too much activity in a single field trip or excursion. You must allow for travel delays, lost time because of wandering students, lunch breaks and bathroom stops, keeping in mind that 10 or 15 students take 10 or 15 times as long for anything as does a single student.

6. To save time and money, try to include sack lunches as part of students’ options on field trips.
7. Make sure the places you want to visit will be open on the day and at the hours you plan to visit. Never leave for a site without first confirming that it is open, that reservations are not needed, and that a group the size of yours can be accommodated.

8. The old saying, “The devil is in the details,” applies completely to study abroad courses and field trips. You cannot plan too much. Be flexible when your plans don’t work out, but have the plans so you can move quickly to alternatives!
GUIDELINES FOR PREPARING STUDY ABROAD PROPOSALS

Introduction

Faculty members interested in developing a study abroad program should first meet with the International Coordinator and their Division Chair to discuss and refine their ideas for a program. Proposals should be developed to include a narrative that covers all the points listed in the next section, along with a detailed budget. Once a complete proposal is developed, it is submitted to the faculty member’s Division Chair, who reviews the proposal and signs off on the cover sheet, and to the Coordinator for International Education, who also approves and signs off on the proposal. Once the Division Chair and International Coordinator approve and sign off on the proposal, the International Coordinator submits the proposal to the International Education Committee for discussion and review. The proposal is then reviewed and approved by the Vice President for Academic Affairs. The President of the College finally reviews and approves the proposal or returns it for revisions.

Note: Developing a complete and credible study abroad program will take time and should not be rushed. It is best to begin the process a calendar year before the dates that the study abroad program is to take place.

Proposal Contents

Proposal narratives must include the following parts:

1. Title of the program, countries to be visited, and the proposed dates of the program.
2. Goals and objectives that the program addresses.
3. Description of the academic component, including: type and number of credit hours to be awarded, course or courses for which students will receive credit, formal class/lecture contact hours as well as organized field excursions or experiences to be included in contact hours, a list and description of major field experiences/practica to be offered, and procedures for evaluating both student performance and the organization and management of the study abroad program.
4. Travel itinerary while abroad, including countries and locations within countries where the program will be based along with arrangements for room and board and ground transportation.
5. Projected number of students and number and names of faculty members.
6. Projected cost to the students, along with an itemized budget attached to the proposal narrative.
7. Amount and source of faculty compensation.
8. Program affiliations, including cooperating USG institutions in addition to Bainbridge College and foreign organizations, institutions, or agencies.
9. Security issues and how these issues will be addressed.
10. Domestic (US) and international travel arrangements and itineraries.
11. Deadlines for applications, payment of fees by students, and payment to airlines and other service providers.
12. Recruitment plan.
**Budget Planning**

It is essential to make sure that there is enough money in the program budget to pay ALL costs and to follow federal, state, and institutional guidelines in collecting and managing funds.

In planning the budget, determine an enrollment number for which you will budget based on a realistic estimate of student interest and the program’s capacity. Calculate a total per-student package cost by dividing group expenses by the target number of students, then adding individual expenses to the figure (see budget example, which follows this section of the narrative.)

Be sure to add faculty costs—travel, accommodations, meals, entrance fees, and other expenses—and divide these total costs by the number of students. Add the resulting amount to individual student expenses. (Faculty salaries are NOT to be included in students’ program costs. Including faculty salaries in student program fees violates the prohibition against double-charging students for the same service. If students are paying tuition, faculty salaries should be provided through departmental or collegiate funds, not student program fees. This does NOT apply to faculty per diem or travel expenses, however. See the section of this handbook, “Faculty Compensation for Teaching/Directing in a Study Abroad Program.”)

Do not include tuition as part of the program budget. Students pay tuition separately from program fees. If instruction is contracted out to other institutions or agencies, the tuition fees can be transferred to those providers.

Be sure to include the provision of international insurance as part of the program budget. Insurance should include cost of health care, medical evacuation in the case of required treatment not available overseas, and the repatriation of remains in the event of the death of a student or faculty member. Information on the purchase of insurance is available from the International Coordinator.

If you are dealing with more than one currency—dollars and pesos, for example—include an assumed currency exchange rate.

Include a miscellaneous category in the budget to provide funds to cover unanticipated costs or emergencies.

A small administrative overhead may be included to help cover costs of services and recruitment materials for the next cycle of the program.

Finally, in estimating costs, assume that services or activities will cost MORE rather than less. Having some fat in the budget is a prudent practice and minimizes the chances that you will run out of money during the program.

Following is an example of how a budget can be formatted and organized. You may choose to organize the budget in this manner or some other way. The essential thing is that the budget must be clear and
detailed enough so that anyone unfamiliar with the program will be able to understand all aspects of the budget.

**Budget Example**

*Art and Literature in London England: Five Weeks in the United Kingdom*

Target enrollment: 20 students, two faculty co-directors

A. Group Expenses (English pounds; assumed exchange rate of $1.70 =£1)
   1. Transport to/from airport in London £300
   2. Ten guest lectures @ £30 per lecture £300

Total group expenses £600

**Group Expenses on per-student basis: £600/20 = £30 x 1.7 $51**

B. Individual Expenses
   1. Roundtrip airfare, Atlanta-London $800
   2. Accommodation (£500 x 1.7) 850
   3. 15-day Britrail pass 400
   4. One month London travel card 375
   5. Tours of London, Salisbury, Hampton Court (£100x 1.7) 170
   6. Meals (£500x1.7) 850
   7. Medical Insurance 40
   8. Faculty expenses
      a. $2,635 (B1-5, 7) x 2 = $5,270/20 263
b. Per diem @ $26 per day x 35 days = $910

$910 x 2 = $1,820/20 students $91

**Total Individual expenses** $3,839

C. Est. package costs, Group and Individual (A + B above) $3890

D. Administrative Overhead @ 5% of $3,890 $195

E. Total Estimated Package Cost (C + D, above) $4,085

**Student Package Cost to be Advertised** $4,100 + tuition
FACULTY COMPENSATION FOR TEACHING IN OR DIRECTING A STUDY ABROAD PROGRAM

In 2007, the International Education Committee of Bainbridge College developed a policy to guide salary compensation for faculty members who teach in a study abroad program or direct such a program. The policy was approved by the committee and the Vice President for Academic Affairs. This policy, the two parts of which are shown below, has been followed in reimbursing faculty members who have taught abroad since 2007.

For anyone planning to teach or direct study abroad, a very early step should be seeking clarification and approval for salary arrangements through the Vice President for Academic Affairs and the President of the College.

Faculty Teaching or Directing Short-term Study Abroad Classes

Offering a study abroad class involves not only teaching but also planning, recruiting, and managing the course on site. If designing and directing a multi-faculty program are also involved, the faculty member’s responsibilities are increased significantly. The faculty member should be paid $1,000 per credit hour for a course taught as study abroad, regardless of the time of the year the course is offered. In effect, this would create a higher overload pay rate for faculty teaching in study abroad during the regular contract year. The higher rate is justified by the substantial extra work and responsibility required of the faculty member.

The faculty member would receive the full rate—$1,000 times the number of credit hours taught—if 10 or more students enroll. For enrollments of fewer than ten students, the faculty member would be paid the tuition collected for the study abroad course or courses in the program in which the faculty member is teaching.

Faculty travel expenses would be built into the program costs, based on an assumed enrollment of ten or more students. For example, if the faculty member’s travel expenses are $1500, $150 would be included in the program costs paid by each student. If fewer than ten students enroll, the college may pay travel expenses not covered by the students’ program fees, if funding is available.

Faculty Teaching in or Directing Collaborative Study Abroad Programs of the University System Regional Councils or other Multi-Institutional Initiatives

Collaborative programs involve faculty and students from several institutions participating in the same program. In Georgia, the best known example is the study abroad programs of the European Council.
Up to eight or ten faculty members offer two courses each in summer programs that last four to five weeks in London, Paris, Bonn, Madrid, St Petersburg, and Ireland. Students from across the University System may choose to enroll in any courses in a program, regardless of the institutional affiliation of the teaching faculty member. Because the programs are longer and the costs greater than for short-term programs, it is often difficult to enroll the minimum ten students required to cover a faculty member’s salary. Programs of the European Council and the other USG regional councils are important, signature international programs of the University system that bring faculty and students together from across the system to study in major centers of European culture.

Faculty teaching in the European or other regional councils of the USG should receive a base salary of $3,000 for teaching or directing. The salary would be dependent on a minimum of six BC students enrolling in any of the regional council programs, not just the BC faculty member’s particular program. If fewer than six students enroll in the USG Council programs, the instructor would be paid the tuition collected for the programs of the relevant regional council.

Faculty travel expenses are covered by the collaborative program and are not a concern of the College’s.
When you’ve planned your study abroad program, you’ve worked hard, designed great courses and an unforgettable travel itinerary, so you can sit back and wait for the crowds of students to sign up, right? Absolutely not! Designing the program is just the first step. You have to recruit students, hold their hands as they get cold feet, and keep them interested until they have signed up and paid their program fees.

If it sounds like a lot of work, that’s because it is! BUT…leading study abroad is teaching the way it was meant to be. You will have small groups of students who are there because they are interested. Much of the ho-hum of classroom teaching disappears when you are leading students on a fieldtrip in Belize or taking them to a play in London. They are excited and so are you. You will be providing students with a unique, life-changing experience that just may be the one thing they remember more than any other about their educational experience at Bainbridge College.

You are selling, but you are selling a product you believe in. Travel and the experience of studying abroad enriches and enlivens education for everyone who does it. It is well worth the effort involved in recruiting students to go with you to begin to understand, touch, feel, and smell a new world.

Recruitment for study abroad is tough because most of our students have no immediate experience of other places and other peoples. But they can be excited and helped to see the value of studying abroad. The suggestions that follow should help make recruitment easier and assure that you will get the students you need to sign on the dotted line!

1. Make sure the campus is covered with posters, flyers, pictures, and general information about your program.
2. Turn your office door into a recruitment tool: post news stories about the place you’re going, put pictures of interesting locales on the wall or door, and keep information sheets and application forms near your door.
3. Solicit help from colleagues. Make sure they have information on the program and arrange to make brief, pointed presentations in as many classes as you can. There is a high correlation between the number of classes visited and enrollment.
4. Organize information tables periodically throughout the year, at different times and in different locations. You should be there—or have students there who have studied abroad—to answer questions and encourage interest. Use visuals, music, and real items from the country to attract students.
5. Travel to nearby college sites to speak to classes and hold information meetings, if they can be arranged. Don’t forget Early County! Visit Thomasville University, and if you have contacts in Tallahassee, arrange recruitment visits at FSU, FAMU, TCC, Chipola College, Albany State, SWGA, and NFCC.
6. Advertise interesting websites that feature the country or location you are visiting; ask students to find three good sources on touring in the country.
7. Ask students who have studied abroad to speak in classes, help out at information sessions, talk about studying abroad with their friends and in campus club meetings.

8. Saturate the campus with program information: assure that flyers and information sheets are prominently displayed and accessible in student recreation areas, gathering points, the library, cafeteria, and departmental offices.

9. Throughout the year, schedule and publicize films featuring the study abroad sites, and follow the film with discussion about the country and the study program.

10. Plan special days or events highlighting the culture of the study abroad sites:
   - Organize an “English Day” or “British Day” when things English can be displayed, a travel film shown and tea and scones or some other very English food served.
   - Sponsor a “Belize Day” with information and speakers on the natural environment, Mayan ruins, the rain forest, or the mix of cultures.
   - Contact the embassies from the countries to be visited and ask them for travel materials, posters, and other items you can use.
   - If possible, get food services to cooperate in offering food from the study abroad country on the special days you plan.

11. Track students who call, come to meetings, or sign up on interest sheets, which should ask for name, email addresses, and phone numbers; Follow up with more information on the program—how it is developing, special activities you’ve planned, etc.

12. Be sure always to have interest sheets for students to sign when you make a presentation, organize a discussion, or have information tables.

13. Emphasize the ease of participating in the program: registering and fee payment at Bainbridge College, travel with faculty, availability of financial aid. Many students think study abroad is only for rich people—make sure they understand that they can use financial aid for study abroad and give them examples of ways other students have raised money through raffles, contests, etc.

14. Be as specific as possible when you are talking to groups. Instead of “field trips to many cultural sites” talk about a walk through Notting Hill and the variety of people there, talk about a ride on the Thames or a walk through the thousand-year-old Tower of London to see the royal jewels. If it is Belize you’re going to, talk about climbing to the top of a Mayan temple and seeing where human sacrifices were made, canoeing or kayaking into caves where ruins still can be found, boating to the longest living barrier reef in this hemisphere and swimming with sharks in “Shark Alley”. The point is to paint vivid pictures that will stay with the students and spark their curiosity.

15. Seek assistance from colleagues and especially from the international coordinators. They will help with ideas, organization, and scheduling. Use them!
Determining Course Numbers and Credit

As part of the development of a study abroad program, the faculty member must meet early on with the department chair and academic dean to establish the course credit that students will receive. Courses may be credited with numbers already established as part of the College curriculum, in which case designating the number and title of the course will be easy. Sometimes, courses will be unique and not appear in the existing curriculum. In a situation like this, the course may be offered as equivalent to an existing course, so that the procedure is followed for designating the study abroad offering as course equivalence. When a course does not clearly fall within the limits of the BC curriculum, but offers experience valuable to the student’s education, it is possible to award Study Abroad credit, under the STAB designation, for the course. Study abroad course offerings may be a combination of these three approaches.

The only exception to these cases is when a Bainbridge College student enrolls in an upper level course offered as part of a study abroad program in which the student is getting credit. In this case, the student cannot receive upper division credit at Bainbridge College. He or she must be admitted as a transient student at a four-year institution participating in the study abroad program, and take the course through that institution. The registrar’s office at BC, as well as the international coordinators, can assist a faculty member in helping a student who must be admitted elsewhere as a transient student.

Registration for Courses

You should be prepared to assist students in registering for the study abroad courses. Students must have the appropriate course numbers, titles, and designations for the courses they are taking. It is a good idea for you as the faculty member to keep a list of course enrollments for all students in your program.

Be sure to work with the registrar in assuring that there are clearly designated sections for study abroad courses; work out a way with the registrar so that students who are NOT in the study abroad program will not be able to enroll in the study abroad sections of courses.

Payment of College Fees and Study Abroad Program Fees

Be sure to make it clear to students that they must pay tuition separate from the payment of program fees. Tuition is paid directly to the College, as if the student were enrolled in on-campus programs. (If a student is enrolling elsewhere as a transient student, then he or she pays tuition for the study abroad courses at that institution.)
Note that University System policy makes it possible for institutions to waive some fees that would be paid if the student were on campus. For study abroad programs, you should try to work out arrangements with the Business Office for waiving parking fees, technology and student activity fees and other fees that assume enrollment on campus.

Program fees are those expenses like travel, accommodations, and excursions, that are associated with the study abroad program. Everything in your itemized program budget is a fee to cover program expenses for the students and faculty members.

When the study abroad program is first approved, you must meet with the Vice President for Business Affairs to set up an account for your study abroad program. If the program has been operated in previous years, the program account should be established already.

Be sure that the name of the account accurately and exactly reflects your program, e.g., use an account name like “Environmental Science in Belize”, not a general name like “Study Abroad in Belize.” Too general names for accounts can lead to funds being accidentally deposited in the wrong accounts. It will save you, your students, and the Business Office much woe and grief if you and they clearly understand the account where monies should be deposited.

Financial Aid

Students who otherwise qualify should be able to obtain financial aid for study abroad.

Work with the international coordinators and the financial aid office to identify procedures and dates by which student will have to complete the various steps to secure aid. Post these steps and dates in your office and give a copy to each student who is interested in participating in the program.

Become acquainted as well with other financial aid options that may be available to student. There are funds through the College Foundation that may be tapped for aid and there is a large memorial fund, the Marsicano Scholarship Fund, which is specifically used to assist students in studying abroad. This is a private fund, and scholarship monies from it are allocated by Dr. Jenny Harper. You should discuss the fund with Dr. Harper and determine whether your students may be able to get some assistance from the Marsicano Scholarship Fund.
PLANNING AND CONDUCTING A PROGRAM ORIENTATION

It is essential that all students and faculty associates participating in a study abroad program undergo a thorough, detailed orientation to the program. The purpose of the orientation is to provide students and faculty members with the information they need in order to prepare for the trip; familiarize them with travel details, accommodations, and daily schedules; clarify academic and behavioral expectations and rules; and provide them with details about the cultures, people, and places they will be visiting. A good orientation equips participants with the tools they need to function in the program.

It is also an opportunity for you as a program leader to gather essential information from the students.

The orientation should be held well before the group departs, so students can do the advance planning and preparation that is required. It should cover the following areas:

- **Flight details and documents that participants must have in order to travel, including passports, visas (if required), and health documents.** Discuss group travel arrangements for getting to the airport, if any, and protocols they must follow at the airport if most of the participants have not travelled internationally. Provide printed schedules of the whole program and of the flights. For long flights, offer suggestions on dealing with jet lag and other discomforts that might be encountered.

- **Packing instructions and a suggested packing list.** Emphasize packing light and bringing clothing appropriate to the climate, season, and program activities. Give them luggage weight and size limits mandated by the airlines. A good way to encourage packing light is to suggest that students pack everything they want to take, then walk a block or two carrying the luggage.

- **Health information and recommended medicines and related items that should be brought on the trip.** Be sure to tell them to obtain any shots that are required in advance and to bring prescription and over-the-counter medicines to treat minor illnesses, pain, and infections.

- **Information on accommodations and contact details, such as phone numbers, along with a day-by-day schedule of activities, excursions, and travel.** Tell participants to provide a copy of the schedule and contact details to parents, spouses, or others who might need to contact them. Be sure to inform students of time differences that might apply and provide directions to their family members on making international telephone calls.

- **The money system in use in the country or countries to which the students are going.** Suggest how much money they should bring, whether to bring credit cards, travelers’ checks, U.S. currency, or some combination of these.

- **The culture or cultures to be visited, including dress and greeting customs, gender roles, language characteristics, non-verbal behavior, gestures that might be misunderstood or misinterpreted.** Inform them of stereotypes of Americans in the host culture and discuss ways of dealing with such stereotypes.

- **A brief overview of culture shock, its characteristics and how to deal with it; appropriate handouts or readings can be suggested.**

- **Security and personal safety guidelines.** Suggestions for maintaining safety during travel and excursions. If possible, provide students with program ID cards that include local equivalent numbers for 911 calls as well as numbers for accessing the US Embassy and making international calls to the US.
• **Academic requirements, assignments to be completed prior to departure and during the trip, grading criteria and attendance regulations.**

• **Insurance information for the trip.** Be sure that you have purchased insurance and are able at the orientation to provide contact and policy details for each student and faculty member; ask BC international coordinators for assistance.

The orientation session is an excellent opportunity to collect required information from students. You should plan to collect the following:

• **Signed waiver of liability form.** This form requires the students’ and faculty members’ signatures. It acknowledges their understanding of reasonable risks and their intention not to hold liable the College, the University System, or the faculty leadership in the event of accidents or injury. A signed copy of this form must be collected from every participant in the program. The program director must provide a copy of every signed waiver form to the international education coordinators before the program begins.

• **Signed permission to seek medical attention form.** This form provides the program director permission to seek and obtain required medical treatment in the event of an accident, injury or illness.

• **Two copies of the information pages (photos, dates and place of issue, and personal details) from each participant’s passport.** The program director keeps one copy, the international coordinators keep the second copy of these pages.

• **Emergency contact information on all students and accompanying faculty members, to include names, relationship, cell and evening phone numbers.** Provide copies to the international coordinator at the college and take copies with you.

The focus of the orientation will necessarily be on providing information and guidelines, and it will be *Information Heavy* for many students. As program leader, you must balance the need to emphasize the importance of what you are telling them with their need to anticipate an unforgettable and life-changing experience. Too much informality and the students may leave the orientation looking forward to a spring break blast in Panama City. Too much formality and the program will begin to sound like punishment, not pleasure. Balance is the key.
PROBLEMS AND ISSUES THAT MAY OCCUR DURING THE PROGRAM

As program director and faculty member, all your hard work in planning and recruiting culminates in leading the group of students on an intensive, life-changing experience. For you, it should be a uniquely satisfying teaching experience, as you lead students through the engagement with a new culture. It is also more hard work, as you must be attentive to issues that can derail all your careful planning. Most of the time, these issues are minor diversions in what becomes a remarkably positive experience for faculty and students. We address them here to help you be prepared when problems common to study abroad do occur.

Problems with Planning

With any study abroad venture, planning is the centerpiece of success. You must leave as little as possible to chance, whether it be flight arrangements, accommodations, excursions, or class sessions. It is not always possible to plan well, and so you must be sensitive to what is working and what is not, once the program begins. Remember that it is better to change a schedule, shift hotels, or reduce assignments than to force students to slog through too much work or too many sites.

Problems often arise with the schedules. Sometimes, they are too packed—visits to four historic ruins, guided tours of a castle, and thirty minutes for lunch. It won’t work. Schedules must allow for the student who can’t walk fast, the ones who linger in gift shops or need far too many trips to the bathrooms and those who simply need time to absorb what they are hearing and seeing. Keep in mind that groups take much longer to complete logistical aspects of a trip than individuals do. To make the best use of time, combine meals with bathroom stops, arrange packed lunches when appropriate, and set a maximum of two sites or short tours in a day.

At the other extreme are schedules that are too lax, providing too much unstructured time. Giving students too many hours to wander a town they don’t know, or providing nothing to do from 4 pm until the next day, is asking for trouble. In most cases, students will expect a fairly full schedule—they paid a lot of money for it. Students need free time and time to study and reflect on their experiences. Try to provide a little time for rest and a lot of time to see the sites, experience the culture, and do the things that make the new place real for them. It is important always to remember that the students are on an academic program, getting credit for the things they see and do. Blend academic time with recreational or experiential time so students don’t forget that there is a focus and reason for their being on the program.

Faculty members are often tempted to plan excursions for students, based on the faculty members’ own preferences or past experiences. A professor, teaching art in a Moscow study abroad program, was passionate about Russian religious icons of the 18th and 19th centuries. She included two days of eight-
hour excursions to Russian churches and museums with long, long lectures on the icons. You can guess how her students responded. As you plan a schedule, always ask yourself whether an activity or excursion will be appealing to the types of students you expect to be on your program. Think like they do and your scheduling will work better.

Problems with the Culture or Society

Most participants in group study abroad experiences do not have extensive international travel backgrounds. What exposure they do have will generally be in similar cultures to their own or in settings designed for American travelers. If you are requiring students to engage with a culture that is very different from their own, challenges will almost certainly occur with complicated customs or customs that run contrary to American customs, dietary differences, bathroom facilities or habits, attitudes about body odor, and notions about personal space. You can minimize the discomfort students feel about these things by educating them to the differences as part of their orientation to the trip. Be aware that you cannot completely eliminate their discomfort, but you can make that discomfort manageable and a part of the learning experience. In many cultures, there are behaviors or topics of conversation that are interpreted very differently—outgoing, self-assured women, for example, may be seen as forward or easy. Americans may be seen as wealthy and an easy touch for money. Beliefs and practices about time—what is late, what is early, how time is regarded—are almost always sources of possible conflict. Sexual behavior and attitudes differ greatly across cultures and can cause stress and confusion.

How do you prepare students for these kinds of challenges? First, you must educate them to the differences, emphasizing that there isn’t necessarily a right and a wrong way—only different ways. You can also help students to find ways around points of cultural conflicts without judging the other culture and without sacrificing their own values and beliefs, too.

A common reaction of Americans who travel to very different cultures is the “Ugly American” response. This involves negative judgments about the cultural features that differ most from the U.S. equivalents. At its simplest, it involves assuming that the people in the host culture are there to be taught our ways, which they must naturally be eagerly awaiting. If your students exhibit this attitude, your job is to work with them to develop sensitivity and to see the host culture from the host’s point of view. Teach them NOT to be judgmental, to stay involved and keep in mind that our ways aren’t necessarily any better than their ways. You need to keep in your mind that study abroad is first and foremost a learning experience, which means that students must be led to see the complexity and variety of all cultures and to refrain from falling into easy stereotypes and generalizations. Learning from the host culture requires students and faculty to open their minds and leave their notions of superiority at home.
Problems with the Group

Most of the problems you will have to deal with are those that occur within the group. Students (and sometimes faculty) get sick or suffer injuries, they may suffer intense culture shock, engage in risky or unsafe behavior. Abusing alcohol or drugs can be serious issues on study abroad programs. Interpersonal conflicts among students can cause stressful or dangerous encounters. Sometimes, inappropriate attachments can undermine the integrity of the program. Most fundamentally, you must be able to deal with students who fail to meet academic requirements.

Let’s deal briefly with each of these.

Illness and injury

Travel can be exhausting. Travelers are exposed to new food, new germs, new experiences than make them susceptible to all sorts of health problems. Injuries are not uncommon, as students and faculty try to negotiate uneven roads or paths, swim or scuba dive, or undertake any of the sorts of things everyone enjoys and expects to do on study abroad programs. Your goal should be to minimize the possibilities for serious illness or injury and be prepared to handle them when they do occur. Here are a few guidelines that will help:

1. Be sure you learn as much as you can about the health risks and prevention measures in the country you visit. Investigate the situation regarding hospitals, doctors, pharmacies, and clinics. As soon as you can, acquaint students with any inoculations or preventative medicines like anti-malarial drugs they need to get in advance of the program. Provide information and handouts on relevant health care at your program orientation. Recommend the basic things students should take, including an anti-diarrheal medicine, sunscreen, insect repellent, pain medicine; naturally, emphasize that they must take a full supply of any prescription medicines they require.

2. Prepare and keep a medicine kit for emergency situations, including antibiotic creams, bandages, alcohol or other antisepsics, Tylenol or its equivalent.

3. Know how to get in touch with emergency health care workers when you are in the country. At many sites, you may be far from the nearest clinic or hospital; usually there is some way to get emergency care, in case of injuries or snake bites, for example, and the local arrangers for your trip will know how to make these contacts.

4. When students or faculty members become ill, do not panic—but don’t wait too long if they develop a fever, excessive or prolonged vomiting, or diarrhea. Waiting too long can be a very serious mistake. Check the guidelines in the risk management appendix of this handbook for dealing with illnesses, and follow those guidelines.

Culture Shock

Culture shock is the discomfort and psychological dislocation that occurs in having to cope with an accumulation of differences in areas of life that you take for granted—what money is worth, what is good (or bad) to eat, what is acceptable dress or manners, what is late or early in arriving at an event,
even such fundamental things as what laughter means or how close you can sit or stand next to another person. All travelers, but especially inexperienced ones, experience culture shock as these accumulated experiences bear down on them and make functioning difficult. How much or how little culture shock a person experiences varies greatly, but the symptoms are almost always similar: being critical or negative about the host culture, withdrawing from group activities or engagement with the host culture, physical illness, excessive exhaustion and sleep, obsessive homesickness.

Most people get over culture shock fairly quickly. As the culture becomes more familiar and negotiating it becomes less demanding, the culture shock lessens. Your job as faculty member and program director is to remain observant of students who may be suffering culture shock and help them through it. Explaining what it is and that it is normal usually helps. Keeping students engaged in the program, even when they want to stay in their rooms or avoid activities, is essential. Let students have breaks, when together they can joke and laugh about the challenges they are experiencing, helps reduce the seriousness of culture shock. It is also important to review and discuss culture shock in your program orientation. A rule of thumb is that the more students know about the culture and the more they know what to expect of themselves, the better able they will be to function. Some students react to culture shock by wanting to return home immediately. Discourage that decision as much as you can, but soften it by suggesting they stay two weeks or three days or whatever a reasonable time is for them to get used to the context of the program. Then, ask them to revisit that decision. Most of the time students settle down and are enjoying the experience enough to want to stay.

Risky or Unsafe Behavior

Most students are advanced adolescents, and most of them expect a part of an international experience to include romance, partying, and adventure. Nothing wrong with any of that, of course, unless it involves excessive drinking, abuse of illegal substances, promiscuous sex, or unsafe behavior of other kinds. The program director and the other faculty must lay down firm, clear, explicit rules for behavior. These rules should not expect students to behave like six graders, but they should spell out policies about drinking and drug use and recommend great care in intimacies with strangers; information on HIV and other STD diseases and rates in the country being visited should be provided to the students. Information on crime rates such as street theft and muggings should also be provided along with guidelines for protecting themselves as much as possible. Rules and information should be covered thoroughly at the program orientation and reviewed on site once the program is underway. You must be prepared to enforce penalties for drunkenness or drug abuse, and these penalties must therefore be perfectly clear to students before they leave the US. Finally, rules should be reviewed in the context of the students’ ages and stage in life and in terms of enforceability. Make rules that protect students but don’t make an impossible job of work for you.

Conflict among Students

Students on study abroad programs inevitably are in a high stress, tense environment—even if they are having a wonderful time. There are frustrations and challenges of living in close quarters with people
they may not have met before the program. It is all too common for students to express their stress through conflicts among themselves; sometimes, these take the form of bullying or excluding of certain students, the formation of cliques, and—especially with some male students—physical confrontations. As program director, you need to make clear rules against fighting but also talk with students about the possibilities of other kinds of conflicts arising and give some suggestions of how they can deal positively with those. Stay observant of the students, in and out of formal sessions, and intervene when you see evidence that conflict might be a problem. Sometimes, group sessions to talk about frustrations and in-group issues can help to air tensions and diminish their impact. Part of every student’s job is to be considerate of every other student’s personal rights and place in the program. Any action or behavior that contravenes those rights needs to be modified.

**Inappropriate Attachments**

The study abroad setting will be a novel experience for most faculty members as well as most students. They will live in close proximity, eat meals together, travel together, and spend time after classes and tours in highly personal and romantic settings. It is not surprising that inappropriate attachments are sometimes formed. Students develop crushes on faculty members, young faculty members may develop a special fondness for particular students. It is absolutely not allowable for faculty members to indulge or take advantage of such situations. The program leader must have a keen eye to see such attachments developing, and make it clear to the faculty member involved that it is the faculty member’s responsibility to see that nothing inappropriate occurs. It is also important that the program leader makes sure that housing arrangements and group activities don’t create situations that cause gossip or raise questions about personal behavior. Faculty members should NOT share sleeping rooms with students, even of the same sex. Weekend excursions that might be optional aspects of the program should never include shared facilities by a faculty member and a single student. It is always better for travel options or excursions to involve groups of students, not one, with a faculty leader.

**Academic Performance**

Repeatedly, the point has been made that study abroad is first and foremost an academic program. Completing academic work and receiving credit for the work students complete is what makes study abroad different from simple, unstructured travel. A lot of faculty members’ time and effort is invested in organizing courses and field trips and planning how to teach material in a different setting. As part of academic planning, it is essential to set clear and appropriate standards for the amount of work students must do and the assignments they must complete. These standards and expectations need to be spelled out in course syllabuses and emphasized in the program orientation. It must be made clear to students what they must do and what the penalties will be for failing to meet expectations.

Students should be required to attend all class or instructional sessions and academic fieldtrips. Missing any classes or other sessions in a study abroad setting is not acceptable. Obviously, some allowances for illness must be made. To assure that students are really ill, it is best to require them to contact the teacher themselves or have a friend do it prior to the session they intend to miss. That allows the teacher
or program director to visit the student’s room to make sure he or she is indeed ill and to determine whether they need assistance. An important aside: hangovers should NOT be counted as excused absences.

A general rule of thumb is to drop a letter grade for each unexcused session and to drop a half-letter grade for being late. It is essential, that all faculty teaching in a program follow the same rules as far as absences and lateness to class are concerned. These rules may be set with input from faculty members, but it is the responsibility of the program director to set regulations governing attendance-related matters.
EVALUATING ACADEMIC AND TRAVEL COMPONENTS OF A STUDY ABROAD PROGRAM

Uses of Evaluation Information

Evaluating a program after it is completed provides the program director, faculty members, and international coordinators with information they need to make improvements in the program in future years. Reactions of students to accommodations, travel itineraries, program planning and other aspects of the program should be used in making changes in the program.

Evaluation also provides a base of information that can help other faculty members make decisions about the design of a new program. It is essential that a formal evaluation takes place of every program involving the award of academic credit that the College sponsors.

Evaluation of study abroad programs should NOT be used in making personnel decisions about faculty leaders or instructors. The study abroad experience is too concentrated, atypical as an instructional episode, and usually involves too few students to provide valid and reliable information for personnel decision-making. As a general policy, evaluation results are not supplied by the international coordinators to department chairs or other academic administrators. Faculty members may choose to share evaluations with academic leadership, but should not be required to do so.

Structure and Organization of Evaluation Activities

Data for study abroad evaluations are ordinarily collected through the use of a questionnaire or other instrument that seeks information about how well the program leader and faculty prepared students for both academic and travel components of the program, how well organized and managed the program was, and features such as transportation, accommodations, field trips, food, and what students consider to be the best and worst aspects of the experience. The questionnaire should elicit students’ opinions about the organization and quality of the academic component, included classroom instruction, field trips and how well they were integrated into the academic work, as well as the level and the appropriateness of course assignments and assessments.

The questionnaire should be designed by the international coordinators and reviewed by course instructors and the program director, to be sure it reflects specific aspects of the program that need evaluating.

Questionnaires should be administered in a uniform way, assuring that all students receive the same introduction, that their personal identity is safeguarded, and that all students receive the same amount of time, in a monitored situation, to complete the questionnaire. Questionnaires should be administered by someone other than the teachers and director in the program. They can be administered and collected on site, on the last day or two of the program, sealed in envelopes and returned by hand to the international coordinators at Bainbridge College. If this is not possible, the questionnaires can be mailed to the students by the international coordinators, once the program is concluded. A date for return of the
questionnaires and directions for mailing them should be clearly indicated. If the questionnaires are distributed by mail after the program ends, they should be sent promptly—within a week of the program conclusion.

An evaluation questionnaire may take many forms. What follows is an example that might be used:

**BAINBRIDGE COLLEGE**

**STUDY ABROAD PROGRAM EVALUATION FORM**

**NAME OF PROGRAM**

_____________________________________________________________________

**DATES OF**

**PROGRAM**

_____________________________________________________________________

Directions: Please answer all the questions which follow. Your answers will help us improve study abroad opportunities for Bainbridge College students. Answer all questions on this form and use the back of the page if you run out of space. Do NOT put your name on the evaluation form. Your answers will be compiled and summarized with those of other students and will be kept COMPLETELY confidential. No one will see your form but the BC international program coordinators.

Put the form in a sealed envelope with “Study Abroad Evaluation” written on the outside. You may deliver it by hand to the BC library or mail it to (mailing address of library). Please return the completed form by ________________ (Date).

1. Before you went on the study abroad program, did you receive enough information to plan for your trip and benefit the most from it? Please explain your answer.

2. Please comment on transportation arrangements, both in getting to your program and in travelling for fieldtrips and excursions. Were you happy with the arrangements? Why or why not?

3. Was the program well-organized and managed? Were problems dealt with efficiently and effectively? Explain your answers.

4. Please comment on each of the following aspects of the program:
   a. Accommodations: Were these at the level you expected? Were they worth the money you paid for them? Please explain your answers.
b. Fieldtrips and other sites visited: Did these help you understand the academic aims of the program? Which were the best and which the most disappointing sites?

c. Were meals and other arrangements for food adequate? Why or why not?

5. Was there an appropriate balance of academically related activities and free time or non-academic experiences? Please comment.

6. Were the academic goals and objectives clear and the assignments matched to these?

7. Was the teaching interesting and easy to follow? How would you suggest that the teaching could have been improved?

8. Overall, what were the BEST aspects of the program? Why?

9. What were the WORST aspects of the program? Why?

10. What was the most important thing you learned through experiencing this program?

11. Would you recommend this program to other students? Why or why not?
12. Please use the space below to make other comments or suggestions regarding this study abroad program.

Please complete and return this form to the library at Bainbridge College by ____________(date).

THANK YOU!
APPENDICES

I. Legal Liabilities, Risks, and Crisis Management

II. Forms and Flyers

   A. Request for Approval Form (Signature Page)
   B. Sample Application Form
   C. Waiver of Liability/Permission to Seek Medical Assistance Form
   D. Waiver of Out-of-State Tuition Form
   E. Paying For Study Abroad
   F. Five Important Questions About Studying Abroad
   G. Sample Information Flyers for Recruitment
   H. Program Evaluation Form
APPENDIX I

LEGAL LIABILITIES, RISKS AND CRISIS MANAGEMENT IN STUDY ABROAD PROGRAMS

Introduction

Study abroad may involve unique risks to participants and a higher level of responsibility for faculty members and program directors, as well as for college officials. This appendix describes how study abroad leaders and the College can best protect faculty and students from harm and themselves from litigation. The final section sets forth procedures for handling crisis situations abroad. Note that these procedures for handling crises are not optional. They are to be followed exactly by ALL program directors or faculty in the situations described.

Safety and Tort Liability Issues Related to Study Abroad

Tort law covers civil suits involving wrongful acts that result in injury, loss, or damage: negligence is the most common tort litigation. In study abroad, the most common example of negligence is a failure to counsel students sufficiently about risks and dangers – natural, social, political, cultural, and legal – inherent in living in the foreign environment where they will be studying.

A legal judgment of negligence must prove duty, breach of duty, proximate cause, and actual injury. Duty is defined as an obligation recognized by law. A duty is determined when the risk in question is deemed to be foreseeable through the objective eyes of “a reasonably prudent person in a similar situation.” Once a duty has been determined to exist, a standard of care is established. Disregard of this standard of care is a breach of duty and can result in a lawsuit. For example, a program director that takes a group of students into a known war zone has breached his/her duty.

With a breach of duty established, a litigant must determine proximate cause. Proximate cause is proof that the breach of duty resulted in the injury, loss, or damage in question. Finally, successful litigation requires proof that an actual injury, physical or mental, occurred.

It is important to note that the standard of care in study abroad programs is higher than at the home campus because students are in unfamiliar environments without the support networks to which they are accustomed. In addition, students may be operating among non-English speaking populations, which can further limit their ability to understand legal requirements, customs, and cultural dimensions that may increase risk to them. Program leaders and faculty must be sensitive to the higher standard of care through adequate preparation of students during pre-departure orientations and in their on-site management of the program.

The following are ways to minimize the risk of tort litigation in study abroad:
a. **Program and Site Familiarity** The program leader must be thoroughly familiar with all aspects of the program, including providers of services, modes of transport, locations to be visited, etc. He or she must also be familiar with and well grounded in the cultural, political, and social conditions of the cities and countries to be visited. The program leader should investigate the security of accommodations and the safety record of transportation providers. He or she should research the security of all destinations and the areas through which the group will travel using ground transportation and monitor State Department Travel Advisories and Consular Information on the country or countries to be visited. Advisories are available at [www.stolaf.edu/network/travel-advisories.html](http://www.stolaf.edu/network/travel-advisories.html). A site visit and planning trip well before the program begins are absolutely necessary.

b. **Supervision and Backup** Make sure that someone is always in charge. An assistant director or leader must be available in case the director is unable to function. Students should always be accompanied during group travel. Someone (site director, assistant director, faculty member, host institution staff, or student leader) should be available to handle emergency situations at all times. **It is not advisable for a single faculty member to lead a study abroad program alone unless there is a mature, responsible, and able student in the program prepared to assume leadership responsibilities.**

c. **Insurance** Students going abroad must carry insurance that will cover medical expenses, repatriation of remains, and medical evacuation. This must be made very clear to students upon application and during orientation. This insurance should be included as part of program costs, and the program director should negotiate a contract for it with an agent experienced in insuring study abroad groups. Many USG institutions use the same insurance agent, and Bainbridge College strongly recommends that the study abroad programs at the College use that agent. The study abroad coordinators will be able to advise program directors on insurance issues.

d. **Orientation** One of the best ways to ensure the safety of students and minimize the possibility of litigation over negligence is to provide a thorough orientation. The orientation should include:

   Cautions about alcohol and drug abuse and a warning not to carry, buy, or sell illegal drugs.

   A warning that students are subject to local – not U.S. – laws and that little can be done by the program or the U.S. Embassy to help students who are caught breaking the law.

   Region-specific health information such as the nature, prevention, and treatment of region-specific diseases; required and recommended vaccinations; water and food risks; and descriptions of persistent and epidemic diseases;

   Travel health information available from the Centers for Disease Control at [www.cdc.gov/travel/travel.html](http://www.cdc.gov/travel/travel.html)

   Advice to prepare a customized medical kit including prescription medications in labeled bottles, generic prescriptions for refill, and an extra pair of eyeglasses (if needed);
Information about the physical and psychological consequences of jet lag, culture shock, homesickness, loneliness, changes in diet, lack of exercise, and so on;

General instructions for emergency medical situations – using an emergency telephone system (like 911), calling an ambulance, contacting a hospital or doctor, or an embassy or consular office;

Prudent advice on how to minimize the possibility of being the victim of crime:

Advice to avoid political activity;

Local diet and eating patterns, including ways to accommodate students with special nutritional needs or preferences:

Facts on local crime and the political situation. You may wish to distribute the State Department’s Travel Advisories and Consular Information Sheets.

e. Ready Access to Emergency Information It is a good idea to provide students with identification cards that they can carry with them during the study abroad program that include daytime and evening telephone numbers and addresses for the program and local emergency telephone numbers.

f. Keeping Basic Information on Students Program directors should have, on-site, photocopied information pages from the passports of every student and participating faculty members, in case passports are lost or stolen or individual persons have to be identified. Recognizable photographs of program participants should also be on file.

g. Establishing Contact With the U.S. Embassy in the Country or Countries to Be Visited All groups traveling abroad should be registered with the U.S. Embassy in the country or countries to be visited. The program director or leader should take care to register all participants before departure from the U.S. This is easily done online. Go to http://travel.state.gov/. In the menu list under International Travel for U.S. Citizens, click “registration with Embassies” and you will be given step-by-step instructions. You must first establish an account, but this is a formality and a free service. By registering all your group participants, you will have important links with U.S. government services should you need to make use of them.

Contractual Liability Issues

This form of liability stems from not providing the services or quality of services that are promised. In order to avoid contractual litigation, program directors should do the following:

1. Be honest and accurate about travel, prices, housing, and food, etc.
2. Include disclaimers – e.g. prices may vary, services may change – in program literature. For example, “all costs are subject to change because of unanticipated increases in airfares or other program elements of fluctuations in monetary exchange rates;”
3. Provide equivalent services when changes are made;
4. Obtain clear, written contracts with service providers that describe services and standards of service, costs, refund policies, and options if first-choice services cannot be provided.

Crisis Management

The crisis management protocols below require that the program director or assistant director contact the international coordinator, the Vice President for Student Affairs, or the President of the College at (229) 248-2515 and explain the crisis and actions being taken. If none of these persons can be contacted, the program director should call campus security at (229) 726-9371, which is accessible 24 hours a day. Explain what has happened to security and ask them to get in touch with the Vice President for Student Affairs or the President. Either set a time to call the Vice President or President back or provide security with your number.

NOTE: When handling any crisis, program directors should document their actions with detailed, written notes.

Medical Emergencies

Before departure, the program director should learn about the general attitudes toward health care in the culture, e.g., do doctors hesitate to use potent drugs and take a wait-and-see approach or do they aggressively treat problems? How up-to-date and reliable are medical services? This information will be invaluable in dealing with medical emergencies.

In cases of serious medical situations, the program director should do the following:

a. Take the person to the hospital/clinic, verify the nature of the emergency with a doctor, inform health care personnel about chronic medical conditions, and assist with medical insurance paperwork.

b. Obtain the medical help needed.

c. Contact one of the international education coordinators at Bainbridge College and explain the nature of the medical emergency. If neither of the coordinators is available, contact the President or the Vice President for Student Affairs. Keep in regular contact with the College until the emergency has passed. Advise the College if the student does NOT want the emergency contact notified.

d. Have the student call the emergency contact listed on the student’s program application. If the student is not able to communicate, the Vice President for Student Affairs or the International Coordinator should call the contact person.

e. Depending on the nature of the student’s condition and the medical resources available, assess whether medical evacuation is the best option, in consultation with the student’s family and with the International coordinator at the College. If medical evacuation is recommended, get assistance from local personnel and from the health insurance company in arranging it.
f. If the student is unable to make advance payments for treatment, he or she should be able to use the international insurance policy provided as part of the study abroad program. This policy will provide an international contact number that the program director should call to seek advice and assistance.

g. If the student has not signed authorization for the program director to obtain medical treatment, the director should seek authorization from the student’s contact person. The program director is not the student’s legal guardian, but should try if at all possible to see that the student gets appropriate medical attention.

h. **Below is a list of information that should be obtained in assessing the medical situation. This information should be provided to Bainbridge College when you telephone.**

   - student’s name;
   - date of accident or commencement of illness;
   - details of injuries, symptoms, present condition;
   - name and telephone number of attending physician;
   - name, address, and telephone number of hospital or clinic, if applicable;
   - drugs administered;
   - x-rays or other tests taken and results; and
   - surgery proposed. Type of anesthesia. Wait for authorization if necessary and possible (work with doctor).

**Natural Disasters and Group Accidents**

In the case of earthquake, flood, avalanche, epidemic, vehicle wrecks, or other natural disasters or major accidents, do the following:

a. See to the safety of all group members.

b. **Communicate immediately with Bainbridge College as to the safety and state of health of all group members, the group’s location, plans; arrange to update the College regularly;**

c. Communicate the same information to the nearest American Embassy or Consulate. Diplomatic channels are an alternative way to get information to Bainbridge College and family members if public communication fails;

d. Consult with American Embassy/Consulate, local police, local sponsors, etc. for advice on how to respond to the situation;

e. Discuss alternatives with group members. These may include change of location, change in program schedule, cancellation of program, or a shift in emphasis in the program. Be sure that there is consensus on program changes, if possible, and inform the College of these changes;
f. Some students may decide to return home immediately. This is their prerogative and you
should assist them in making arrangements. Be sure that they understand any financial
implications of an early withdrawal from the program;
g. Keep in touch with Bainbridge College regularly.

Civil Disturbance

a. Be aware of situations and locations that can be potentially dangerous. Warn students and
advise them to avoid such areas whenever possible. Discourage or forbid, if necessary,
attendance at sensitive political meetings, rallies, or other potentially risky gatherings;
b. Keep the American Embassy notified of your location at all times if you suspect problems
are likely to erupt. Make sure you fully understand evacuation procedures to be followed in
case it becomes necessary. Follow instructions or advice issued by the U. S. Embassy;
c. Keep BC informed of developments;
d. Contact BC as soon as possible in the event of a coup, political assassination, or other
political crisis, to provide them with information on students’ safety and plans for dealing
with the situation, so the College can fully inform parents or other emergency contacts.

Missing Program Participant

a. Inquire with friends and associates of missing participant about his or her whereabouts;
b. Notify and, if possible, meet with representatives from the American Embassy, local police,
and local sponsor(s) to enlist their assistance;
c. Notify BC as soon as you have basic details about when the participant disappeared, any
indications of where the participant may have gone and whether he or she left alone and
voluntarily. BC will notify the student’s emergency contact person. Be sure to provide BC
with as many details as possible regarding what happened and what is being done;
d. Check with authorities daily, and inform BC of any new developments.

Student Arrested

a. Call local law enforcement agency and determine charges, procedures, etc;
b. Report situation to American Embassy or Consulate and seek their advice and assistance;
c. Visit student in jail and determine his/her version of events;
d. Have the student call emergency contact. If student is unable to make call, ask BC to call
contact; be sure access details (phone numbers) for law enforcement agencies are made
available to BC and student’s personal contacts;
e. Assist student in obtaining funds for bail, if possible; if it is appropriate, help student secure a
lawyer;
f. Notify BC and give them details of the incident so they can contact student’s family.
Robbery

a. Call local law enforcement agency;
b. Assist student in obtaining funds to replace stolen money, cancelling credit cards if necessary, and replacing the student’s passport if it has been stolen;
c. Have student call emergency contact;
d. Notify Bainbridge College.

Assault and/or Rape

a. Go through medical emergencies protocol as set forth earlier in this document;
b. Call local law enforcement agency to report incident;
c. Notify Bainbridge College about the incident;
d. Help student find counseling. Keep in mind that in many cultures medical doctors often are the first point of contact for people struggling with emotional or psychological issues;
e. Help student (if requested or required) return home.

Death of a Student or Faculty Member

If a student or faculty member dies while participating in the program, record all available facts accurately. The atmosphere surrounding the event will be emotionally charged, and it is very important that the tasks below are handled promptly and effectively.

Take the following steps:

a. If word comes by phone, obtain the identity of the person giving the information;
b. Determine the cause of death—if an illness, what illness; if an accident, what kind, where it happened, who else was involved, and any other details;
c. Find out the time and place of death;
d. Get the name and address of undertaker, if available;
e. Find out participant’s religion. If Catholic check if last rites have been administered. If Jewish, contact a local Rabbi if one is available. For those other religions, wait until you have heard from the family as to their wishes;
f. If the participant dies in an accident, inquire about the local laws regarding autopsy;
g. Contact BC immediately so that the College can communicate with the family and provide appropriate assistance;
h. Contact insurance company regarding insurance procedures for repatriation of remains;
i. Notify the U.S. Embassy or Consulate; consular officers will usually assist in arranging for repatriation of deceased Americans.

Follow-up:

a. Continue to keep a chronological record of events and actions as they occur;
b. Talk to other student participants and keep them informed and counseled;
c. BC will give the participant’s family as much support as possible;
d. BC will send a letter of sympathy to the participant’s parents;
e. Gather the participant’s belongings and make an inventory;
f. Ship the belongings and inventory to BC, which will forward everything to the participant’s family.
APPENDIX II
FORMS & FLYERS

A. Request for Approval Form (Signature Page)
B. Sample Application Form
C. Waiver of Liability/Permission to Seek Medical Assistance Form
D. Waiver of Out-of-State Tuition Form
E. Paying For Study Abroad
F. Five Important Questions About Studying Abroad
G. Sample Information Flyers for Recruitment
H. Program Evaluation Form
REQUEST FOR APPROVAL
UNIVERSITY SYSTEM OF GEORGIA
STUDY ABROAD PROGRAM

Program for Credit
____ Non-Credit Program

Institution / Program Title / Dates of Program

Attach a brief description of the proposed program including the following information:
1. nature and purpose of the program
2. description of the academic component including type and number of credit hours to be awarded, number of contact hours, method of evaluation, course title(s) and number(s)
3. examples of course-related activities/excursions outside the classroom
4. projected number of students and faculty
5. projected cost to each student
6. amount and source of faculty compensation
7. program affiliations
8. security and travel arrangements
9. countries and cities to be visited

Program Director / Title / Telephone Number

SCIE Representative / Date

Department/Division Head / Date

Dean / Date

*Chief Business Officer / Date

*Chief Academic Officer / Date

*President or designee / Date

*By signing this form, I certify that this program meets all fiscal and academic standards of my institution and of the University System of Georgia.
**BAINBRIDGE COLLEGE**

**APPLICATION FOR STUDY ABROAD PROGRAM**

**Directions:** Complete all blanks on the form, sign it, and give the completed form to Dr. David Nelson, Academic Affairs, along with three passport size photographs and an application fee of $75. Checks should be made out to Bainbridge College. Print all information clearly on the form.

1. Name of Study Abroad Program ________________________________

2. Personal Information:
   - Name ______________________________________________________
   - Last Name                                      First Name               Middle Name
   - Address_________________________________________________________________
   - Apartment and/or street #                    City                   State                   Zip Code
   - Phone numbers:  _____________________________/___________________________
     Home:  Area Code and Number                         Cell:  Area Code and Number
   - Email address:____________________________________________________________

   - Age___ Birth date___/___/___   Social Security Number _____________Male________
     Mo/date/year                                                                  Female______

   Medical:  List chronic illnesses, allergies, or other special health concerns along with prescription and non-prescription medicines you regularly require.

   Emergency Contact: __________________________________________PH#_______________
   - Name                                                Relationship
   - Apartment/Street #                        City                                              State                         Zip Code

1. Academic Classification ________________________________
   - (Fr, Soph, Other—please specify) Major/Academic Interest       GPA

2. Course(s) you plan to enroll in for academic credit as part of the study abroad program:
Authorization and Waiver of Liability: Read, Sign, and Date the following statement

I acknowledge that participation in a study abroad program involves some risk of injury, illness, or loss of personal property. I agree to release and forever discharge Bainbridge College, through which I am registering for the program, the Board of Regents of the University System of Georgia, its members individually and its officers, agents, and employees from any and all claims, demands, rights and causes of actions of whatever kind or nature arising from and by reason of any and all known and unknown, foreseen and unforeseen, bodily and personal injuries, including death, damages to property, and the consequences thereof, resulting from my participation in this study abroad program.

I certify that to the best of my knowledge, I am in good health and physically capable of undertaking an intensive, demanding program of foreign study. I have explicitly described any medical conditions or health-related problems that I have in this application form. I further authorize the supervising faculty or program director to obtain and provide medical treatment and/or services that I may require during the study abroad program.

I further agree that I shall be subject to the supervision and authority of the program director and participating faculty as well as to the standards of conduct and behavior stipulated by the program director and in the program literature. I further acknowledge that the program director and supervising faculty have sole authority to make decisions regarding the continued participation in the program of any individual in the program whose conduct may necessitate disciplinary action.

I understand that submitting an application for this study abroad program does not guarantee acceptance into the program, that candidates must meet program requirements and that participation is subject to availability of unfilled positions in the program that are allocated on a first come, first served basis.

__________________________________________  ________________________________
Signature of Applicant                                 Date

Recommendation and Official Signature

__________________________________________  ________________________________
Signature of Program Director of Study Abroad Program to which the applicant is applying  Date

Approved

__________________________________________  ________________________________
Signature of Bainbridge College  Date
International Programs Coordinator
BAINBRIDGE COLLEGE
Out-Of-State Tuition Waivers for Study Abroad

Application

Students from outside Georgia who register at Bainbridge College for study abroad programs may apply for a waiver of out-of-state tuition. To be considered for a waiver, students must submit this application form by March 1st of the year in which they plan to study abroad. The application form should be submitted to:

Ms. Susan Ralph, Director of Libraries
Co-coordinator, International Education
Bainbridge College
Bainbridge, GA 39819

Students will be informed of waiver awards by March 15th.

Name_____________________________________________________
Address___________________________________________________(street/apartment)
____________________________________________________(city, state, and zip code)
Telephone__________________________________________________(area code & number)
Email Address______________________________________________
Home college/university_______________________________________
City and State_______________________________________________
Academic Major____________________________GPA_____________
Year (circle one)       Freshman     Sophomore     Junior     Senior
Study Abroad Program Applied For________________________________

1. Explain why you want to study abroad and how you think it is significant to your future. (Use the back of this form if you need additional space.)

2. Explain why you believe you should receive an out-of-state tuition waiver.

3. Please read the statement below and sign and date the statement. Return this application for waiver to Ms. Susan Ralph in the Bainbridge College Library.

If I am accepted as a study abroad student at Bainbridge College, I agree to abide by all rules and regulations of that program and of Bainbridge College as long as I am enrolled in the study abroad program and in Bainbridge College.

____________________________________________                  ______________________________
Signature                                                                                           Date
PAYING FOR STUDY ABROAD

Some people think that studying abroad is only for rich people. Not true! There are funds available to help cover costs. Every year, many students in financial need manage to get the money to cover the cost of study abroad. The key is planning early, talking to those in the know, and being creative. To start with, visit Ms. Debra Turner, Director of Financial Aid (Student Services Building) and Dr. Tracy Harrington, Director for International Education Programs (Administration Building, phone 248-2574.)

Check on these possible sources of money:

- **Hope Scholarships** pay for tuition and books, for study abroad as well as for on campus courses, if you are eligible.
- **Pell Grants**, up to a maximum of $2,025 per semester, can also be used for study abroad if a student doesn’t use all the money in the fall and spring semesters.
- **Stafford Loans** can also be used to help cover costs, and study abroad expenses can be calculated in determining the amount a student can receive.
- **Special Scholarships** through Bainbridge College are available to help students cover travel costs as well as some of the program costs of studying abroad.
- **PLUS Loans** are available to parents, to help them cover costs for their child’s academic program abroad.
- **Waiver of Out-of-State Tuition** is possible for some students through the Office of the President of the College.
- **Relatives and Friends** can contribute to your study abroad fund at Christmas, birthday, and other special times, in lieu of other presents; don’t be afraid to ask!
- **Fund-raising Projects** help many students raise the money they need: Bake sales, car washes, silent auctions, raffles all generate money to help cover costs. Be creative!
- **Service Organizations and Churches** that students and their families and friends belong often will contribute money to help a deserving student have the experience of studying abroad.

**Remember this:** Study abroad is for everybody. Costs do not have to be a barrier.
FIVE IMPORTANT QUESTIONS ABOUT STUDYING ABROAD

Why should I study abroad?
There are lots of reasons: The world is small, and students who know about other places stand out from the crowd. Employers value experience in other cultures. You earn BC credit towards your degree. Most of all, it is FUN—an unforgettable part of your education.

Where can I study and how long are the programs?
There are many different programs in different places—you can go to Mexico, Spain, England, France, Russia, Africa, or almost anywhere else. Some programs are as short as a week or so, others as long as a semester or academic year. Most are in between. Bainbridge College students often find that shorter programs of one or two weeks fit best into their schedules.

How are these programs organized?
Most programs are led and taught by Bainbridge College faculty or faculty from other Georgia colleges. You register for credit at Bainbridge College, pay tuition here, and get your credit as part of your degree program. All study abroad combines study and travel, so you learn about a subject and visit places related to your studies while you sample the culture and meet the people of your host country. Find out more about the possibilities by talking with faculty members and attending the Bainbridge College Study Abroad Fair.

Is financial aid available to help cover costs?
Yes, definitely. HOPE can be used to cover tuition. For other costs, like travel, housing, meals, and special activities, you may be able to use Pell Grants or Stafford Loans to help cover expenses. You may be able to get support at Bainbridge College through the special Marsicano scholarships for study abroad. Check with Dr. Jennifer Harper in Arts and Sciences about the Marsicano scholarships.

You can also ask civic and community groups to support you. Sometimes churches will help, and organizations like Kiwanis, Civitan, and Rotary often help students in covering the costs of study abroad.

Find out more about paying for study abroad from the Financial Aid Office, or from the study abroad coordinators at Bainbridge College (Ms. Susan Ralph, Director of the Library, 248-2585, sralph@bainbridge.edu and Dr. Dave Nelson, Arts & Sciences, 248-3811, david.nelson@bainbridge.edu)

How do I apply for the program and register for courses?
All programs have their own application forms that usually require a deposit along with the form. You can get the application form from the Bainbridge College faculty member in charge of the program. You should submit this form early, as soon as you know you want to go. All programs have a limited number
of places and admission is on a first come, first served basis. Course registration is done in a special way. The faculty member in charge of the program you are attending will help you complete course registration.
See the world at Bainbridge College

Belize
Spring 2010
Valley Rogers
vrogers@bainbridge.edu

Galapagos
May 2010
Dr. Jenny Harper
jharper@bainbridge.edu
Dr. Patrick Smith
psmith@bainbridge.edu

London
Summer 2010
Dr. Dave Nelson
david.nelson@bainbridge.edu
BAINBRIDGE COLLEGE

STUDY ABROAD PROGRAM IN BELIZE

NAME OF PROGRAM___________________________________________________

DATES OF PROGRAM:__________________________________________________

Program Evaluation Form

Directions: By answering the questions below honestly and completely, you can help us improve study abroad opportunities for Bainbridge College students. Answer all questions on this form. Use the back of the pages if you run out of room, but be sure and label the number of the answers that you put on the back. Please do NOT put your name on the evaluation form. Your answers will be compiled and summarized with others and will be kept COMPLETELY confidential. No one will see your evaluation form but the Bainbridge College international education coordinators.

Put the form in a sealed envelope with “Study Abroad Evaluation” written on the outside and give it to the secretary of the Vice President for Academic Affairs in the Administrative Building by _______________________. (Date)

Thank you for helping us to improve and strengthen opportunities for BC students to study abroad.

Questions

1. Before you went to Belize, did you receive enough information to plan for your trip and to get the most out of it? Please explain your answer.

2. Please comment on transportation arrangements, both in getting to Belize and in getting to the various program sites once you were in Belize. Were you happy with these arrangements? Why or why not?

3. Was the program well-organized and managed? Were problems dealt with efficiently and effectively? Explain your answers.
4. Please comment on each of the following aspects of the program:
   a. **Accommodations.** Were these at the level you expected? Were they worth the money paid for them? Explain your answers and mention which accommodations you are evaluating.

   b. **Sites visited and Activities.** Did these help you understand the academic aims of the program? Which were the best sites/activities? Which were most disappointing? Explain your answers.

   c. Was there an appropriate balance of academically related activities and relaxation? Why or why not?

5. Overall, what were the BEST aspects of the trip? Why?

6. What were the WORST aspects of the trip? Why?

7. What was the most important thing that you learned on this trip?

8. Would you recommend this trip to a friend? Why or why not?

9. What changes or improvements would you suggest in the organization or structure of the program?
10. Please use the space below to make any other comments about the Belize program.

PLEASE COMPLETE AND RETURN THIS FORM BY ________________

THANK YOU!