Participants of the Vienna Spring Break 2012 program led by Dr. Claudia Bornholdt
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INTRODUCTION

CUAbroad - The Center for Global Education

CUAbroad is the Education Abroad unit of the Center for Global Education at CUA - along with the International Student and Scholar Services (ISSS). The Center for Global Education advances the international character of the university by promoting, supporting, and developing a wide range of international and intercultural educational opportunities for members of the CUA community.

CUAbroad develops and administers international educational opportunities overseas for CUA and non-CUA students in coordination with CUA academic and administrative units as well as other institutions in the U.S. and abroad. CUAbroad offers semester and academic year as well as summer and short-term education abroad programs as well as international internships.

CUAbroad provides a variety of services to CUA students such as education abroad advising, an education abroad resource library, the issuance of the International Student ID Card, and travel insurance information.

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The Catholic University of America
620 Michigan Ave, NE
Washington, DC 20064
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Office Hours: 9:00 am – 5:00 pm
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Emergencies

To contact CUAbroad 24 hours a day, 7 days a week, call: CUA Public Safety at (001) 202-301-5111

You may also contact CUAbroad during regular office hours at (001) 202-319-6010.
About CUAbroad

CUAbroad is the education abroad unit of the Center for Global Education

- Develops and administers education abroad opportunities for CUA and non-CUA students
- Coordinates efforts with CUA academic and administrative units and institutions in the US and abroad
- Serves students, faculty and the CUA community

Strategic Goals
To support the university's efforts to strengthen the student experience, CUAbroad will:

- Review and assess existing CUA education abroad programs
- Develop guidelines and procedures for education abroad program evaluation and proposal (including health, safety and liability)
- Encourage faculty to get involved in leading education abroad programs (short-term & semester programs)

We Offer the CUA Community
- Experienced professional staff
- Best practices in education abroad and educational travel
- Guidelines & procedures
- Sample forms
- Individual consultation & feedback on proposals
- Assistance with finding & evaluating providers
- Training
- Resources

CUAbroad Services to Faculty
Taking a group of students abroad means accepting additional responsibilities not required when teaching a course on campus, but you're not in it alone!

CGE & CUAbroad provide for all faculty- and staff-led programs:
- Consultation and advice on study site locations
- Program director training & resources
- Program director compensation (stipend & travel expenses)
- Sample budget and forms to developing a program
- Program director handbook
- General pre-departure orientation
- Health and safety advice and oversight

Leading a Group is Intense but Rewarding
- Requires a commitment of time & energy
- Director is involved in every aspect of the program
- She/he is often on duty 24 hours a day
- True leaders
- Skilled in diplomacy, logistics and group dynamics

Program Director Qualities
- Enjoys spending time with students
- Interested and involved in global issues
- Incorporates global perspectives in the curriculum (& extracurricular activities)
- Experience & expertise overseas
- Multitasking and attention to detail
- Good manager of time and money
Program Director Responsibilities
- Program development & proposal
- Develop syllabi & assignments (if a credit-bearing program)
- Helps to develop program budget
- Itinerary, travel and accommodation
- Program promotion & recruiting
- Judiciary & disciplinary check – w/ CUAbroad
- Interviewing & accepting participants
- Pre-departure preparation
- On-site orientation
- Resolve incidents or emergencies
- Submit final report

Faculty Director Roles

The success of a program depends largely on the Faculty Director.

Education abroad programs tend to be much more intense and personal than the traditional classroom environment. As the Faculty Director, you play a lead role in the life of the group. Your guidance can help support participants in their learning, cultural reflection and group interactions so they get the most out of the education abroad experience.

Your closeness with students while overseas provides many opportunities for guiding learning, personal experiences and cultural immersion. You will be able to develop a unique approach to supporting participants and encouraging meaningful group interaction. Most aspects of your job are not covered in procedures or checklists. Experience, intuition and involvement with your students will be your best guides as you develop your education abroad program.

Your responsibilities related to group interaction fall into two broad categories. The first is official and formal, while the second is informal.

Official Faculty Director Role

Many of the Faculty Director’s formal responsibilities regarding student interaction are largely covered by other chapters of this handbook. Generally, your official role is the administration of the program from the beginning to the end of the study tour. This role is more comprehensive for an education abroad program than for a traditional class.

As Faculty Director, you must:

- Communicate rules and expectations regarding academics, behavior, and group interaction to participants at the start of the program. As noted earlier, the CGE staff advises holding a brief meeting with each student individually to go over student needs and expectations, clarify rules and requirements and discuss specific concerns.

- Remain on site with the students until the end of the program. You cannot leave students for more than a short period. **No overnight absences or early departures are permitted.** Failure to comply will result in immediate dismissal, forfeiture of salary and disciplinary action. (See *Exceptions* and *Handling Emergencies*.)

- Organize all on-site aspects of the program, including arranging site visits, covering academics and delivering and scheduling lectures.

- Link the program’s travel aspects to academics and ensure the academic rigor and completeness of the education abroad program.
• Model appropriate etiquette, cultural sensitivity and moderation. In socializing with students, practice restraint and behave in a generally dignified manner. If CGE receives reports of inappropriate behavior on the part of the FD, you may be removed. Re-appointments will depend on evaluations of past performance. Examples of unacceptable FD behavior include excessive drinking, abandonment of students, crossing interpersonal and professional boundaries, sexual harassment of students, unavailability and micro-management of students’ private lives and personal time.

Informal Faculty Director Role

Because much of a education abroad program takes place outside the classroom, so does the role of the Faculty Director. Your informal role requires you to consider the quality of your interactions with participants and to think through how you want to influence group interaction among participants.

As Faculty Director, you must:

Be on-call 24 hours a day and be 100% available to students. While you don’t need to be physically present with the students at all times, you must be accessible. Students should know how to contact you at all times. In addition, you should stay on top of the comings and goings of your students and set expectations for student travel outside the group.

Take responsibility for student welfare. Studying abroad can challenge students in many unexpected and personal ways. Taking care of the well-being of students may require you to provide support for many non-academic concerns. You need to find ways to make yourself available to students for such issues as cultural adjustment, homesickness, group dynamics, disorientation and any number of emotional or personal responses to group travel.

Recognize the line between providing personal support and being unprofessional. Because of your involvement with student life overseas, you will have to find a balance between familiarity and professionalism. Students are looking to you as much for structure and authority as for friendliness. Recognize that you can have a more positive effect on participants’ experiences if you are thoughtful about when to draw lines, when to extract yourself from certain situations, and when to direct students to other sources of support.

Help participants’ access local culture. Students are coming at this international experience from a variety of backgrounds and with many expectations, questions, and biases about culture. Even those students with travel experience may not have had the opportunity to engage with unfamiliar cultural settings in a meaningful way. Beyond learning language, history, and customs, you have a unique role to play in students’ understanding of culture – how it shapes worldviews, perception, values and experience. You can also help students understand the impact that they have as travelers and help them reflect on the meaning of their cultural interactions. No single formula exists for developing cultural awareness. However, by knowing your students and guiding their experiences, you can help them immerse themselves in local culture in respectful, reflective and enriching ways.

Develop ceremonial elements for the program. You can enhance participants’ academic and cultural experience by creating environments that honor transition and invite reflection. Activities such as welcome dinners, closing dinners, games, group outings, rituals and structured reflections provide bridges between group travel and academics. You should develop opportunities unique to your program that allow participants to engage more meaningfully in their international experience by paying tribute to their learning, relationships, and growth.
PLANNING

GUIDELINES FOR CUA SHORT-TERM FACULTY LED EDUCATION ABROAD PROGRAMS

The Center for Global Education (CGE) works closely with CUA academic departments and faculty to develop short-term faculty-led education abroad programs. These guidelines are intended to clarify the process, as well as the role and responsibility of both CGE and the academic department. Questions should be directed to cua-cge@cua.edu.

Division of Responsibilities between CGE and the Academic Department

CGE administers both CUA semester and short-term education abroad programs following best practices in the field of international education. It works closely with academic departments and faculty to ensure academic integrity and curriculum integration for education abroad programs.

CGE will meet with faculty interested in leading credit-bearing short-term faculty led programs (offered during Spring Break or Summer), and will review the process, timeline and division of responsibility between CGE and the academic unit.

The faculty and academic department are responsible for submitting overseas course proposals (using CGE’s program proposal form), which will include both a proposed program itinerary as well as preliminary syllabus. This course proposal should be approved by the academic department and School Dean and submitted to CGE at least 12-18 months before the actual program date.

Whereas the faculty and academic department are responsible for the “academic aspects” of the program, CGE is responsible for the “budgeting” and “administration” of the short-term education abroad program.

Preliminary Planning

Planning for a short-term faculty led program should begin no later than 12-18 months prior to the actual program date to ensure sufficient time for planning, program approvals, budgeting and recruitment. CGE will not be able to accommodate late requests given its limited staff and resources, and will only assist with credit-bearing education abroad programs which can be counted towards the IIE Open Doors report.

Program Budgeting

CGE will discuss the proposed program itinerary with the faculty and request that they submit desired line items to include in the program budget. However, CGE will retain control of the program budgeting process, following University guidelines, and all budgets must be approved by the Provost. All short-term faculty led program budgets will be based on a minimum of 8 paying participants and will include a salary and program expenses for 1 CUA faculty. Please note that programs will not be able to proceed and will be cancelled if the minimum number of paying participants is not reached by the established application deadline.

Logistical/Programmatic Assistance

In most cases, CGE will work with a reputable educational tour operator to arrange the ground logistical/programmatic aspects of the program. CGE will ensure a program price is set based on a minimum of 8 paying participants and 1 faculty leader, and will ensure that program application deadlines are based on tour operator deposit/payment deadlines. CGE will not put any non-refundable deposits down before program application deadlines are met with minimum enrollment. Group airfare is usually not included in the program budget as non-refundable deposits usually need to be made early. Participants and the faculty leader will be recommended to fly together and CGE will recommend several good group airfare providers once the program is a go.
Recruitment
Once CGE has set a program budget and determined a program price, it will communicate that information to the faculty director and will produce a program webpage and flier for the academic department to distribute widely.

The faculty and academic unit are ultimately responsible for program recruitment and should be ready to make several class visits and hold information sessions. Starting early is key as students need time to make informed decisions and figure out their financial resources in order to participate in an education abroad program.

CGE will assist with answering student questions and processing applications, and will be in touch with the faculty and academic unit during the recruitment process and after the application deadline to determine whether the minimum enrollment has been met. Please keep in mind that students may drop out after applying to a program so a final decision on the status of the program can only be made once non-refundable deposits have been paid to CGE.

Program Pre-Departure Matters
Assuming the program has reached the minimum number of paying participants, CGE will allow the program to proceed, and will then work closely with both the tour operator and faculty to fine tune the program details and pre-departure matters. CGE will offer a mandatory “Faculty Director” training on-campus before the program departure which will cover the role and responsibility of the faculty director. It will also offer “Pre-Departure Orientations” for education abroad participants, which will cover all aspects of studying abroad. The faculty should be ready to meet with the program participants as well to cover program-specific details. All in all, short-term faculty led programs are a collaborative endeavor between CGE and the academic unit.

Program Development Timeline

Program Proposal & Approval
- Academic Programs
  - Secure appropriate approvals (CUA department, school, unit)
  - Submit proposal on appropriate form
  - Attach course description & syllabus for each course
- Non-Academic Programs
  - No explicit academic content
- HOWEVER,
  - Many of same program development guidelines apply
  - Follow similar program development timeline
  - Health, safety, liability issues are the same
- Program Proposal & Approval Form on CGE web site

Program Planning: Timeline
- 24 – 20 months prior to program
  - Initial site visit
  - Program ideas (avoid duplicating programs)
  - Preliminary proposal
  - Obtain support from department

- 18-15 months prior to program
  - Program proposal approved
  - Confirm on-site contacts & affiliations
  - Course and syllabus approved
  - Prepare preliminary budget

- 12-6 months prior to program
Advertise
Conduct class visits & info sessions
Distribute, review & accept applications (interview if needed)

- **6 - 3 months prior to program**
  - Application deadline
  - Send acceptance letters & packets
  - Research & provide visa application instructions
  - Collect fees & deposits
  - Finalize program arrangements

- **3 - 1 months prior to program**
  - Confirm program logistics
  - Conduct orientation activities
  - Firm-up travel arrangements
  - Make payments & request advances

### Pre-Departure Preparations

#### Passports

All faculty and students must have a signed passport that will remain valid for at least six months after the program end date.

All faculty and students should make at least three extra copies of the identification page of the passport. One should be left at home with a parent and the others brought overseas.

Unless traveling across international borders, faculty and students should not carry their passports with them. A copy of the passport should suffice. Faculty and students should keep the passport in a safe place.

When departing for overseas, faculty and students should keep their passports with them at all times. They should not pack it in any checked luggage. Faculty and students should keep the acceptance letter to the program with their passport in case they are asked for it at border patrol.

A lost or stolen passport should be immediately reported to the local US Embassy in the host country. The local embassy or consulate should be able to assist students in replacing a passport.

#### Visas

Most host countries will not require a visa for short-term programs, as the length of your term abroad is shorter than the time granted on a visitor visa. **HOWEVER, visas are required for semester programs (those that are longer than 90 days).** As a program director, you will be providing visa acquisition instructions developed jointly with CUAbroad/CGE.

Any student requiring a visa should apply for one as soon as possible.

Non US citizens who only hold legal residency status in the United States may need to apply for a visa and should consult the consular website of the host country for instructions and requirements.

The process to get a visa is a lengthy one. Faculty and students should not delay applying for it! In order to apply for a visa, students will need a passport (of the country of citizenship), an acceptance letter for the program, and proof of legal residency in the US.
Faculty and students who plan on staying longer in the host country should get a visa cleared through the planned date of departure. The reason for this is that it can be very difficult to receive an extension on a visa once overseas.

**International Student Identity Card (ISIC)**

The International Student Identity Card (ISIC) offers a variety of discounts and benefits on travel-related services and products. It also provides travel insurance and some limited emergency evacuation and repatriation benefits for student travelers. The Center for Global Education - CUAbroad is the only official issuing site on campus. CUAbroad also issues the International Teacher Identity Card (ITIC).

Here are some of the features of the ISIC card:

- Discounts at museums, train tickets, restaurants, hostels all over the world
- Web and cell phone plan discounts overseas
- Travel protection
- Medical protection (includes Health Insurance for accidents or sickness, emergency evacuation and repatriation)
- Baggage protection
- Travel document protection (copies of any important documents can be safely held for students in case access to them is needed while abroad)

**IMPORTANT TO NOTE:** CUAbroad no longer automatically issues International Student ID Cards to students going abroad. Anyone who wants an ISIC will be able to purchase one from our office for $25. Card processing time will be approximately 2 weeks, though the card number may be obtained earlier upon request.

To get your own card from this office, you will need:
- A completed application form
- Proof of current full-time student status (copy of current unofficial transcript is fine)
- Cash, credit card, or check for $25, made out to CUA
- ID photo (to be uploaded electronically) after application.

**Health**

Although you are not expected to function as a health care specialist, certain health-related responsibilities are part of the job. (For more details, see Considerations when Working with Students with Disabilities and Mental Health Concerns sections as well as Traveling Healthy below.)

**Awareness of participants’ health concerns**

During the application process, you should have noted any mental or physical health or other problems participants reported. When appropriate, set up meetings with those individuals to better evaluate the gravity of the health problem.

**Immunizations**

If immunizations are necessary before departure, make sure all students have obtained necessary immunizations either through CUA’s teamed clinics [http://health.cua.edu], the local health department or through their private physicians. CGE does not pay for immunizations needed by participants. Participants assume all costs related to immunizations related to their study tour. Regarding your own immunizations, you should discuss any plans to receive immunizations with the Director of CGE prior to incurring any costs for such services.
First Aid Resources
CGE will assist in coordinating free CPR and first-aid courses. Before departure, call CGE to arrange for CPR training. It is a good idea for at least one member of each group to have recently completed a First Aid course, and that he or she be in charge of First Aid. Also, you should encourage students to bring their own First Aid kits.

Having the following basic First Aid supplies on hand will save inconvenient trips to pharmacies. Some of these items are recommended to have on hand but they are not required:

- First Aid booklet
- Flashlight
- Tweezers
- Bandage scissors
- Bandage-dressing supplies
- Band-aids
- Gauze pads, 3x3
- Safety pins
- Telfa Pads (2 x 3 and 3 x 4)
- Ace bandage
- Steri-strips (¼ x 1 ½ inch)
- Benzoine spray
- Conforming gauze bandage
- Sterile cotton-tipped applicators
- Triangular bandage
- Air splints for ankle
- Cradle sling
- Solutions, ointments and creams
- Betadine wipes (antiseptic wipes)
- Medicine swabs
- Hydrogen peroxide
- Neosporin
- Cortisone cream
- Silvadene cream 1%
- Eye pads and irrigation eye wash solution
- Ibuprofen
- Sugar packs
- Ammonia inhalants
- Benadryl 25 mg caps
- Sore throat lozenges
- Epinephrine 1:1000 amps with syringe and alcohol swabs (in case of emergency reaction)
- Ice packs
- Latex gloves & non-latex gloves for those who have a latex allergy
- Resealable plastic bags

Preparing to Access Local Health Services
Before leaving the U.S., it is recommended to obtain the name and address of a reputable hospital and an English-speaking doctor in the host country. Student Health Services have advice on how to come up with this information in individual study-site locations. You can contact the Center during weekday business hours, 9:00 a.m. to 12:30 p.m. EST and 1:00 p.m.– 5:00 p.m. at (202) 319-5744 or http://health.cua.edu.

You can obtain names, addresses and contact information for foreign hospitals and English-speaking doctors in various specialty practices prior to departure. Contact CGE for this list (see Crisis Management section).

Packing

Before leaving, the question on everyone’s minds is, “What shall I pack? What should I shop for?” No one can tell participants exactly what to take overseas. The rule of thumb is to pack once, and then take out half of what has been packed. Faculty and students accumulate many things while abroad, so they should want to have enough room for their belongings at the end of the term. Faculty and students should keep in mind that shipping items from a foreign country to the United States is quite expensive.

Here are some of our suggestions on what to bring overseas: (a more detailed list can be found in the Appendix)

- Clothing – Faculty and students should consider the climate of the destination and try to pack accordingly. The seasons may be different from Washington’s. Just use common sense. No one needs 5 bathing suits or 5 expedition parkas!
Prescription medication and other special items - Some faculty and students may need prescription medication or an item that might not be found in a foreign country (e.g. allergy medicine, inhalers, etc.). If a prescription medication is absolutely necessary, faculty and students should take it with them or arrange a schedule to have it mailed overseas. We would recommend that faculty and students bring a copy of any prescriptions in case a visit to a pharmacy is needed overseas. Faculty and students should keep in mind that not all medicines are available overseas. If it is a specialized item, faculty and students should ask their doctor for advice. The host country embassy website usually outlines what prescribed drugs are not dispensed or allowed overseas.

Adaptors/Transformers - Electricity in the host country may be a different voltage from the US. The US uses a 110-Volt system, whereas the Europeans have a 220-Volt system. The plugs in these countries have two round prongs. All electrical appliances brought from the US need an adapter to fit the European plugs and a transformer to convert the higher European voltage to the level for which US appliances are designed. Any good hardware store should have the transformer needed in order to make American appliances work. Hair dryers and such smaller devices only need a travel converter. For more sensitive electrical appliances, such as computers and stereos, ask an electronics store where to get a more reliable transformer. A few American appliances can operate on the 220-Volt system as well and only need an adapter. Faculty and students should always double-check what voltage they are working with before using any electrical appliances – from electric shavers to hair dryers.

Travel and Baggage Restrictions

Faculty and students should check in at the airport at least two hours prior to any international flight. With heightened security at all airports, it takes longer to get through check-in and security.

With the rise of online travel websites, many faculty and students purchase tickets that include a domestic leg prior to the international flight then plan to only take the flight at the departure point for the international flight. Be aware that most airlines will not honor a ticket unless it is initiated from its point of origin. Faculty and students should take care to speak with the airline in these situations.

Take special care in following these recommendations and airport requirements:

- Do not lock any luggage that will be checked in. Airport security mandates that bags cannot be locked. Bags that are locked are subject to search, and airports/airlines are not responsible for damage made to luggage as a result.
- Do not pack any camera film into checked bags. All bags are now screened, and the type of x-ray used at the airports damages film.
- Do not pack valuables or important documents in checked-in bags. Travelers should secure such items in a carry-on bag.
- Use luggage that has wheels or a back-pack.
- Travelers must have a passport at all times. Travelers will be asked to show proof of ID at several points throughout the airport prior to boarding a flight.
- No knives or knifelike items of any size, or made from any materials, are permitted. Items such as straight razors, scissors, metal nail files, and lighters must be checked and are not permitted in the cabin.
- Place all electronic items such as cell phones and pagers inside carry-on luggage to be examined in the security screening.
- Remove laptop computers and place through the security screening separate from the carrying case.
- Empty all pockets of any metal items such as keys, coins, metal pens, etc. and in the coin bucket/chute before going through screening.
- Flammable liquids, such as lighter fluid, gasoline and high proof alcohol, are not permitted in either checked or carry-on bags.
- Once through the security screening, be prepared to be hand/wand searched, and to have carry-on bags searched once more before boarding the flight.
- Do not pack *wrapped* gifts in either checked or carry-on items. Passengers transporting gifts should leave the items unwrapped throughout the journey, as this will allow for easy inspection.

Once participants have booked their flight(s), they should consult the airline’s baggage restrictions. Keep in mind that domestic flight baggage restrictions are normally stricter than the rules for international travel. Therefore, while faculty and students have packed according to the guidelines of international baggage restrictions, it might mean that they do *not* meet the restrictions for domestic travel.

**Liquids restriction**

3-1-1 for carry-ons = 3.4 ounce (100ml) bottle or less (by volume); 1 quart-sized, clear, plastic, zip-top bag; 1 bag per passenger placed in screening bin. One-quart bag per person limits the total liquid volume each traveler can bring. 3.4 ounce (100ml) container size is a security measure.

For more information about restrictions when traveling to and from the U.S., visit the Transportation Security Administration (TSA) website. [http://www.tsa.gov/travelers/index.shtm](http://www.tsa.gov/travelers/index.shtm)

**Customs Restrictions of Foreign Destinations – What You Cannot Take to Other Countries**

Many countries have restrictions on what may be brought into the country, including food, pets and medications. Even over-the-counter medications may be prohibited in some countries. Check with the embassies of your destination countries as to prohibited items. A listing of foreign embassies and consulates in the U.S. is available on the Department of State’s website at [http://www.state.gov/s/cpr/rls/dpl/32122.htm](http://www.state.gov/s/cpr/rls/dpl/32122.htm). Foreign embassy and consulate contact information can also be found on the Country Specific Information for each country.

**U.S. Customs Restrictions – What You Cannot Bring Back With You**


**WHILE ABROAD**

Upon arrival overseas, there are two things all faculty and students should do:

- Call or email home to tell their families know they have arrived safely.
- Register with the US embassy through its online registration site: [http://travel.state.gov/travel/tips/registration/registration_4789.html](http://travel.state.gov/travel/tips/registration/registration_4789.html) (if they have not done so before departure).

**Health**

**Medical Insurance**

CUAbroad covers all CUA groups traveling abroad (both academic and co-curricular) with a mandatory comprehensive foreign travel insurance coverage through FrontierMEDEX. CUAbroad collects all required information from travelers (students, staff and faculty) and submits the requests for the coverage to FrontierMEDEX. CUA students participating on education abroad programs have the FrontierMEDEX insurance automatically included in their CUAbroad program fee. CUA co-curricular groups will be charged individually by CUAbroad for the FrontierMEDEX insurance coverage. CUA students, staff and faculty are urged to consult the FrontierMEDEX coverage details and learn how to activate its services before the travel commences.
Prescription Medication Safety
The consumption of alcohol as well as the use of over-the-counter medications may have adverse effects on many prescription medications. For those students who are on prescriptions, make sure they are familiar enough with their medications to be aware of possible interactions and contraindications between their prescriptions and any other substances.

Traveling Healthy
The Student Health Services reiterates that planning ahead helps ensure a safe and healthy trip. Please schedule an appointment with a health care provider or travel clinic two months before departure to receive the necessary travel information, prescriptions, and vaccines.

In general, You can contact the Center during weekday business hours, 9:00 a.m. to 12:30 p.m. EST and 1:00 p.m.– 5:00 p.m. at (202) 319-5744 or http://health.cua.edu.

For health information about specific regions, consult the web site of the Center for Disease Control (CDC) at www.cdc.gov and the World Health Organization (WHO) at www.who.org.

Common Travel Health Complaints
The following suggestions may help you prevent and treat common traveler maladies:

Food and Water
In many countries the most frequent illnesses result from contaminated food and water. If water quality is uncertain, you should drink only bottled or boiled water, and avoid ice unless it is made from treated water. Any raw food can carry illness, so you should avoid salads, uncooked fruits and vegetables, raw meat and seafood, and unpasteurized milk products. All fruits and vegetables with skins should be peeled before being eaten.

Intestinal Problems
Traveler’s diarrhea usually resolves itself in four to five days. Replacing fluids and eating a light diet will easily treat it. Oral rehydration packets are widely available in pharmacies for travelers to carry to help prevent dehydration. In some cases, Pepto-Bismol can be used to treat diarrhea. Anti-diarrhea medicines such as Lomotil and Imodium should be avoided. They give the sense that the diarrhea is under control when it is not and they may obscure a more serious illness requiring surgery, such as appendicitis. They should not be administered if the patient has fever or blood in the stool. A travel clinic may provide travelers with an antibiotic to carry for use in case of more serious infections.

Typhoid fever and Hepatitis A are also transmitted through contaminated food and water. Receiving vaccines against Typhoid Fever and Hepatitis A before departure, as well as safe food and water handling can reduce risk of contracting them.

Other Sources of Disease
In some regions of the world, insects and mosquitoes transmit serious illnesses. These include malaria, yellow fever and dengue fever. To reduce insect bites, travelers should remain indoors from dusk to dawn, stay in well-screened areas, use mosquito nets, and wear clothes that cover most of the body. The most effective insect repellents contain DEET. You should use repellent sparingly and according to instructions. Slow-burning repellent coils, available in camp supply stores, are effective for indoor use. Depending on the destination, you may want to obtain a prescription for anti-malarial drugs. A vaccine is available against yellow fever. Some countries require this vaccine before allowing visitors to enter.
The two most common ways to pick up infections by parasite are: 1) eating or drinking water or food contaminated with parasites or their eggs, and 2) swimming or wading in infested fresh water where the parasites penetrate intact skin. Travelers should avoid swimming in fresh water.

Sexual contact and blood can transmit HIV as well as Hepatitis C. A vaccine is available to prevent Hepatitis B, while no vaccine exists for HIV. Because alcohol and drugs can alter judgment, travelers should use common sense and caution.

**Animal Bites**
Bites, which may cause rabies or other infections, and poisonous snakes are a hazard in many parts of the world. Travelers should avoid handling dogs, snakes and other animals.

**Motor Vehicle Accidents**
Vehicle accidents are a serious threat to the safety of travelers and the most common cause of death and disability in developed and developing countries. Participants on CUA’s international programs are not permitted to rent or operate motor vehicles. If you or your companions choose to do so, please take precautions. Drivers should refrain from alcohol and drug use when driving. Travelers should drive defensively and always use seat belts if available. If renting a car, the traveler should check brakes, tires and lights and request a vehicle with airbags whenever possible. Travelers should always wear helmets when riding on bicycles or motorcycles.

Travelers should get advice from residents and tour guides about areas to be avoided and the advisability of going out at night. Also travelers should not go out at night alone. If an attacker confronts a traveler, he or she should not fight but give up any valuables that are demanded.

**Mental Health**
The aim of this section is to provide a very general insight into situations you may experience with the students. You should encourage and assist interaction with the host culture. The students will experience changes in behavior and emotions as a result of their exposure to a new culture, and the effects are mostly positive. However, if you observe signs of distress, you might speculate that the student is having difficulty adjusting to new surroundings, schedules, diets and customs.

The mental health of all participants is an important consideration. The Center for Global Education is not always aware of pre-existing psychological or psychiatric conditions. Though the student’s application requests that students list any medical conditions, they do not always do so. Participants with diagnosed conditions are responsible for traveling with an adequate supply of prescription medications and for administering the medications properly. Participants who manage their health responsibly adapt well to their new surroundings and present no complications.

Participants who are not aware of their susceptibility to psychological distress may not recognize symptoms for what they are. They may act in denial or take “self-medicating” steps like overindulging in alcohol or other substances. It is imperative that you know your students well enough to detect problems before they reach critical stages. You should also know where to find medical resources in the host community, and that you can exercise proper judgment in referring students who need help.

**PSYCHOLOGICAL DISTRESS**
The following stressful situations may be potential triggers for psychological distress:
- Difficulty in making transition or adaptation to a new culture
- Insufficient or lack of social support
- Excessive pressure to do well academically
- Perceived or real maltreatment or discrimination
- Traumatic events or experiences
• Untreated mental illness or unresolved psychological issues
• Serious physical illness

Be on alert for the following warning signs of psychological distress:
• Decrease in academic performance
• Complaints of difficulty concentrating, complaints of memory loss
• Absences from classes and planned events
• Changes in patterns of interaction, inability to communicate clearly
• Repeated requests for extra consideration
• Behavior that is disruptive or inappropriate, aggressive, antisocial
• Changes in eating and sleeping patterns
• Exaggerated emotional responses, panicky reactions, excessive worry or distress
• Loss of reality, delusional thoughts or language
• Homicidal or suicidal threats
• Physical exhaustion
• Excessive use of alcohol or other abusive substances.

Excerpt from “Dealing with the Distressed Student”, Catholic University Counseling Center, x5765

Appearance:
• Deteriorated grooming or hygiene
• Bloodshot or swollen eyes
• Dramatic weight loss or gain
• Radical change in clothing

Behavioral Markers:
• Poor or erratic class attendance or tardiness
• Student seems anxious, depressed, irritable, angry or sad
• Lethargic or perpetually tired
• Lack of interest in meeting class requirements
• Indications of hopelessness or helplessness
• Marked changes in habits
• Sleeping in class
• Marked withdrawal in a normally outgoing person
• Uncharacteristically poor classwork or test performance
• Repeated requests for special consideration
• Excessive anxiety about grades or performance in class
• Inappropriate tearfulness or intense emotion (hostility, dramatic, excessive or rapid speech, etc.)
• Evidence of self-destructive behaviors (e.g. self mutilation, substance abuse, etc.)
• Expressions of harm to self or others, either verbal or written

Interpersonal Markers:
• Dependency on teaching assistant/teaching fellow
• Avoidance of teaching assistant/teaching fellow
• Poor relational boundaries (e.g., inappropriate disclosure to teaching assistant/teaching fellow)
• Behavior that disrupts classroom
• Student’s comments or behavior seem unusual to others
• Complaints from peers, other staff
Talking to the Distressed Student:

- Be clear on your objectives, which may include assessing ability to perform in class, problem-solving around obstacles to performance, and consideration for overall well-being of the student
- Talk to the student in private when both of you have the time and are not rushed or preoccupied
- Help the student to feel cared for
- Strike the balance between encouraging the student to express vital information and respecting professional boundaries
- Communicate understanding by restating the essence of what the student has told you
- Give hope

What Not to Do/DON’T:

- Ignore the issue or behavior
- Promise privacy or to keep something secret
- Avoid talking directly to the student about your observations
- Assume that the student is aware of your concerns
- Offer more help than you are willing or qualified to provide

Anxiety and panic attacks

Anxiety and panic attacks often produce symptoms similar to those of heart attacks. These symptoms combine with abnormal fear, anxiety, and feelings of loss of control over one’s body and state of mind.

Panic and anxiety attacks are not life threatening, despite intense physical and/or psychological distress during an actual attack. They may occur without warning and without precedent; they tend to reach peak intensity in minutes and subside with hours.

Safety

CUA Education Abroad Statement on Safety and Security

The safety and well-being of students, faculty, and staff who are participating in CUA programs abroad is of the highest importance. CUAbroad has established policies and procedures designed to safeguard the safety and well-being of study abroad participants. CUAbroad monitors the safety and security situation at all program sites.

Study abroad program participants abroad are notified via e-mail if the U.S. State Department issues a country-specific Warning or Announcement. Procedures are in place should an individual program participant – or all program participants – need to be evacuated from the program site. CUAbroad is on call 24 hours a day, 7 days a week, through an emergency cell phone.

Emergency Contact Information

To contact the CUAbroad 24 hours a day, 7 days a week, call: CUA Public Safety at (001) 202-301-5111
You may also contact CUAbroad during regular office hours at (001) 202-319-6010.

Addressing safety and well-being begins with training the Faculty Program Directors and providing all program participants with pre-departure orientation. Program participants are provided with extensive written information and resources, available both in print and on the CUAbroad website at http://cuabroad.cua.edu/healthandsafety/index.cfm

Health Information
Safety Information
Health and Safety News

International Student ID Cards (ISIC)
Emergency Evacuation
Health & Safety Resources
Ensuring Participant Safety

Safety tips while traveling overseas are no different from those given to a local student:

- Do not walk alone at night.
- Be aware of your surroundings.
- Wear your backpack on the front of your body or keep your purse tucked tightly under your arm while in crowded spaces such as the subway.
- Keep your wallet or money in your front pocket. Separate your cash from your credit cards.
- Do not participate in or congregate any public demonstrations.
- Do not carry excessive amounts of money.
- Do not drink alcohol to the point that you are not in control.

Emergency Situations

All faculty and students studying abroad must register with the American Embassy in the host country. Due to a heightened sense of security for all Americans abroad, it is advisable that students take every precaution to ensure that the US Embassy is aware of their whereabouts.

The process takes just a few minutes and can be completed online at the following address.

http://travel.state.gov/travel/tips/registration/registration_4789.html

In the event of an emergency, all students should immediately contact these three parties:
1. The Program Director (on site)
2. Their family
3. The host institution

The United States Department of State Overseas Advisory Council advises that travelers should:

- Have their affairs in order; leave a power of attorney with a family member or friend.
- Discuss and plan with their family what should be done in the case of an emergency. Give the family the following telephone numbers: US Embassy, corporate security, local company office, U.S. Department of State and the Red Cross. Supply family and close friends with the telephone numbers of those who should be notified in an emergency.
- Update all important papers. Leave originals with a family member or an attorney and carry only copies of overseas assignment. Make three (3) copies of the passport page containing the traveler’s photograph, place one in carry-on bag, one in luggage and leave one with office or family.
- Obtain an international driving permit. Carry an U.S. driver’s license with a photo on it.
- Use hard luggage with concealed luggage identification tags and locks. Use business address and telephone number. Do not place valuables, money, or traveler’s checks in checked luggage.
- Obtain the name, address and telephone numbers of the local offices or hotels to be visited. Give a complete itinerary to those at home.
- Obtain a small amount of the local currency if possible.
- If planning to visit a country in a period of civil unrest, register with the U.S. embassy or consulate and provide a copy of the itinerary. Registration makes it easier to evacuate in case of emergency. Check for travel advisories and conditions pertinent to countries planned for visit by calling The U.S. State Department Bureau of Consular Affairs at (202) 647-5225.
- Register items of value such as cameras and laptop computers with Customs before departing the United States.
- Obtain from the embassy of the country the traveler intends to visit a list or pamphlet describing customs restrictions or banned materials.
Safety on the Plane
- Pack a supply of any regularly taken prescription medicines, an extra pair of eyeglasses, passport and carefully chosen personal documents (copies) in carry-on luggage.
- Dress inconspicuously to blend into the international environment.
- Never discuss business or travel plans with fellow passengers.

Safety at an Overseas Airport
- Maintain a low profile and avoid public areas as much as possible.
- Check in quickly and do not remain in the main terminal area.
- Survey surroundings, noting exits and safe areas.
- Stay away from unattended baggage.
- Always maintain custody of carry-on bag.

Safety on Public Transportation
- Stay on guard against pickpockets and petty thieves while in a bus or train terminal or at a taxi stop.
- Avoid carrying a wallet in hip or easily accessible coat pocket.
- Take only licensed taxis. Generally those found in front of terminals and the better hotels are the safest. Have the address of destination written out in local language and carry it on your person.
- Get a map and learn the route to destination. Note if taxi driver takes a different or longer way. Try not to travel alone in a taxi and never get out in deserted areas.

Safety at Hotels
- Stay alert in the hotel. While out, put the “Do Not Disturb” sign on door to give the impression that the room is occupied. Call the maid when ready for the room to be cleaned.
- Consider leaving the light or TV on when out of the room.
- Carry the room key instead of leaving it at the front desk. Place money or valuables in the safe deposit box at the front desk of the hotel. Guest rooms are not secure.
- Never accept packages or open the door to workmen without verification from the front desk.

Money Management
Whether in Europe or in Australia, or any other place for that matter, faculty and students are required to have an adequate amount of money for personal expenses during the program.

Students living with a host family should ask them to clarify what they are expected to pay for. The discussion should include (but is not limited to) such expenses as:

- Phone bills
- Internet access
- Additional food items
- Restaurants
- Cosmetics
- Vacations
- Toiletries

Money can be a sensitive issue, so it is important to discuss it with the host family.

There are numerous ways to manage money while abroad. We encourage faculty and students and their families to consider all the options in order to select the one that best suits their situation.

Faculty and Students arriving with a Visa or MasterCard to access money should find out where local ATMs or bank offices are in the community. The web sites www.visa.com and www.mastercard.com both have worldwide ATM finders to help locate conveniently located ATMs. Considering the short period of time the program runs, opening a bank account is not advisable.

One of the best resources to check the daily conversion rate of any currency is: http://www.oanda.com
Practical tips for handling money overseas

- Ensure that your ATM card is on the PLUS and/or CIRRUS networks.
- Know your ATM pin by number, not by letter. Most international ATMs do not have letters on the keypad.
- Contact your US bank to understand their international banking policies especially regarding access and surcharges.
- Keep your account number in a safe place with the phone number to report a lost or stolen card.
- Keep in mind that toll-free numbers do not work from overseas. You should contact your credit card company to get a number that you can dial from overseas.
- Use a bank that has online banking so that you can periodically check your account for currency conversions and balances.
- Avoid using wire transfer services. The currency conversions are some of the worst and the transfer fees are high.
- Often the best exchange rate is obtained by withdrawing the foreign currency at an ATM in the host country. Banks will usually give the best rate of that month.
- Know the difference between an ATM card and a credit card. As both usually have a VISA or MASTERCARD logo, students easily confuse the two and end up withdrawing money from an ATM using a credit card. By doing so, the student begins to pay interest (at a very high rate) on the cash advance by the credit card.

Cultural Differences

Traveling overseas is quite different from living there. Faculty and students should take some time to familiarize themselves with the host country. Faculty and students can pick up a book by a famous literary figure of that country and read through the pages of a guidebook to learn the basics of the country’s history and its current events. By doing this and being familiar with topics such as those below can ease the transition into the host country.

Current issues in US international relations
This may be the first time in your life that you are not surrounded by Americans on a daily basis. It can be quite a shock to be the only American someone has met. All of a sudden, you may be asked about why the US acts in particular ways. While you are not responsible for answering for how the US acts, we strongly recommend that you brush up on current domestic and international issues related to the United States. As “foreign” faculty and students, you will likely engage in discussions regarding politics and socio-cultural issues. Many will consider you an ambassador of your country. Be prepared for heated discussions on topics on which you may have little interest and/or expertise. We suggest that you closely follow local, national and international news prior to and during your semester abroad.

Recent years have been packed with many events involving the international community. People you may be coming across while overseas might see you as a US representative, able to answer questions regarding US internal and international politics: the War on Terrorism, about immigration legislation, about crime in the cities, to name just a few. Are you ready to engage in a conversation on any of these topics?

The Office of Education abroad strongly recommends that you periodically read the US Department of State website (www.state.gov) for up-to-date information on US-Foreign Relations.

Religion
The US has perhaps the largest diversity of religions and, by most accounts, a very high church-attendance rate. As CUA faculty and students overseas, you may be puzzled by what you see as religious life in some of the host countries.
In most of the host countries in our programs, you will have many beautiful churches to choose from, but you will be surprised by how under-attended they are. It will become very apparent to you that the people in some of these countries view religion differently from the way most Americans do. All towns, no matter how small, have at least one church; in some cities, there are stunningly beautiful churches on every street corner. But if you go to Sunday mass, it will be held in a side chapel, with half a dozen people in attendance. You will meet people who consider themselves of a particular faith, but who never attend church services. Some people only go to church once a year. In these places, religion is more part of the general cultural tradition than of one’s day-to-day life. As in the US, there is clear separation between church and state in many of the host countries, but that’s where the similarity ends.

**Food and Drink**

Meals are still almost a ritualistic part of life in many foreign countries. You will rarely see anyone ordering food for take out or snacking while on the go. You drink your coffee in the car while commuting to work? That doesn’t happen often in Europe. Coffeehouses like Starbucks, where one gets coffee on the run, are just starting to pop up overseas in a response to American pop-culture consumerism. If you choose to drink coffee while overseas, take your time! You will find that conversing over a fresh cup of coffee in a café is a most enjoyable pastime. If you visit the neighbors to have a cup of coffee with them, you better have an hour or more to spare, because just having a cup of coffee and running away on other business is considered very rude. You might think certain foods or combination of foods are strange or sometimes disgusting. But before you complain, we urge you to give them at least one try. Try food the way your hosts eat it, and then judge.

Although the per capita consumption of soda is lower than in the US, soft drinks do exist overseas. If you order a soda, don’t be surprised if you get one without ice. Tourists who come to the US think that they are getting cheated because of the large amount of ice one gets when ordering a beverage. They consider it as “watering down” the drink. Remember that there are no free re-fills in most restaurants overseas. If you want regular water, make sure to specify that you want tap water or “still” water; if you don’t, you will end up getting sparkling water (carbonated water).

Enjoy the food and drinks of your host country. They will be the topics of many lively, sometimes comparative, conversations when you return home.

**Conservation**

Other nations are generally much more concerned about the environment and saving money. Due to the high costs of energy and water, conservation is an extremely important issue in Europe, for instance. By conserving water and electricity, you not only save money, but also get a chance to help the environment. If you want to fit well into your new culture, you should do your best to adopt these values as well.

Aside from remembering to turn lights off and take brief showers, you should learn what to do along the lines of recycling. You will likely see separate bins for different wastes - one for plastic and metal, one for paper, one for biological waste and one for everything else (compost, used paper towels, etc.). The colors and the location of these containers vary from country to country.

**Culture Shock**

Herodotus, that well-known traveler of ancient times, took an inquiring mind and insatiable curiosity about what lay beyond his own familiar world with him. He wrote about his travels and what he learned in his *Histories*. Sometimes he did not get it quite right. Outlandish tales of Cannibals and the exploits of Amazon women warriors mingle with his often careful, astute observations about peoples and places beyond his own homeland.
In the modern world, travelers need not settle for such misjudgments, amusing as they may be. There is a wealth of good information available. Alluding to a Spanish proverb, “He who would bring home the wealth of the Indies must carry the wealth of the Indies with him.” Samuel Johnson stated, “So it is in traveling: a man must carry knowledge with him, if he would bring home knowledge.” With a little effort, the modern-day traveler can learn a great deal before setting out to explore the world.

One of the most appealing aspects of travel is the opportunity to discover the world’s incredible diversity of peoples and cultures. Sometimes, however, these cultural differences seem incomprehensible or even incompatible with the expectations of the visitor, unless the traveler abroad has a level of understanding, sensitivity and appreciation of that other culture. A common mistake among students, for instance, is to assume that in places where English is the main language, the culture will mirror that of the United States.

You may already have a deep level of experience and knowledge of the countries where you lead programs and instruct students. You should pass along to students your expertise in the subtle nuances of everyday life and interactions in an unfamiliar place. Many students may be traveling overseas for the very first time.

Some Faculty Directors may have an impressive knowledge of a particular academic discipline, but lack extensive practical exposure in the country where they are leading the study tour. To help those FDs and their students reap the greatest possible rewards in their cross-cultural experience, the FD should do some research on the cultural differences which may affect how the group is perceived in the particular study tour host country.

The bibliography (below) provides a selection of sources on cross-cultural interaction. Efforts by the FD to learn about indigenous cultures will be appreciated by host country residents as well as by the students in the program. In situations where the FD is unsure of proper behavior or etiquette, it is almost always perfectly appropriate simply to ask for guidance. The group should combat negative stereotypes of the American tourist by being as courteous, considerate and open-minded as possible. All participants should check sources on the Internet for information on various countries. A sampling of very general guidelines on behavior and dress has been included as well as a bibliography.

**Cross-Cultural Adjustment Cycle**

Each stage in this process is characterized by “symptoms” or outward and inward signs representing certain kinds of behavior.

- **Honeymoon Period:** Initially, you will probably be fascinated and excited by everything new. Visitors are at first elated to be in a new culture.
- **Culture Shock:** The visitor is immersed in new problems: housing, transportation, food, language, and new friends. Fatigue may result from continuously trying to comprehend and use the second language. You may wonder, “Why did I come here?”
• **Initial Adjustment:** Everyday activities such as housing and going to school are no longer major problems. Although the visitor may not yet be perfectly fluent in the language spoken, basic ideas and feelings in the second language can be expressed.

• **Mental Isolation:** Individuals have been away from their families and good friends for a long period of time and may feel lonely. Many still feel they cannot express themselves as well as they can in their native language. Frustrations and sometimes a loss of self-confidence result. Some individuals remain at this stage.

• **Acceptance and Integration:** A routine (e.g., work, school, social life) has been established. The visitor has accepted the habits, customs, food, and characteristics of the friends, associates and the language of the country.

AVOIDING PITFALLS AND PROBLEMS:

**General Guidelines about Cultural Differences**

It is impossible to offer more than a cursory discussion here about the various cultural and social differences and pitfalls program participants may encounter. Below are a few categories that you should consider and explore with your students depending on the location of your program.

**Punctuality**

*Countries with a high regard for promptness:* All of northern Europe, especially Scandinavia, the Netherlands, Germany, Switzerland, Belgium, etc.

*Countries where promptness is appreciated and expected:* Canada, Australia, United Kingdom, France, and the United States.

*Countries with a relaxed attitude toward punctuality:* Southern Europe (Spain, Italy, Greece) and most of the Mediterranean. Note: Travelers will certainly find themselves in situations where they cannot afford to be late, so it is not wise to emulate this behavior very closely. One Spanish commentator notes that “this behavior is the reason for the frequent comment heard in Spain that foreigners adapt very quickly to the defects of our country.”

*Countries with a lax attitude toward promptness:* Most of Latin America and parts of Asia. Punctuality is not a highly regarded virtue in the Middle East. It is not recommended to schedule more than one appointment per day until the visitor is better acquainted with the habits of those with whom he or she is meeting.

**Greetings**

Most North Americans have learned since childhood to shake hands using a firm grip and to make direct eye contact. This kind of direct eye contact with elders shows disrespect in much of Asia and some parts of Africa and Latin America. Native American tradition also teaches that direct eye contact with elders is disrespectful. Travelers need to be aware of such differences.

In Japan the bow is considered an act of respect and humility. In Southeast Asia, the *wai* is the greeting. In India, this same greeting is called the *namaste*. This involves placing the palms of the hands together in a prayer-like fashion, holding them about chest high, and dipping the head slightly. For Americans (both men and women) the proper reaction is to nod the head politely in response. A *wai* or *namaste* response is not expected.

The variation in customs ranges as wide as the imagination. In parts of central Africa, friends greet each other by spitting at each other’s feet; in Tibet, a traditional greeting is to stick out your tongue. As first time visitors, Americans or Canadians or other foreigners would not be expected to use any of these greetings. But on second visits, or after becoming better acquainted with hosts, respectfully emulating the greeting will probably be appreciated.
Visitors need to be careful about gestures in general. Gestures as simple as waving goodbye or beckoning vary widely. To beckon palm up and wagging one finger, for instance, as is done in the United States, is considered an insult in India and a number of other countries. You and your students need to be informed about gestures in your particular study-tour location.

Names
If a name appears complicated, a visitor should ask in advance how to pronounce it. In the Pacific Rim a person will have three names: The first name will be the family name. In Latin America there are also often three names: The first name is the given name, the second is the father’s family name, and the third is the mother’s maiden name. In Spain, however, the usage is different: A married woman adds her husband’s name at the end.

Dress
In some more conservative countries, clothing that is too revealing may not be appropriate in many settings. It is a measure of respect. Often in the Islamic world, women are expected to wear their skirts or shorts longer or not wear shorts at all. The same is true for many cathedrals and churches around the world. Often shorts are not permitted and arms must be covered. Women should also carry a scarf to wear when entering churches or mosques. Without a head covering, entry may be denied at some Russian Orthodox and other churches. Also note that in parts of Asia and the Middle East, it may be customary to remove shoes before entering a home or sacred site.

Eating
In a handbook this size, it is impossible to include the wide variation of customs and practices connected with food and eating around the world. The most important point is that the traveler be aware and be sensitive to other customs so as to avoid offending and to have a pleasant experience.

In many countries the main meal is served at midday and a light snack in the evening. When eating in Europe and China, it is customary to keep both hands above or on the table. This custom dates back many centuries when a hand under the table might signify a weapon or some sort of hanky-panky. In parts of Central Asia, the hosts may be offended if guests do not eat a lot or refuse to try certain specialties.

Guests throughout the former Soviet Union will find that it is customary for hosts to toast their visitors with vodka or other alcoholic drinks. They expect guests to drink with them. It is wise to be careful! Vegetarians may find it difficult to follow their normal diet in areas where a lot of meat is consumed.

Those who are left-handed need to be aware that in the Islamic world, the left hand is considered “unclean.” Only the right hand should be used for eating.

Other Considerations
You and your students can explore various aspects of culture including reciprocity, speaking volume, personal space, colors, symbols and general behavior. Your students will want to cross cultures gracefully, but the process is usually not smooth. You can help by offering some understanding of the culture they are visiting. However, they must also be aware of their own cultural lenses and expectations. Reflecting mindfully on moments of discomfort, maintaining an open mind, and approaching people in the study location with care and respect will allow your students to have a rich cross-cultural experience.

THE SECRETS OF SUCCESS
From “Survival Kits for Overseas Living” by Robert Kohls
In his volume for Americans planning to live abroad, L. Robert Kohls lists the following attributes and skills as important in having a comfortable, successful overseas experience:
Tolerance for ambiguity  Sense of humor
Low goal/task orientation  Warmth in human relationships
Open-mindedness  Motivation
Nonjudgmental  Self-reliance
Empathy  Strong sense of self
Communicativeness  Tolerance for differences
Flexibility; adaptability  Perceptiveness
Curiosity  Ability to fail

The three most important attributes according to Kohl are a sense of humor, low task/goal orientation, and ability to fail.

**Sense of humor?** Travelers will encounter many things that might make them unhappy, angry or annoyed, says Kohl. An ability to “laugh things off will be the ultimate weapon against despair.”

**Low goal/task orientation?** Americans abroad, he says, often set unrealistic goals for themselves that are unattainable and then become unhappy when they fail to achieve their aims. Those with the ability “to relax and ride with events tend to be more effective and enjoy themselves more overseas.”

**Ability to fail?** “Often,” says Kohls, “it is the high achievers who go overseas, people who have virtually never experienced failure. If in addition, they have little tolerance for it, they are in trouble as are those who work for or live with them.”

Do not underestimate the effect of cross-cultural experiences on your students. Many travelers go through a considerable amount of confusion and distress when immersed in a new and unfamiliar culture. Because this discomfort often occurs after an initial period of excitement and energy, you may not be immediately aware of which students are adapting well and which are having difficulty.

**Culture Shock and Cultural Adjustment**

*An editorial by Dr. Lalervo Oberg, Anthropologist; Health, Welfare and Housing Division; United States Operations Mission to Brazil*

I would like to make a few remarks about *culture shock*, a malady which afflicts most of us to some degree. We might almost call culture shock an occupational disease of many people who have been suddenly transplanted abroad.

**Culture Shock** Culture shock is precipitated by the anxiety that results from losing all familiar signs and symbols of social intercourse. These signs are the thousand and one ways in which we orient ourselves to the situations of daily life: when to shake hands and what to say when we meet people, when and how to give tips, how to give orders to servants, how to make purchases, when to accept and when to refuse invitations, when to take statements seriously and when not.

These cues, which may be words, gestures, facial expressions, customs, or norms are acquired by all of us in the course of growing up and are as much a part of our culture as the language we speak or the beliefs we accept. All of us depend for our peace of mind and our efficiency on hundreds of these cues, most of which are unconsciously learned.

When an individual enters a strange culture, all or most of these familiar cues are removed. He or she is like a fish out of water. No matter how broad-minded or full of good will he may be, a series of props have been knocked from under him. This is followed by a feeling of frustration and anxiety. People react to the frustration in much the same way. First they reject the environment which causes the discomfort: “the ways of the host country are bad because they make us feel bad.”

For example Americans who are in a strange land get together to grouse about the host country and its people, you can be sure they are suffering from culture shock.
Another phase of culture shock is regression. The home environment suddenly assumes a tremendous importance, everything becomes irrationally glorified. All difficulties and problems are forgotten and only the good things back home are remembered. It usually takes a trip home to bring one back to reality.

**Symptoms** Some of the symptoms of culture shock are: excessive concern over cleanliness and the feeling that what is new and strange is "dirty." This could be in relation to drinking water, food, dishes, and bedding; fear of physical contact with attendants or servants; a feeling of helplessness and a desire for dependence on long-term residents of one's own nationality; irritation over delays and other minor frustrations out of proportion to their causes; delay and outright refusal to learn the language of the host country; excessive fear of being cheated, robbed, or injured; great concern over minor pains and irritations of the skin; and finally, that terrible longing to be back home, to be in familiar surroundings, to visit one's relatives, and, in general, to talk to people who really "make sense."

Individuals differ greatly in the degree in which culture shock affects them. Although not common, there are individuals who cannot live in foreign countries. Those who have seen people go through a serious case of culture shock and on to a satisfactory adjustment can discern steps in the process.

**The Honeymoon Stage** During the first few weeks most individuals are fascinated by the new. They stay in hotels and associate with nationals who speak their language and are polite and gracious to foreigners. This honeymoon stage may last from a few days or weeks to six months depending on circumstances. If one is a very important person he or she will be taken to the show places, pampered and petted, and in a press interview will speak glowingly about progress, goodwill, and international amity. If he returns home may well write a book about his pleasant if superficial experience abroad.

But this "Cook's tour" type of mentality does not normally last if the foreign visitor remains abroad and has to seriously cope with real conditions of life. It is then that the second stage begins, characterized by a hostile and aggressive attitude towards the host country. This hostility evidently grows out of the genuine difficulty which the visitor experiences in the process of adjustment. There is maid trouble, school trouble, language trouble, house trouble, transportation trouble, shopping trouble, and the fact that people in the host country are largely indifferent to all these troubles. They help but they just don't understand your great concern over these difficulties. Therefore, they must be insensitive and unsympathetic to you and your worries. The result, "I just don't like them." You become aggressive, you band together with your fellow countrymen and criticize the host country, its ways and its people.

This criticism is not an objective appraisal but a derogatory one. Instead of trying to account for conditions as they are through an honest analysis of the actual conditions and the historical circumstances which have created them, you talk as if the difficulties you experience are more or less created by the people of the host country for your special discomfort. You take refuge in the company of your countrymen and this cocktail circuit becomes the fountainhead of emotionally charged labels knows as stereotypes. This is a peculiar kind of shorthand which caricatures the host country and its people in a negative manner.

**Stereotypes** The "dollar grasping American" and the "indolent Latin American" are samples of mild forms of stereotypes. The use of stereotypes may salve the ego of someone with a severe case of culture shock but it certainly does not lead to any genuine understanding of the host country and its people. This second stage of culture shock is in a sense a crisis in the disease. If you overcome it you stay, if not, you leave before you reach the stage of a nervous breakdown.

Culture shock is lessened as the visitor succeeds in getting some knowledge of the language and begins to get around by himself. This is the beginning of his adjustment to the new cultural environment. The visitor still has difficulties but he takes a "this is my cross and I have to bear it" attitude. Usually in this stage the visitor takes a superior attitude toward people of the host country. His sense of humor begins to exert itself. Instead of criticizing he makes jokes about the people and even cracks jokes about his or her own difficulties. He or she is now on the way to recovery. And there is still the poor devil who is worse off than yourself whom you can help, which in turn gives you confidence in your ability to speak and get around.
**Final adjustment**  In the final stage of adjustment the visitor accepts the customs of the country as just another way of living. He can operate within the new milieu without a feeling of anxiety although there are moments of strain. Only with a complete grasp of all the cues of social intercourse will this strain disappear.

For a long time the individual will understand what the national is saying, but he is not always sure what the national means. With a complete adjustment you not only accept the foods, drinks, habits, and customs but actually begin to enjoy them. When you go back home on leave you may even take things back with you and if you leave for good you generally miss the country and the people to whom you have become accustomed.

It might be well to point out that the difficulties which the newcomer experiences are very real. If individuals come to a tropical area from a temperate one they quite often suffer from intestinal disturbances. Strange foods sometimes upset people. In Rio, for instance, water and power shortages are very real. When these physical difficulties are added to those arising from not knowing how to communicate and the uncertainties presented by customs the consequent frustrations and anxieties are understandable.

In the course of time, an individual makes this adjustment. You do what is essential about water, food, and the other minutiae of daily life. You adapt yourself to water and power shortages and to traffic problems. In short, the environment does not change. What has changed is your attitude towards it. Somehow it no longer troubles you, you no longer project your discomforts onto the people of the host country and their ways. You get along under a new set of living conditions.

**Your Attitude**  Another important point worth considering is the attitude of others to a person suffering from culture shock. If you are frustrated and have an aggressive attitude to the people of the host country, they will sense this hostility and in many cases respond in either a hostile manner or try to avoid you. In other words, their response moves from a preliminary phase of ingratiation to aggressive ridicule and on to avoidance.

To your own countrymen who are well adjusted you become somewhat of a problem. As you feel weak in the face of the host country people you tend to wish to increase your dependence on your fellow countrymen much more than is normal. Some will try to help you, others will try to avoid you.

The better your fellow countryman understands your condition the better he is able to help you. But the difficulty is that culture shock has not been studied carefully enough for people to help you in an organized manner and you continue to be considered a bit queer - until you adjust yourself to the new situation.

Although I am not certain, I think culture shock affects wives more than husbands. The husband has his professional duties to occupy him and his activities may not differ too much from what he has been accustomed to. The wife, on the other hand, has to operate in an environment which differs much more from the milieu in which she grew up.
**A product of history** In an effort to get over culture shock, I think there is value in knowing something about the nature of culture and its relationship to the individual. In addition to living in a physical environment, an individual lives in a cultural environment consisting of manmade physical objects, social institutions, and ideas and beliefs.

An individual is not born with culture but only with the capacity to learn it and use it. There is nothing in a new born child which dictates that it should eventually speak Portuguese, English, or French, nor that he eat with a fork in his left hand rather than in the right, or use chop sticks. All these things the child has to learn. Nor are the parents responsible for the culture which they transmit to their young. The culture of any people is the product of history and is built up over time largely through processes which are, as far as the individual is concerned, beyond his awareness. It is by means of culture that the young learn to adapt themselves to the physical environment and to the people with whom they associate.

As we know, children and adolescents often experience difficulties in this process of learning and adjustment. But once learned, culture becomes a way of life, the sure, familiar, largely automatic way of getting what you want from your environment and as such it also becomes a value.

People have a way of accepting their culture as both the best and the only way of doing things. This is perfectly normal and understandable. To this attitude we give the name *ethnocentrism*, a belief that not only the culture but the race and nation form the center of the world.

Individuals identify themselves with their own group and its ways to the extent that any critical comment is taken as an affront to the individual as well as to the group. If you criticize my country, you are criticizing me. If you criticize me, you are criticizing my country.

Along with this attitude goes the tendency to attribute all individual peculiarities as national characteristics. For instance, if an American does something odd or antisocial in a foreign country which back home would be considered a purely individual act, it is now considered a national trait.

Instead of being censured as an individual, his country is censured. It is best to recognize that ethnocentrism is a characteristic of national groups. If a national criticizes some aspect of his own culture, the foreigner should listen but not enter into the criticism.

**The study of culture** Specific cultures are products of historical development. Brazil and the United States, for instance, have different cultural origins and different culture histories which account for present day differences.

In this case, however, the differences are not great, both cultures being parts of Western civilization. It might be useful to recognize here that the study of culture per se is not the study of individuals. Psychology is the study of individual personality. Sociology is the study of groups and group behaviors.

The student of culture studies not human individuals but the interrelationships of culture forms like technologies, institutions, idea and belief systems. Hi is interested not so much in the study of culture as such, but its impact upon the individual under special conditions.
**Common elements** Any modern nation is a complex society with corresponding variations in culture. In composition it is made up of different ethnic groups, it is stratified into classes, it is differentiated into regions, it is separated into rural and urban settlements, each having its own distinctive cultural characteristics. Yet superimposed upon these differences are the common elements of official language, institutions, and customs which knit it together to form a nation.

These facts indicate that it is not a simple matter to acquaint oneself with the culture of a nation. Similarly the culture of one's own nation is complex. It too, differs by region and class.

Americans, for instance, who go abroad in various governmental and business capacities, are usually members of the middle class and carry the values and aspirations of this class, some of which are an accent on the practical or utilitarian - work as a means to personal success, and suspicion of personal authority.

Accustomed to working in large hierarchical institutions like business corporations, governmental agencies, or scientific foundations which have a life of their own and persist in time, Americans tend to become impersonal. Individuals no matter how able are replaceable parts in these large institutions.

**A lack of understanding** An objective treatment of your cultural background and that of your new environment is important in understanding culture shock. There is a great difference in knowing what is the cause of your disturbance and not knowing.

Once you realize that your trouble is due to your own lack of understanding of other people's cultural background and your own lack of the means of communication rather than the hostility of an alien environment, you also realize that you yourself can gain this understanding and these means of communication. And the sooner you do this, the sooner culture shock will disappear.

The question now arises, what can you do to get over culture shock as quickly as possible? The answer is to get to know the people of that host country. But this you cannot do with any success without knowing the language, for language is the principal symbol system of communication.

We all know that learning a new language is difficult, particularly to adults. This task alone is quite enough to cause frustration and anxiety, no matter how skillful the language teacher.

But once you begin to be able to carry on a friendly conversation with your maid, your neighbor, or to go on shopping trips alone, you not only gain confidence and a feeling of power but a whole new world of cultural meanings open up for you. You begin to find out not only what and how people do things but also what their interests are.

These interests people usually express by what they habitually talk about and how they allocate their time and money. Once you know this value or interest pattern it will be quite easy to get people to talk and to be interested in you. When we say people have no interests we usually admit the fact that we have not bothered to find out.

At times it is helpful to be a participant observer by joining the activities of the people. This could be a carnival, a religious rite, or some economic activity. Yet the visitor should never forget that he or she is an outsider and will be treated as such. He should view this participation as role playing.

Understanding the ways of the people is essential but this does not mean that you have to give up on your own. What happens is that you have developed two patterns of behavior.
The source of pain  Finally a word on what your fellow countrymen can do to help you get over culture shock. Persons suffering from culture shock feel weak in the face of conditions which appear insufferable and it is natural for them to try to lean heavily on their compatriots.

This may be irritating to the long-term resident, but he should be patient, sympathetic, and understanding. Although talking does not remove pain, a great deal is gained by having the source explained.

Some of the steps toward a cure have been indicated. With patience and understanding, we can be reasonably sure that time, the great healer, will soon set things right.

**Factors Important to Successful Intercultural Adjustment**

1. **Open Mindedness**... The ability to keep one's opinions flexible and receptive to new stimuli seems to be important to intercultural adjustment.
2. **Sense of Humor**... A sense of humor is important because in another culture there are many things which lead one to weep, get angry, be annoyed, embarrassed, or discouraged. The ability to laugh off things will help guard against despair.
3. **Ability to Cope with Failure**... The ability to tolerate failure is critical because everyone fails at something overseas. Persons who go overseas are often those who have been the most successful in their home environments and have rarely experienced failure, thus, may have never developed ways of coping with failure.
4. **Communicativeness**... The ability and willingness to communicate one's feelings and thoughts to others, verbally or non-verbally, has been suggested as an important skill for successful intercultural communicators.
5. **Flexibility and Adaptable**... The ability to respond to or tolerate the ambiguity of new situations is very important to intercultural success. Keeping options open and judgmental behavior to a minimum describes an adaptable or flexible person.
6. **Curiosity**... Curiosity is the demonstrated desire to know about other people, places, ideas, etc. This skill or personality trait is important for intercultural travelers because they need to learn many things in order to adapt to their new environment.
7. **Positive and Realistic Expectations**... It has been shown frequently that there are strong correlations between positive expectations for an intercultural experience and successful adjustment overseas.
8. **Tolerance for Differences and Ambiguities**... A sympathetic understanding for beliefs or practices differing from one's own is important to successful intercultural adjustment.
9. **Positive Regard for Others**... The ability to express warmth, empathy, respect, and positive regard for other persons has been suggested as an important component of effective intercultural relations.
10. **A Strong Sense of Self**... A clear, secure feeling about oneself results in individuals who are neither weak nor overbearing in their relations with others. Persons with a strong sense of themselves stand up for what they believe but do not cling to those beliefs regardless of new information, perspectives, or understandings which they may encounter.

*Both the articles above were drawn from Worldwide Classroom – International Travel Planner [http://www.worldwide.edu/planning_guide/Culture_Re-entry_Shock](http://www.worldwide.edu/planning_guide/Culture_Re-entry_Shock)*

**Characteristics of a Successful Education abroad Participant**

- Flexibility
- Having an open mind
- Tolerance for Ambiguity
- Interest in the people and culture of the host country
- Respect for differences
- Willingness to take the initiative
- Willingness and ability to communicate
Cross-Cultural Emotional Adjustment and Care

Education abroad has increasingly gained in popularity and interest over recent years. More than 125,000 students from the United States education abroad each year and enrollment has increased by 45% over the past five years. Most college students are young adults going through the usual emotional ups and downs of university life. Some navigate more stressful and unusual transitions into adulthood. Last year, almost 10 percent of the full-time student body at Catholic University sought services from the Counseling Center for issues related to personal growth, depression, anxiety, interpersonal relationships, family problems, eating disorders, problems with alcohol, and sexual abuse to name a few.

Studying abroad can be an incredibly enriching, culturally expanding, growth-producing – and a somewhat stressful – experience. Research shows that education abroad has the potential to increase reflective thought, personal maturity, independence and self-confidence. In addition to the personal growth an overseas experience provides, students choose to go abroad for a variety of reasons. Of course, many students are eager to experience the adventure and cultural intricacies of living in another culture. Other students see going abroad as a vacation or a break from everyday life and its associated stressors. Some go abroad seeking an escape from their problems. If the latter sounds appealing, know that emotional distress will not easily be left behind. Internal distress is inside of you and will go with you wherever you are so you must be prepared to manage it ‘on location’.

Many of those who education abroad experience Culture Shock. Culture shock is not a psychological disorder, but in fact, it is a developmental phase that is both common amongst travelers and expected when one adjusts properly in a cross-cultural context. Its symptoms can mimic more severe psychological disorders, such as depression. Anxiety, frustration, disorientation and unease are manifestations of this phase. Culture shock is about a student’s struggle in becoming culturally competent in a new cultural environment, where the rules, behaviors, expectations, food, language, and systems are all different from home. Culture shock is perfectly natural. If you find that your usual coping mechanisms are not working for you or you find yourself making coping choices that are not in your best interest, you may need more support and should consider seeking help.

To maximize your experience, consider your mental health concerns before going abroad. You can facilitate your cultural adjustment by thorough preparation. Keep in mind that the mental health resources available to you abroad will NOT be comparable to resources available to you on your home campus. While most American college campuses have a full-service counseling center, most abroad campuses do not have a counselor on staff. If they do, there may be one counselor for all students who has a primary administrative duty; counseling is a secondary responsibility. Given this, it is of utmost importance to consult with your education abroad advisor, a medical professional or ideally, the counseling center pre-departure to plan out how you will address your psychological needs in a different country. You can set up a meeting with Dr. Kavita Avula, staff psychologist at the CUA Counseling Center (x5765) located in O’Boyle Hall. All information is confidential and will not be shared without your permission.

Before Return
It is important for faculty and students to keep in mind a few items about their status at Catholic University in order to make the transition back to campus as smooth as possible. Faculty and students should take care of these items in a timely manner. If there problems that cannot be resolved from overseas, we will gladly help.
• Registration for classes for the semester you return to CUA - Students can then go online to register for their courses. *It is the responsibility of the students to register for courses for the semester they return to CUA.*

• On-campus Housing - It is important to stay in touch with the Housing Office while abroad to plan for the return to campus (if applicable). *It is the responsibility of the students to register for housing for the semester they return to CUA.*

• Staying in touch - Any changes to a faculty and student’s contact information should be relayed to the university immediately. Students should make sure to keep their inboxes active and able to receive messages.

**Academics and Grading**

**Expectations of Academic Requirements**

Academic assignments may vary, however, your academic requirements must demonstrate the same rigor as courses taught on campus, and you must make this clear to students ahead of time. In some instances, especially when students have a substantial workload at the host academic institution, these requirements may vary.

A percentage of the final grade must be based on the student’s active participation (all site-visits, lectures and other organized events).

**Determining Grades**

Grading is left to the discretion of the Faculty Director. Grading must be similar to that of an on-campus CUA course. It must be as stringent in demand for academic rigor and high standards of student performance. Courses must challenge the students at various levels. If the course is two-track (offered for both graduates and undergraduates), you must specify different course requirements in advance and in the syllabus.

Class grades that include an abnormal distribution of grades (e.g. all A’s) will be scrutinized closely. Normal grade distribution in education abroad short-term courses should approximate grade distribution of regular classes at Catholic University. CUA students MUST be registered for resident credit (the grades will affect the GPA) prior to departure.

**Dates and Deadlines**

You are responsible for grading via the web (see "Web Based Grading" below). Grades are due no later than four weeks after completion of the course abroad or as stated in the university academic calendar. This includes submission of Incompletes. Please consider the grading deadline as you set deadlines for student’s submission of work.

Faculty Directors often allow students to turn in final papers 2-3 weeks after completion of the study tour. Deadlines for papers must be early enough to ensure that grades can be submitted within the four-week period after return. Also, if you choose to travel after the completion of the study tour, consider making special arrangements to submit the grades within the four-week period.

Extensions of the four-week deadline may be made in extraordinary circumstances, such as when the host institution does not return students’ papers until after the deadline.

**Incompletes**

The provisional grade of I (incomplete) may be given only to a student who has not completed the requirements of a course for legitimate reasons, provided the work thus far completed in the course is of passing quality. The grade of I may not be given to one who has simply failed to meet the academic requirements of the course on time. An instructor must have the permission of the dean to give a grade of I.
Incomplete grades must be removed before the midsemester of the succeeding term whether or not the student continues in residence. If the incomplete is not removed by the midsemester, the incomplete will be recorded as a grade of F (failure).

Under extraordinary circumstances, but before the date of the midsemester following the reported incomplete, a student may petition the instructor of the course and the academic dean of the school in which the student is enrolled for an extension of the period normally allowed for removal of the incomplete.

**Web-based Grading**

Web-based grading will facilitate the process of submitting grades for faculty overseas. Each CUA school / department has its own grading proxy who provides web-based grading trainings. You should contact this proxy before departure.

You may access Cardinal Station for Faculty/Staff at [http://cardinalstation.cua.edu](http://cardinalstation.cua.edu). You will need to know your login name and password. Contact CPIT for issues involving your email or Cardinal Station log in at [http://computing.cua.edu/](http://computing.cua.edu/) or 202.319.5373.

After signing on, you may access your class list anytime before, during or after the course begins. For security purposes, only instructors of record for a course or a proxy arranged by the college can access rosters. CGE staff will not be able to access a grade roster or enter grades on your behalf. If an extraordinary circumstance prevents you from entering grades contact CGE or the Registrar’s Office for guidance.

On-line class lists update interactively as registration changes occur. You and other parties can access them as many times as needed. However, once a grade roster has been accessed by a valid grader, the roster is frozen to registration changes and closed to access by any other party. Please do NOT access a grade roster even if it is available over the web until you are ready to record and submit grades. Remember that each section of a course requires a separate grade roster. The Registrar’s Faculty Services website (http://enrollmentservices.cua.edu/) can help you find course and section numbers for which you are responsible.

In addition to the Faculty Services website above, you may wish to review the online *Cardinal Training* site at [http://cardinaltraining.cua.edu](http://cardinaltraining.cua.edu).

**Exceptions and delays**

Some education abroad programs (mainly the language programs) require delaying determination of the courses the students will be registered for and on rare occasion this delay may result in incomplete grade rosters at the time of grading. Students not properly registered at the time of grading will need to be registered correctly, and faculty grade via Cardinal Station.

If you have additional questions regarding web-based grading, please contact Enrollment Services at [http://enrollmentservices.cua.edu](http://enrollmentservices.cua.edu).

**AFTER THE PROGRAM ENDS**

**Travel**

The last date of the program marks the end to CUA’s responsibility for the faculty and student. Should any faculty and student travel after the program ends, he/she is entirely responsible for all financial and logistical matters.

**Expense Reports**
Each program leader should keep a log of daily travel expenses and receipts should be obtained and carefully retained for all expenditures for which they are normally available. The program leader will submit the Travel Expense Report with original dated receipts taped or stapled to 8 ½” x 11” paper for all claimed reimbursements of $25.00 or more. (The $25 threshold does not apply to meals – see the meals section for specific guidelines.) Smaller expenditures do not need to be receipted but should be individually dated, described and obviously fit the business purpose of the trip. For charges under this threshold, the program leader will include the actual amount of the expense. Accounts Payable will not reimburse a list of $25.00 expenses. Charges incurred using a University credit card follow the documentation requirements of the relevant cardholder policies.

Travel expense reports are due to CGE within fifteen (15) business days upon return from travel. For trips lasting two months or more, interim expense reports are due monthly on/before the 15th day of the calendar month.

Expenses translated from a foreign currency should include supporting documentation for the rate used. Currency exchange website links are available on the Accounts Payable website.

For more information concerning travel reimbursement policies please visit the CUA Travel Policy
http://policies.cua.edu/finance/finance/Travel/full-travel.cfm

Travel Payment information can be found at http://treasurer.cua.edu/Accounts-Payable/TravelPage.cfm

Instructions for completing a travel expense report can be found at the website of the university treasurer http://treasurer.cua.edu/Accounts-Payable/travelexpensereport.cfm

The expense report form may be downloaded at the following web site. http://treasurer.cua.edu/forms.cfm

Reverse Culture Shock

When faculty and students are preparing to go abroad, they become pre-occupied about what will happen overseas that they often neglect what happens here in the US while they are away. It is important to remember that the education abroad experience happens to the faculty and student as well as their family and friends who remain in the US. While most faculty and students expect to experience some form of culture shock when they go abroad, few expect to encounter similar symptoms upon their arrival back in the US. In many cases, while it is hard to leave home to live overseas, it is even more difficult to return.

Reverse Culture Shock is the term used to describe the disorientation and adaptation that occurs when one is trying to readjust to his/her own culture after spending an extended period of time in a different culture. Almost all faculty and students and sometimes their families and friends experience re-entry shock to some degree. For some it is minor, and for others, it is a significant part of their return experience.

Re-Entry Shock

From an article by Thea Miller, a freelance writer

Some participants returning from extended international study find no one willing to relive those fascinating, cultural memories. Family and friends are waiting to greet you open arms, but not always with open eyes.

Facing the unbelievable "newness" of home and the unwillingness of friends to listen leaves returning participants feeling more like strangers in their own country.
According to Judith Martin, an associate professor of intercultural communication at the University of Minnesota, it is more difficult to come home. When you go abroad, she says, "you expect it to be different; when you come home, no one expects you to have changed."

Some universities have begun to offer classes to help students make sense out of their experiences abroad and recognize the impact it has on them. The differences between cultures and the changes you undergo will affect you the rest of your life, your future academic work, and your career.

Integrating the study-abroad experience into your life is the most important step to overcoming the culture shock. You sought international study to broaden your understanding of the world - now use it to help others achieve that understanding.

If you feel a need to work through some re-entry shock, or just want to share your foreign experiences with others, here are a few suggestions:

- Ask high school foreign language instructors if you can give short guest lectures, illustrated with photographs, slides, or videos.
- Many local civic and children's organizations enjoy speakers who share their foreign travel anecdotes. Audience members often add their own stories to the conversation.
- Kiwanis, Rotary clubs, Girl and Boy Scout troops may be able to utilize your experiences through presentations.
- Talk about your experiences with others who have recently traveled abroad and who may be experiencing the same feelings you're having. They may be able to share some tips with you on how they learned to deal with their feelings.

Solutions to re-entry shock are numerous and unique to each individual. Most important, remember that the time, energy and expanse spent studying abroad was well spent.

Some feelings and behaviors typical of FACULTY and STUDENTS surrounding re-entry include:
- Excitement about going home
- Sadness that the friends or host family are making plans beyond your stay
- Tendency to withdraw from the friends and/or host family—it may seem easier to say goodbye if you do not feel too close to them
- Confusion that the friends and host family may be pulling away from you
- Initial honeymoon period when returning home—it is so great to be back and see everyone
- Tendency to compare everything to the host country—others are not interested in these comparisons
- Homesickness for the host country
- Coming to terms with being home
- Taking the best of the host culture—developing life-long relationship with friends and host family

Some feelings and behaviors typical of FRIENDS left behind:
- Sadness that you are making plans for after you get home
- Looking forward to some privacy
- Tendency to withdraw from you—it may seem easier to say goodbye if they do not feel as close to you
- Frustration that you may be withdrawing from them
- Sense of relief once you are gone
- Dealing with withdrawal—sense of grief at the loss of a friend
- Developing life-long relationship with you

Some feelings and behaviors typical of STUDENTS' FAMILIES and FRIENDS at home:
- Forgetting to inform you of events at home
- Misunderstanding your points of view or behaviors developed or changed while abroad
- Disinterest in your stories
- Not understanding or feeling offended by your lack of interest in what is happening in the US or feeling "homesick" for the host country
Below are some suggested coping strategies for faculty and students and their families both before and after departure. Considering these strategies will make students better prepared to face the challenges of re-entry.

Coping strategies for FACULTY, STUDENTS and FRIENDS while students are still overseas:
- Recognition and awareness of reverse culture shock—be aware of the typical stages
- Communication—students, friends and possibly host families should talk about it and discuss the inevitability of the departure. When making future plans beyond the program, acknowledge that it may be difficult for the other party to listen to them
- Understanding that the way the other is behaving may be a subconscious result of wanting to withdraw because of re-entry
- Keeping in touch with family and friends back home...within reason
- Awareness of news, changes, and trends within your home community, city, and country
- Introspection—consider how you have learned, changed, and grown from the experience
- Assessing the two cultures—consider what aspects of the host culture you would like to take home with you, and friends and host families consider what aspects of your culture they would like to incorporate in their lives
- Bringing closure —saying “goodbye” and “thank you,” making a scrapbook together, making plans for continuing your relationship
- Discussing expectations for your return home and whether or not they may be realistic

Coping strategies for FACULTY, STUDENTS and FAMILIES when the students are back in the United States:
- Being patient with yourself—adjustment takes time
- Realizing that most people will not be as interested in your experiences as you are—be sure to express interest in others’ lives as well
- Connecting with other education abroad students who might be going through a similar adjustments
- Sharing your perspectives and expertise with community and school groups interested in learning about the host country, its culture, or the language
- Being a mentor for others who are planning to education abroad or are currently abroad
- Finding a way to incorporate the overseas experience into your daily life and future profession
- Getting involved in the international community on campus—help an exchange student or family in your community, using the experience you have gained
- Reflecting—keep a journal or make a scrapbook
- Writing letters or sending e-mails to continue the life-long relationships you have started while abroad.

Other factors often overlooked include:
- School – Going abroad gives students new perspectives on how to learn and how work is evaluated in the US and particularly at Catholic University. Students may prefer the methodology of teaching in the host country and experience difficulty in readjusting to the CUA way of academics. The transition to finding a middle ground where students can flourish from a balance of both academic lives can be found, but it requires forethought and perspective. CUA offers its students resources to deal with these types of challenges. The Center for Global Education is happy to help students handle this transition by referring them to the many resources available on campus.
- Country – Living abroad will likely challenge every student’s understanding of the American culture. For the first time, they will be required to ask why Americans do things they way they do – from cultural norms, to language, to pop culture and politics. While learning about a new culture, living abroad also causes introspection. This often leads to a bigger worldview of how they fit into a global society. Upon returning from overseas, students often reject the “American way”, wanting instead to continue practices of the country visited. It can be a long transition for students to find the balance between the life of an American and aspects of the life abroad they would like to incorporate here in the US.
Appendices

A: POLICIES AND PROCEDURES

CUA Global Education Policy

http://policies.cua.edu/academicundergrad/globaleducation.cfm

I. Introduction
The Center for Global Education (CGE) at The Catholic University of America (CUA) implements the university's strategic goal of internationalization by serving as the hub for international educational activities at CUA. Its overall role is to coordinate, build and strengthen international programs, services and initiatives university-wide.

Any employee or unit that proposes to take one or more CUA students outside of the continental U.S., Hawaii, or Alaska is covered by this policy.

CGE includes two units: The Education Abroad unit (CUAbroad) develops and administers international educational opportunities overseas for CUA students. The International Student & Scholar Services unit (ISSS) is responsible for institutional compliance with immigration-related federal regulations for international students, faculty and visiting scholars.

This policy sets forth the CUA standards pertaining to global education which members of our academic community, students, faculty and staff, are expected to become familiar with, and follow across the various settings of the university.

Accompanying this policy are procedures that set forth a system for adherence to these standards, including guidelines, protocols and forms pertaining to global education.

II. Definitions
A. Global Education: The term global education is interchangeable with international education. It refers to the professional field in higher education that is responsible for student mobility issues (import and export of students and scholars) and includes the areas of education abroad, international student & scholar services, international admissions and internationalization of higher education.

B. CUAbroad: CUAbroad is CUA's education abroad office responsible for administering education abroad programs for CUA and non-CUA students in coordination with CUA academic and administrative units, as well as other institutions in the U.S. and abroad.

C. ISSS: The International Student & Scholar Services (ISSS) is CUA's office responsible for institutional compliance with immigration-related federal regulations for international students, faculty and visiting scholars.

D. International Visitors: For purposes of this policy, international visitors are defined as individuals from abroad who come temporarily to the university to engage in an activity at the university for which CUA does not sponsor their immigration status.

E. International Scholar: For purposes of this policy, international scholar is defined as an individual from abroad who comes to CUA to engage in an academic or scholarly activity for which CUA sponsors their immigration status.
III. University-wide International Standards
The Center for Global Education is responsible for establishing university-wide standards and protocols in matters of overseas health, safety and liability, overseas crisis management, international agreements, hosting of international scholars and visitors, education abroad, international students and scholars and other matters relating to global education. The university community is required to consult with the Center for Global Education in all the areas listed below in III A-F and ensure adherence to university-wide established standards and policies. Specific protocols, procedures and forms are available at http://cge.cua.edu.

A. Overseas Health, Safety & Liability
The Center for Global Education has established guidelines pertaining to overseas health, safety and liability applicable to overseas programs (both academic and co-curricular). These guidelines are intended to protect the liability of the university, as well as the safety and health of participants of CUA overseas programs. All CUA groups traveling overseas are responsible for adhering to these guidelines which are available at http://cge.cua.edu.

B. Overseas Emergency Evacuation Coverage
The Center for Global Education has established a mandatory university-wide overseas emergency evacuation insurance coverage for all members of the CUA community (students, staff and faculty) who travel overseas on behalf of the university on both academic programs and co-curricular trips. Details on this mandatory coverage are available at http://cge.cua.edu.

C. Overseas Crisis Management
The Center for Global Education has established a university-wide overseas crisis management protocol. The purpose of this protocol is to manage the development and flow of information regarding the crisis and its impact on CUA students participating on overseas programs (both academic and co-curricular). This protocol identifies the individuals, both on campus and overseas, responsible for managing the overseas crisis, and the establishment of standardized procedures to be used. The CUA community is responsible for adhering to this protocol in the event of an overseas crisis. This protocol is available at http://cge.cua.edu.

D. Signing of International Agreements and Memoranda of Understanding (MOUs)
The Center for Global Education is responsible for reviewing CUA academic international agreements and has established university guidelines for international agreements including general memoranda of understanding, agreements of affiliation, agreements of international cooperation and agreements for 2+2 programs. The CUA community is required to adhere to university standards when negotiating international agreements on behalf of the university, including the university Contract Policy. CUA’s international agreements protocols are available at http://cge.cua.edu.

E. Greeting and Hosting of International Scholars and Visitors
The Center for Global Education has established university-wide protocols for the greeting and hosting of international visitors and scholars. The CUA community is responsible for adhering to these protocols when greeting and/or hosting an international scholar or visitor. These protocols are available at http://cge.cua.edu.

F. Coordination of CUA International Activities
The Center for Global Education acts as a clearing house for CUA international programs and initiatives. Departments that develop international programs are required to meet with the Asst. Vice President for Global Education to review the details of the program and ensure that they meet with institutional standards and requirements including university mission and are included both in internal and external reports on CUA’s international activities.
IV. Education Abroad
CUAbroad directly administers education abroad programs and exchanges for the university in collaboration with the university's academic and administrative units as well as institutions in the U.S. and abroad in order to ensure quality and administrative consistency as well as to minimize institutional liability. CUAbroad serves as a resource for students, parents, faculty and institutional partners of CUA as well as the education abroad community. CUAbroad is the leading voice on campus advocating for strong institutional support of global education emphasizing the benefits of participation for the individual student as well as the university.

CUAbroad is responsible for establishing university-wide standards and protocols in matters related to education abroad based on current best practices in international education. CUAbroad sets guidelines and procedures in matters of credit-bearing education abroad program administration and development, student advisement and preparation, program planning and evaluation, as well as faculty program director training. Specific information on education abroad programs, guidelines and procedures is available at http://cuabroad.cua.edu/.

A. Education Abroad Program Administration
CUAbroad sets university-wide professional standards for the administration, development and budget management of education abroad programs. It is responsible for adhering to and sharing current best practices and national standards, and serves as a central resource for ensuring that university units are knowledgeable and consistent in the administration of all CUA education abroad programs. Specific procedures pertaining to the administration of education abroad at CUA are available at http://cge.cua.edu.

B. Administration of Institutional Exchanges
In collaboration with ISSS, CGE, CUA academic and administrative units and international partner institutions, CUAbroad coordinates the application, admission, pre-arrival preparation, on-site orientation and on-site program support for exchange students who come to The Catholic University of America as non-degree students to formally participate in courses of study, research or other academic activity. CUAbroad provides essential information and a variety of services for incoming exchange participants. More information on exchanges is available at http://cuabroad.cua.edu/students/exchange.cfm.

C. Student Participation and Preparation
CUAbroad has established guidelines and procedures on academic planning, program selection, application, acceptance, registration, billing and other matters associated with participation in education abroad programs. Qualified CUA students may participate in CUA-administered or affiliated programs or select from a variety of non-affiliated programs offered by other institutions in the U.S. or abroad. CUAbroad provides advising, informational workshops, pre-departure orientation, on-site assistance and re-entry services, health insurance and emergency evacuation coverage, resources for travel in addition to assistance with passport and visa application, financial aid, scholarships and other matters to students and their parents.

D. Registration and Transfer of Credits
CUAbroad has established a university-wide protocol for the registration and enrollment of students on its credit-bearing education abroad and exchange programs. All CUA students wishing to participate in programs not directly administered by CUA must have the program and their participation approved by CUAbroad. All CUA students must remain registered at CUA during their program, regardless of whether it is administered by or affiliated with CUA or it is an approved and accredited non-CUA program. In order to be accepted toward a CUA degree, all courses and credits taken overseas must be pre-approved by appropriate CUA academic units and CUAbroad. The transfer or grades and credits is conducted according to CUA academic policies.
E. Budgeting and Billing
CUAbroad has an approved business plan according to which CUA education abroad programs are budgeted and billed. CUAbroad and all CUA academic units must clearly communicate the cost of all programs to students, parents and the CUA community. Students on CUA-administered or affiliated programs pay CUA tuition and an education abroad program fee whereas students approved to participate in non-CUA programs pay an administrative fee to CUA and all other program costs directly to the host institution/program provider.

F. Education Abroad Program Development, Approval and Evaluation
CUAbroad has established university-wide protocols for the development, approval and evaluation of education abroad programs based on best practices. Overseas academic programs, including faculty-led programs, are to be reviewed, approved and supported by CUA academic units. All new and existing programs must be reviewed and assessed annually. Specific guidelines on education abroad program development, approval and evaluation can be found at http://cge.cua.edu.

G. Overseas Faculty Program Director Training
CUAbroad has established training programs and resources for faculty leading or planning to lead overseas programs (both academic and co-curricular) on behalf of CUA. The training follows best practices and emphasizes matters of health, safety and liability, CUA's overseas code of conduct as well as topics in cross-cultural communication. Faculty program leaders are informed about pre-departure, on-site and post-program issues and are trained on how to handle overseas emergencies following the CUA overseas crisis management protocol. Specific information on faculty training and overseas student orientations can be found at http://cge.cua.edu.

V. International Students & Scholars
International Student and Scholar Services is responsible for establishing university-wide standards and protocols in matters of sponsorship of international students, faculty and scholars who come to CUA to formally participate in courses of study, research or other academic activity. ISSS works with host schools and departments and individual international students and scholars on the cultural and legal adjustment to study and work at the university.

ISSS manages the university's immigration-related sponsorship programs and serves as the official liaison to the U.S. government on matters related to the management of the F-1 student and J-1 Exchange Visitor Programs.

A. Legal Role of ISSS
ISSS represents at all times the university and the university's interests. On behalf of the university, and through the authorization of the Department of Homeland Security and the Department of State, ISSS manages CUA's F-1 student and J-1 Exchange Visitor Programs including all associated institutional compliance reporting associated with those programs. Additionally, on behalf of the university, ISSS prepares and manages institutional filings for temporary work authorizations and for permanent residency based on employment at CUA. ISSS consults with the Office of General Counsel on legal issues as needed.

ISSS staff is legally limited in the advice and assistance they can provide to departments and foreign nationals on immigration matters not directly related to employment, study or other scholarly activities at CUA.

ISSS serves as a resource for university schools and departments and to individual international students and scholars on matters relating to cross-cultural communication, acculturation and other issues related to transitioning to life in the U.S. and at CUA.

B. Immigration Sponsorship of International students for F-1 or J-1 status
CUA accepts qualified foreign nationals into its academic programs. The university facilitates the legal entry of qualified international students by serving as the sponsor of their immigration statuses as F-1 or J-1 status.

**Individual Schools are responsible for:**

1. Evaluating the academic qualifications of initial international student applicants and determining that they meet established academic criteria for acceptance into their programs.
2. Ensuring that the university has a full-time course of study available for international students accepted into their programs.
3. Providing appropriate academic advice, guidance to the student as dictated by established academic policies and procedures.
4. Ensuring that the department or academic unit does not require a student to work more than 20 hours a week on campus while school is in session.
5. Monitor the students' academic progress to ensure they are making reasonable progress towards their degree such that they will complete their studies within the timeframe it takes the average student to complete degree requirements.
6. Notifying ISSS of the suspension or dismissal of any student whose immigration sponsorship is sponsored by the university.

**Admissions is responsible for:**

1. Initial issuance of immigration documents for students new to CUA.
2. Managing the deferral or withdrawal of international students prior to their attendance at CUA.

**ISSS is responsible for:**

1. Validating the immigration statuses of newly arrived international students.
2. Orienting students on the immigration regulations governing their status.
3. Reporting enrollment information for active students each semester.
4. Authorizing employment for students.
5. Advising Schools and individual students on immigration-related issues that affect their studies and vice versa.

**International Student is responsible for:**

1. Maintaining a valid passport.
2. Maintaining their legal status in the U.S.
3. Monitoring the expiration date of their immigration status and visas and initiating requests for extension in a timely manner through their host school or department.

**C. Immigration Sponsorship of International Scholars**

At the discretion of the Provost, CUA utilizes available nonimmigrant and immigrant visa options to sponsor international faculty, researchers, and visiting scholars in a variety of legal immigration-related statuses to promote the university's academic and research mission. Classifications and procedures are available at http://international.cua.edu.

**Departments are responsible for:**

1. Evaluating the qualifications of internationals coming to the department to teach, conduct research or otherwise participate in a scholarly activity at the university.
2. Determining what university resources are to be made available to the individual, given their
   activity/function at CUA
3. Working with ISSS to determine what immigration status is most appropriate for the individual
   and initiating a request for sponsorship
4. Notifying ISSS of any changes in the terms and conditions of sponsorship, such as early
   departure or termination of affiliation.

**ISSS is responsible for:**

1. Working with the sponsoring department to formulate an immigration strategy for bringing the
   foreign national to campus
2. Filing any necessary preliminary paperwork/information with the U.S. government to obtain the
   necessary approvals and/or clearances needed to sponsor the individual
3. Advising the department of ongoing institutional obligations
4. Upon arrival, orienting the international scholar on the immigration regulations governing his or
   her status
5. Notifying the U.S. government of any changes in sponsorship, including the formal withdrawal
   of immigration sponsorship of anyone whose sponsorship is ended prior to its originally
   scheduled end date.
6. Monitoring the immigration status of international scholars and notifying the host School or
   department of any needed expirations dates or needed actions for retention of the scholar.

**Scholars are responsible for:**

1. Filling out the necessary payroll and tax forms.

**D. Hosting of International Visitors who do not require CUA’s immigration-related sponsorship**

CUA encourages international educational and cultural exchange and welcomes individuals from
around the world to share their perspectives and to participate in academic activities on campus.

a. **Formal International Visitors:** CUA departments wishing to host international visitors,
   including Fulbright scholars, are required to follow established university protocols for issuing
   official letters of invitation on behalf of the university. Official procedures are available at

b. **Ad Hoc International Visitors:** CUA departments wishing to invite foreign nationals to
   campus to give a lecture, participate in a symposium or conference are expected to familiarize
   themselves with institutional policies governing the payment of honoraria to foreign nationals.

c. **Approval of Contracts:** The university Contract Policy must be followed when payments or
   other contractual obligations to international visitors are arranged. This requires approval of the
   contract by the Office of General Counsel prior to signature. Failure to follow the Contract
   Policy may result in delay in payment or denial of payment in instances where legal
   impediments to payment exist.

**Code of Conduct**

http://policies.cua.edu/employment/conduct.cfm

All participants in Center for Global Education Education abroad programs are expected to maintain the same
high academic standards as those required at The Catholic University of America.
It never hurts to take another look at the general standards essential to being a successful professor. Although no set of rules or professional code can guarantee or take the place of a scholar’s personal integrity, the University believes that the “Statement of Professional Ethics” developed by the American Association of University Professors serves as a reminder of the obligations assumed by all members of the professorate. In addition, faculty members are expected to adhere to the ethical standards of their respective professional associations while employed by the University.

Below are excerpts from “Statement of Professional Ethics of the American Association of University Professors:”

From its inception, the American Association of University Professors has recognized that membership in the academic profession carries with it special responsibilities. The Association has consistently affirmed these responsibilities in major policy statements, providing guidance to professors in such matters as their utterances as citizens, the exercise of their responsibilities to students and colleagues, and their conduct when resigning from an institution or when undertaking sponsored research. The Statement on Professional Ethics that follows sets forth those general standards that serve as a reminder of the variety of responsibilities assumed by all members of the profession.

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end, professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student’s true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the state regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution by determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further the public understanding of academic freedom.

CUA Code of Conduct

http://policies.cua.edu/employment/conduct.cfm

I. Introduction
The mission of The Catholic University of America as a community of students, faculty, administrators, and staff is to pursue the truth in all its forms through excellence as a Catholic university, excellence in graduate research and excellence in teaching and learning. Fulfillment of this mission by us as employees requires, among other things, that our workplace embody the Catholic principles of social justice, especially the benefits from working as a community of service towards a shared aim.

In order for all of us as CUA employees to attain the levels of excellence upon which the university's success depends, we are all held accountable for:

II. Supporting the institution's Catholic mission and respecting its core values.
Faithful to the Christian message as it comes through the Church and faithful to its own national traditions, The Catholic University of America has unique responsibilities to be of service to Christian thought and education in the Catholic community as well as to serve the nation and the world. As employees of the university, we are expected to honor this mission, regardless of our own religious affiliation, by consistently demonstrating the institution's core values of integrity, respect, excellence, responsibility, service and community in our daily work.

III. Conducting all our interactions within the university community and on behalf of the university with the highest integrity and ethical standards.
As employees of the university, we are expected to avoid even the appearance of impropriety in respect to the performance of our duties and must not use our positions or knowledge gained on the job to inappropriately influence decisions for the personal advantage of our family, our friends, or ourselves.

Further, we are required to understand and comply with all laws, regulations and policies related to our work. The university has developed and documented policies and procedures to facilitate employee conduct that supports and promotes its mission and values. To fully comply with these standards, it is essential that we read and understand all applicable policies. These policies can be found in the following documents, which are available on-line at http://policies.cua.edu.

Employees who have questions or who would like clarification on any part of the applicable policies are encouraged to speak with their department management. If questions remain, employees may contact the Office of Human Resources for questions on the Staff Handbook, the Office of the Provost for questions on the Faculty Handbook, or the Office of the Treasurer for questions on the Financial Policy and Procedures Manual.

Any known violation of these policies should be brought to the attention of an immediate supervisor. If you are uncomfortable addressing the issue with your supervisor, the situation should be addressed to one of the following offices:

a. Equal Opportunity (Leahy Hall, Suite 170, ext. 6594)
b. General Counsel (Leahy Hall, Suite 280, ext. 5142)
c. Human Resources (Leahy Hall, Suite 170, ext. 5050)
d. President, after other appropriate offices have been contacted (Nugent Hall, ext. 5100)

IV. Treating all members of the public and the community with respect, courtesy, and professionalism. The university is committed to providing an educational and work environment that is nurturing and supportive. Accordingly, employees are expected to conscientiously fulfill their obligations towards students, parents, advisees and colleagues fairly, respectfully and professionally. Employees will not discriminate against anyone on the basis of applicable criteria identified by local and federal law, such as race, color, religion, sex, national origin, age, marital status, personal appearance, family responsibilities, disability and the like. We must exercise care to ensure that any personal relationships do not result in situations that might interfere with our objective judgment. When provided access to privileged information about students, employees or donors, we will ensure that the privacy of these individuals is always protected.

V. Performing the functions of our positions to the best of our abilities. The university is a community of individuals committed to excellence in education, research and service. Its distinctive character ultimately depends on the intellectual and moral quality of its members. As a member of this community, we must strive for excellence in our job performance. We must always act in the best interest of The Catholic University of America by making decisions that are consistent with the safety, privacy, and well-being of the entire community. All members of the community must discharge their duties in a manner that will protect the institution's academic and research reputations, while safeguarding the university's mission as well as its financial, physical and human resources.

VI. Taking the initiative in improving our knowledge, skills, and abilities. The acquisition of knowledge is a life-long process that enriches our lives. In academia, we are especially aware of the need to continually seek knowledge and understanding. As a result, the university considers it each employee's responsibility to frequently update and enhance their work-related skills. We must continually stay abreast of new developments and trends within our disciplines and ensure that the university is taking advantage of all available resources to improve our educational and research missions or to support the various services we provide to students. It is incumbent on each of us to reach our full potential by continually developing our skills and abilities to better serve the university.

VII. Seeking opportunities to collaborate with colleagues and contribute to effective teamwork. Working together in service as a community, the university can achieve excellence. To accomplish this goal, however, all members of the community must collaborate with one another and work towards a shared aim. We must always support our colleagues and co-workers in their endeavors, and properly credit the contributions of others in our own work products. Only through teamwork and collaboration, can we effectively contribute to the university's Catholic, intellectual, moral and cultural environment.

VIII. Promptness. Employees are expected to report for work on time in accordance with their work schedule. When an employee must be late, he/she is expected to call the supervisor well in advance of the start of the work day. Failure to report or to communicate a need for tardiness as circumstances dictate may prompt disciplinary action.
No person will be denied employment or otherwise be discriminated against at The Catholic University of America on the basis of race, color, religion, sex, national origin, age, marital status, personal appearance, family responsibilities, physical or mental disability, matriculation, political affiliation, or status as a Vietnam Era or disabled veteran insofar as any of these classes are defined and protected by Federal and District of Columbia laws and regulations. These laws include, but are not limited to, the Civil Rights Act of 1866; the Equal Pay Act of 1963; Title VI of the Civil Rights Act of 1964; Title VII of the Civil Rights Act of 1964; Executive Order 11246, as amended; Title IX of the Education Amendments of 1972; the Rehabilitation Act of 1973; the Age Discrimination in Employment Act, as amended; the Americans With Disabilities Act; the Civil Rights Act of 1991; and the D.C. Human Rights Act of 1977.

The Catholic University of America takes affirmative action to employ qualified women, minorities, disabled or Vietnam Era veterans, and handicapped individuals.

This equal opportunity policy is applicable to the following areas: employment, promotion, demotion, transfer, recruitment, advertising, or termination, rates of pay or other forms of compensation or any other terms, benefits, or conditions of employment. Retaliation against complainants, alleged victims, or witnesses is prohibited. Acts of retaliation will result in disciplinary action regardless of the outcome of the underlying complaint.

The policy has the force and effect of every other policy of The Catholic University of America and is administered and enforced accordingly.

**Drug and Alcohol Abuse Policy**

The unlawful manufacture, distribution, dispensation, possession or use of a controlled substance or alcohol by an employee on university property or as any part of a university-sponsored program off campus is strictly prohibited.

Local and federal laws prohibit the unlawful use, manufacture, possession, control, sale and dispensation of any illegal narcotic or dangerous drugs. These laws carry penalties for violations, including monetary fines and imprisonment.

The risks associated with the abuse of drugs or alcohol are numerous and include physical and mental impairment, and effects on an employee's professional and personal life. Abuse of drugs or alcohol can negatively impact job performance and attendance and can jeopardize continued employment. Drug or alcohol use can create a health risk for the user, and a safety risk for the user, co-workers and other members of the CUA community.

The Employee Assistance Program (EAP) is available free of charge to employees and their families on a confidential basis, 24 hours a day 7 days a week. Employees who have a concern about drug or alcohol abuse are encouraged to contact the EAP for assistance in finding resources to help with the problem. Additional information is available in the Office of Human Resources.
Individuals whose work performance is impaired as a result of use or abuse of drugs or alcohol (either on or off campus); who illegally use or abuse drugs or alcohol on campus or on university business; who violate any provision of the university’s employment rules or who have been convicted of violating any criminal drug statute while on university property or while participating in a university-sponsored program off campus are subject to disciplinary action. This may include termination of employment and referral to law enforcement authorities. Disciplinary action or required participation in a rehabilitation program for employees will be determined and implemented by the Provost in consultation with the General Counsel (in the case of faculty) and by the cognizant Vice President in consultation with the General Counsel and AVP for Human Resources (in the case of staff). Any such actions will be in compliance with the Faculty Handbook, the Staff Handbook, union contracts and other specific university policies and regulations regarding termination and suspension of employees.

As a condition of enrollment and employment, each faculty member and staff member will abide by the terms of this policy and will notify the Provost (in the case of faculty) and the AVP for Human Resources (in the case of staff) no later than five days after any conviction for a criminal drug statute offense or alcohol offense committed on university property or as any part of a university-sponsored program off campus. Failure to comply with these conditions will be grounds for disciplinary action.

The university cooperates fully with law enforcement authorities. Violations of the CUA drug and alcohol policy which are also violations of federal or local law may be referred to the appropriate law enforcement agencies. In such situations, cases may proceed concurrently at the university and in the criminal justice system.

This policy became effective Aug. 1, 1990, and implements the Drug Free Workplace Act (41 U.S.C. 701) and the Drug Free Schools and Communities Act (20 U.S.C. 1145g).

Sexual Harassment

http://policies.cua.edu/eeo/sexharass.cfm

I. Introduction

The Catholic University of America is committed to maintaining a positive learning and working environment for students, faculty and staff. Sexual harassment, a form of sex discrimination, detracts from a positive environment and is absolutely prohibited. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive work or learning environment.

This policy also prohibits consensual sexual or dating relationships where there is an institutional power difference between the parties involved, for example, between a supervisor and an employee, or between a faculty and a student, a coach and an athlete, or an academic advisor and an advisee. Relationships with this power disparity may cast doubt on the objectivity of the supervision and evaluation provided, and may result in claims of sexual harassment and questions about the voluntariness of the relationship.

II. Definitions

A. Sexual harassment is a form of sex discrimination and, as such, is prohibited at The Catholic University of America. The university is committed to maintaining a positive learning and working environment for students, faculty and staff, and will not tolerate sexual harassment. Sexual harassment is defined as any unsolicited, offensive behavior that inappropriately asserts sexuality over status as a student or an employee, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to sexual harassment is made either explicitly or implicitly a term or condition of employment or academic admission or advancement.
2. Submission to or rejection of sexual harassment is used as the basis (or threatened to be used as the basis) for employment actions or academic decisions or evaluations.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or educational performance or creating an intimidating, hostile or offensive work or learning environment.

B. Employee: Anyone employed by the Catholic University of America as faculty or staff, full or part time.

C. Supervisor: Anyone who oversees, directs or evaluates the work of others, including but not limited to, managers, administrators, coaches, directors, deans, chairs, advisors, teaching assistants, as well as faculty members in their role as instructors, as supervisors of their staff, and as participants in decisions affecting the careers of other faculty members.

D. Faculty: All those charged with academic instruction and advising, including fulltime faculty, adjunct faculty, teaching assistants and academic advisors.

E. Students: All those enrolled full time or part time in any program of CUA.

F. Consensual relationships: Consensual dating and sexual relationships willingly undertaken by the parties.

III. Sexual Harassment

Sexual harassment can occur between/among supervisors/managers and subordinates, faculty and staff or students, peers, vendors/subcontractors/visitors and employees or students, or any combination thereof. Often, but not always, the harasser is in a more powerful position than the person being harassed. In such situations sexual harassment is particularly serious because it may unfairly exploit the power inherent in a supervisor’s or faculty member’s position. All forms of sexual harassment are violations of the university’s policy and will not be tolerated.

Reprisals or retaliation towards any person for alleging sexual harassment or for filing a sexual harassment complaint or other charge under this policy is illegal and a violation of university policy. Any person who retaliates against a complainant will be subject to disciplinary action up to and including, in the case of an employee, termination of employment, and in the case of a student, expulsion.

Knowingly making false allegations of sexual harassment or providing evidence with the knowledge that it is false is also a violation of university policy and will subject a person to disciplinary action up to and including discharge or dismissal.

Those persons responsible for consulting about, investigating and resolving complaints of sexual harassment will make reasonable efforts to protect the privacy of both the complainant and the respondent.

Any Supervisor, Department Chair, Dean or Administrator who receives or becomes aware of a complaint of sexual harassment or other violation of this policy should report the complaint to the Director of Equal Opportunity or the Office of the General Counsel as soon as possible and normally within three workdays. All complaints of sexual harassment, investigation documents and documents relative to the resolution of the complaint will be maintained in a confidential file in the Equal Opportunity Office.

In cases where it is determined that sexual harassment occurred, the university will take appropriate disciplinary action with or without concurrence from the complainant.
IV. Prohibition on Consensual Relations with Students or Subordinates
The Catholic University of America seeks to maintain a professional and ethical educational environment. Actions of faculty members (including adjunct faculty), professional staff members and academic administrators that are unprofessional are inconsistent with the university's educational mission. It is essential that those in a position of authority not abuse the power with which they are entrusted. Employees should be aware that consensual dating or sexual relationships may result in claims of sexual harassment because the voluntariness of the consent may be questioned when a power differential exists between the individuals in the relationship.

A consensual dating or sexual relationship between a staff employee, a member of the faculty (including adjunct faculty) and a student or an employee that the staff/faculty directly supervises is prohibited when the staff/faculty has any current or foreseeable professional responsibility for the student or the employee. Voluntary consent by the student/employee in such a relationship is suspect, given the fundamental nature of such a relationship. Moreover, others in the work or learning environment may be affected by such behavior. Therefore, it is deemed unprofessional and a violation of university policy for any member of the faculty or staff to engage in a dating or sexual relationship, whether or not consented to, with a student or employee whom he/she instructs, evaluates, supervises, or advises, or over whom he/she is in a position to exercise authority in any way, now or in the foreseeable future.*

A violation of this prohibition may result in disciplinary action including dismissal for unprofessional conduct, following the appropriate employment procedures.

In the event that a prohibited consensual relationship is in existence at the time of the adoption of this policy, the supervisor must disclose the relationship to the appropriate superior and initiate arrangements to address any conflict of interest issues.

* In accord with the Employment Practices and Procedures Policy, members of the immediate family may not be assigned to a position in which one would have direct or indirect administrative or supervisory responsibility for the other or be in a position to influence the terms or conditions of the other person's employment. "Immediate family" is defined as a spouse, child, including adopted and step child, parent, parent-in-law, sibling, or legal guardian.

Sexual Harassment Complaint Procedures

http://policies.cua.edu/eeo/sexharasscomp.cfm

I. Sexual Harassment Complaint Procedures
Any CUA student, faculty or staff member ("affiliated individual") who believes he or she has been sexually harassed by another CUA affiliated individual, should report the incident to the director of equal opportunity ("DEO"). A student may report the incident to the Dean of Students or designee ("Dean"), who will forward the complaint to the DEO. The DEO will notify the Dean of any complaint reported directly by a student. The DEO will conduct an investigation and, at the conclusion of the investigation, will normally take one of the following courses of action:

1. If an investigation reveals that there is insufficient evidence to support the allegation of sexual harassment, the complaint will be dismissed.
2. If the DEO determines that there is sufficient evidence to indicate that the allegations of sexual harassment have merit, but the behavior is not serious enough to warrant, in the case of an employee, termination of employment, or in the case of a student, eviction from residence or suspension/expulsion from the University, the DEO shall normally proceed as follows:
a. If the respondent is a student, the DEO will forward an investigation report to the Dean. The Dean and/or
DEO will consult with the complainant about informal methods of resolving the complaint, including discussing
the allegations with the alleged harasser. If the complainant does not wish to participate in an informal
resolution or if an informal resolution is not successful, the case will be resolved under the Code of Student
Conduct.

b. If the respondent is a staff member, the DEO will consult with the complainant about informal methods of
resolving the complaint, including discussing the allegations with the alleged harasser. If the complainant does
not wish to participate in an informal resolution or if an informal resolution is not successful, the DEO may
proceed in consultation with the respondent's supervisor to eliminate the sexual harassment and ensure that
the behavior does not recur.

c. If the respondent is a faculty member, the DEO, in conjunction with the respondent's academic Dean or the
Provost, will consult with the complainant about informal methods of resolving the complaint, including
discussing the allegations with the alleged harasser. If the complainant does not wish to participate in an
informal resolution or if an informal resolution is not successful, the DEO may proceed in consultation with the
respondent's academic dean to eliminate the sexual harassment and ensure that the behavior does not recur.

3. If the preliminary investigation reveals evidence indicating that the allegations have merit and the violations
are so serious as to warrant formal disciplinary action, including, in the case of an employee, termination of
employment, or in the case of a student, eviction from residence or suspension/expulsion from the University,
the DEO shall normally proceed as follows:

a. If the respondent is a student, the DEO forward an investigation report to the Dean. The case will be
resolved under the Code of Student Conduct.

b. If the respondent is a staff member, the DEO will inform the respondent's supervisor or director that the
investigation resulted in a determination that sexual harassment occurred and will recommend appropriate disciplinary action. The case will be resolved under the procedures outlined in the Staff Handbook.

c. If the respondent is a faculty member, the DEO will inform the respondent's academic dean or the Provost
that the investigation resulted in a determination that sexual harassment occurred and will recommend
appropriate disciplinary action consistent with the Faculty Handbook.

II. Students

Any CUA student who suspects that she or he has been sexually harassed by another student, a faculty
member or a staff member should report the incident to the Dean of Students or to the Equal Opportunity
Officer. The Equal Opportunity Officer will consult with the Dean of Students, conduct an investigation and, at
the conclusion of the investigation, will take one of the following courses of action:

1. If a preliminary investigation reveals that there is insufficient evidence to support the allegation of
sexual harassment, the complaint will be dismissed.

2. If the Equal Opportunity Officer determines that there is sufficient evidence to indicate that the
allegations of sexual harassment probably have merit, but the behavior is not serious enough to
warrant suspension, discharge or dismissal, the Equal Opportunity Officer will consult with the
complainant about informal methods of resolving the complaint, including discussing the allegations
with the alleged harasser. If the complainant does not wish to participate in an informal resolution or if
an attempt at informal resolution is not successful, the Equal Opportunity Officer may proceed without
the complainant to attempt a resolution to eliminate the sexual harassment and ensure that the
behavior does not recur.
3. If the alleged harasser and the complainant are both students and the complainant wishes to file a peer harassment complaint as a violation of the Student Code, the complaint will be handled by the Student Judiciary in accordance with the procedures described in the Student Handbook unless the Vice President of Student Life determines that the complaint should be handled administratively. In the case of administrative discipline, the respondent may use the appeal process described in the Student Handbook.

4. If the respondent is a staff or faculty member, the Equal Opportunity Officer will conduct the investigation. The complaint will be handled in accordance with the procedures described in paragraphs in sections III and IV of this policy.

### III. Staff

If a CUA staff member believes that she or he has been sexually harassed by a CUA staff member, faculty member or student, she or he should report the incident to the Equal Opportunity Officer. If a student is involved, the Equal Opportunity Officer will notify the Dean of Students. The Equal Opportunity Officer will normally take one of the following courses of action:

1. If a preliminary investigation indicates that there is insufficient evidence to support the allegation of sexual harassment, the complaint will be dismissed.

2. If preliminary information indicates that there is sufficient evidence to determine that the allegations of sexual harassment probably have merit, but the behavior is not serious enough to warrant discharge, the Equal Opportunity Officer will consult with the complainant about informal methods of resolving the complaint, including discussing the allegations with the alleged harasser. If the complainant does not wish to participate in an informal resolution or if an informal resolution is not successful, the Equal Opportunity Officer may proceed without the complainant to attempt a resolution to eliminate the sexual harassment and ensure that the behavior does not recur. The respondent may appeal the decision in accordance with the grievance procedures defined in the Staff Handbook (if the respondent is a staff employee) and in the Faculty Handbook (if the respondent is a faculty member).

3. If the preliminary information reveals evidence which indicates that the allegations of sexual harassment probably have merit and are so serious as to warrant terminating the respondent's employment if the allegations are determined to be accurate, the Equal Opportunity Officer will conduct a complete investigation.
   a. If the respondent is a student, the Dean of Students will determine and administer the appropriate disciplinary action.
   b. If the respondent is a staff member, the Equal Opportunity Officer will recommend appropriate disciplinary action to the department head.
   c. If the respondent is a faculty member, and his or her behavior warrants discipline less severe than discharge, suspension or reassignment in lieu of suspension, the Equal Opportunity Officer will recommend sanctions to the faculty member's dean or to the Provost.

### IV. Faculty

If a faculty member believes that she or he has been sexually harassed by a CUA faculty member, staff member or student, the alleged harassment should be reported to the Equal Opportunity Officer. If a student is involved, the Equal Opportunity Officer will inform the Dean of Students. The Equal Opportunity Officer will normally take one of the following courses of action:

1. If a preliminary investigation indicates that there is insufficient evidence to support the allegation of sexual harassment, the complaint will be dismissed.

2. If the preliminary information indicates that there is sufficient evidence to determine that the allegations of sexual harassment probably have merit, the Equal Opportunity Officer will consult with the complainant about informal methods of resolving the complaint, including the option of discussing the allegations with the alleged harasser. If the complainant does not wish to participate in an informal resolution or if an informal resolution is not successful, the Equal Opportunity Officer may proceed without the complainant to attempt a resolution to eliminate the sexual harassment and ensure that the behavior does not recur.
3. If the preliminary investigation reveals evidence which indicates that the allegations probably have merit and are so serious as to warrant formal disciplinary action including possible discharge, the Equal Opportunity Officer proceed as follows:

a. If the respondent is a student, the Dean of Students will determine and administer the appropriate disciplinary action.

b. If the respondent is a staff member, the Equal Opportunity Officer will recommend appropriate disciplinary action to the department head.

c. If the respondent is a faculty member, and his or her behavior warrants discipline less severe than discharge, suspension or reassignment in lieu of suspension, the Equal Opportunity Officer will recommend sanctions to the faculty member's dean or to the Provost.

In cases where the faculty member's behavior warrants discharge, suspension, or reassignment in lieu of suspension, the Equal Opportunity Officer may recommend to the President that termination proceedings be initiated. If the President accepts the recommendation, the matter will proceed in accordance with Part II, Article 24 (Dismissal for Cause) of the Faculty Handbook. Faculty members may appeal the disciplinary action to the Faculty Grievance Committee.

B: Crisis Management Protocol


Crises are always a potential reality with overseas programs, both academic and co-curricular, and it is important to have a protocol in place to deal effectively with such emergency situations as they arise. For the purposes of this protocol, it is important to distinguish between real and perceived emergencies. Real emergencies include natural disasters, outbreaks of civil or political unrest, kidnappings, accidents or injuries, and similar events that pose an immediate threat to students and staff. Perceived emergencies, often viewed more seriously by those at home than those in the overseas program, result from events that may not be immediately threatening to the health and safety of students and staff.

Both types of emergencies require a response from the home institution, and that response will be most effective if it is grounded in a well-reasoned plan. Although no plan will apply to every situation, a common set of responses must be put in place in every case. These have been organized below in the form of a checklist that can be used to guide CUA’s response to emergencies facing an overseas program and its participants.

The purpose of this protocol is to supplement CUA’s initial response to a reported overseas crisis and manage the development and flow of information regarding the overseas crisis and its impact on our students participating on overseas programs (both education abroad and co-curricular travel programs). This plan starts with an identification of the individuals, both on campus and overseas, responsible for managing the overseas crisis and the establishment of standardized procedures to be used, making sure to incorporate adjustments for local conditions. The presence of the overseas crisis management protocol helps to prevent any initial confusion in responding to events and provides an opportunity for the responsible individuals to familiarize themselves with the procedures and psychologically prepare themselves for the stress such events impose.
CUA Overseas Crisis Management Protocol

Emergency occurrences, perceived or actual, are communicated or reported to the Department of Public Safety (DPS) at 202-319-5111. In an emergency situation where the campus requires an immediate response the CUA Emergency Notification Plan will be activated.

Upon receiving an emergency/crisis call, DPS will:
- Record the basic information about the crisis
- Contact the CUA “need-to-know” officials listed as contacts for the crisis
- In the case of an overseas crisis, also contact the Center for Global Education (CGE)

Note: It is important to note that once DPS has notified CGE of an overseas crisis, CGE is then expected to follow up and handle the specific situation per its established overseas crisis management protocol described in the pages below.

Before the overseas program departs, the Center for Global Education (CGE) at CUA will:
- Request that overseas program directors submit program proposals to CGE
- Request that overseas program directors conduct an assessment of local conditions and identify and disclose potential sources of risk to participants.
- Request that overseas program directors provide CGE with a copy of each participant’s passport prior to departure.
- Request that program directors file the names of overseas program participants, itineraries, and emergency contact information with CGE and the program organizing office.
- Provide overseas program directors with contact information at the University in case of overseas emergency, including DPS which fields calls 24/7 and is the initial point of contact for the University.
- Develop and regularly review a list of campus individuals, offices and agencies that would be helpful in an overseas emergency.
- Develop a set of procedures to review and approve CUA education abroad programs.
- Provide a pre-departure orientation for all students and overseas program directors related to overseas health safety & liability issues.
- Recommend that all participants (students, overseas program directors & relatives) on CUA overseas programs obtain an International Student/Teacher Identity Card (ISIC or ITIC). (Note: ISIC/ITIC offers a worldwide, toll-free, emergency help line which can provide legal or medical referrals, or travel advisors, depending on one’s situation and needs. The cost for the ISIC/ITIC is $25 per person.
- Require that all participants (students, overseas program directors & relatives) on CUA overseas program enroll in CUA’s mandatory health & emergency evacuation insurance through FrontierMEDEX so that overseas health emergencies are professionally handled. (CGE automatically covers students on CUA education abroad programs with this insurance, and includes the cost into the program fee).
- Recommend that individual participants (students, overseas program directors & relatives) provide the U.S. State Department with their names and program location(s) so that they can be contacted and offered information and assistance in the case of an overseas emergency.

Conditions requiring overseas crisis management:

Overseas emergencies are those situations that pose a genuine risk to the safety and well-being of the overseas program participants. The overseas program leader(s) should contact the University by calling DPS at 202-319-5111 to report an overseas crisis under the following circumstances:

- A medical emergency (regarding one’s physical and/or psychological health), or death of a program participant.
- Student or overseas program director is the victim of a crime, such as theft, assault, rape, harassment, etc., or has been accused of committing such a crime.
- A program participant or overseas program director is missing or has been kidnapped
- A widespread emergency affecting, or potentially affecting, all program participants (i.e., a natural disaster, an act or threat of terrorism, an act of war, or political/civil unrest).

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Note: If the program director (s) becomes incapacitated, a pre-determined emergency liaison will serve to manage the on-site situation and the other program participants and contact DPS.

Overseas program director(s)’ responsibilities when an emergency occurs: Should one of the above described situations occur, the in-country overseas program director(s) (or the pre-determined emergency liaison) should take the following action:

- Remove the participant(s) from danger
- Contact the appropriate local authorities (i.e., police, medical personnel, U.S. Embassy or Consulate) to begin the local action necessary to handle the situation.
- Contact DPS who will in turn contact the “need to know” CUA officials and CGE
- Contact FrontierMEDEX for assistance in evaluating the situation if there is a medical emergency involved.

Note: The Associate Vice President for Student Life & Dean of Students and Campus Ministry will be contacted by the Assistant Vice President for Global Education, and are the primary contacts for/to parents. The Assistant Vice President for Global Education is the primary contact with in-country officials.

The Associate Vice President for Public Affairs is the official spokesperson to media sources.

CGE’s responsibilities when an overseas emergency occurs:
Upon receiving DPS notification of a call from an on-site overseas program director, assistant director, on-site staff, etc (or pre-designated student) concerning a serious illness, injury, death, or emergency, the following actions will be taken by CGE:

- Begin a log of all calls and activities pertaining to the incident
- Obtain the following information from DPS and/or the on-site overseas program director (or pre-designated student) caller:
  1. Name of caller
  2. Identity of injured/victim(s), if applicable
  3. Brief description of accident, illness, or emergency
  4. Location of caller (e.g., address, city, country)
  5. Location of accident or emergency; proximity to CUA program participants
  6. Phone and fax number where caller can be reached
  7. Verify that calls have been placed to emergency response services, and will be placed to U.S. Embassy/Consulate if situation warrants
  8. Determine what information, if any, has already been released to the media
  9. If appropriate, instruct caller to call back after emergency response team and/or law enforcement have been consulted.
  10. Immediately notify the following CUA officials in order of needed response: Provost, Associate Vice President for Student Life & Dean of Students, Director of Education Abroad or Director of the overseas program, Risk Management, Counseling Center, Campus Ministry, Associate Vice President for Public Affairs, University President.

For a medical emergency (physical and/or psychological) involving a program participant, CGE will:

- Contact FrontierMEDEX International to evaluate the situation
- Notify the Associate Vice President for Student Life & Dean of Students, the Counseling Center and Campus Ministry.
- Contact parents of student or the family of faculty member(s) or their designated emergency contacts to apprise them of the situation.
Brief the Provost
Brief official University Public Affairs spokesperson
Make the in-country contacts, provide for necessary medical care, emergency evacuation, etc.
Ensure necessary funds are available to cover emergency expenses, if necessary. Such expenses are the responsibility of student/parents or the faculty member(s), but CUA will advance funds as needed to assure a timely resolution of the situation.
Consult with CUA General Counsel as appropriate.

If a student or overseas program director is the victim of a crime, such as theft, assault, rape, harassment, etc., or has been accused of committing such a crime, CGE will:

Contact the Associate Vice President for Student Life & Dean of Students, Campus Ministry, and Provost
Brief University Public Affairs spokesperson
Contact FrontierMEDEX International to evaluate the situation
If the incident is between two students of the group, the Associate Vice President for Student Life & Dean of Students has primary responsibility and University policy will apply.
Consult with University General Counsel as appropriate
Make any necessary in-country contacts, local on-site authorities will be consulted, if necessary, for appropriate action.
Ensure that contact is made with parents of student or the family of faculty member(s), or their designated emergency contacts.

Note: If the incident is between a CUA student and a CUA faculty member, the Provost would take action regarding the faculty and Student Life would take action regarding the student. If the incident is between a member of the group and an outside party, action taken will depend on legal requirements in the host country and the wishes of the group member.

If a student or overseas program director is found missing or has been kidnapped, CGE will:

Immediately notify the State Department, local authorities and the U.S Embassy/Consulates (if student is not a U.S citizen or permanent resident, notify embassy or consulate of citizenship).
Inform the Associate Vice President for Student Life & Dean of Students, Campus Ministry and Provost
Brief University Public Affairs spokesperson
Ensure that contact is made with parents of student or the family of faculty member(s), or their designated emergency contacts.
Consult with University General Counsel as appropriate

Note: The U.S Embassy will involve the FBI who must coordinate all operations and obtain approval from the host government to be involved in the investigation.

For the death of a student or overseas program director, CGE will:

Contact FrontierMEDEX International to evaluate the situation
Contact the Associate Vice President for Student Life & Dean of Students and Campus Ministry who will coordinate contact to parents of student or their designated emergency contacts.
Contact the Provost who will then contact the family of faculty member(s) or their designated emergency contacts as per established protocol.
Contact the University President
Contact the Counseling Center to begin appropriate counseling for other members of the group.
Brief University Public Affairs spokesperson
Consult with University General Counsel as appropriate

In case of a widespread emergency affecting, or potentially affecting, all program participants (i.e., a natural disaster, an act or threat of terrorism, an act of war, or political/civil unrest, in-country, regional or world-wide public health/pandemic situation), CGE will:
Ask the overseas program director(s) leading the program what they know about the situation:

1. What was the target of unrest, if event was political?
2. What is the intensity of the emergency or political unrest?
3. Are there military or emergency personnel at the site of the emergency?
4. What is the advice of the nearest U.S. Embassy or Consulate?
5. What impact, if any, did the emergency have on availability of food, water, and medical supplies?
6. How able are our students and faculty to travel?
7. Is continuation of classes/overseas activities in the best interests of students’ health and safety?

Contact the State Department

Request that the CUA Emergency Council be convened to review the situation and take the following appropriate actions:

a. Any immediate measures needed to preserve the health and safety of students and faculty;

b. The appropriate course of action overseas (dealing with initial student reaction, reiterating appropriate student behaviors, developing a written course of action, and having students acknowledge in writing receipt of such information);

c. Developing and assisting with an evacuation plan, if necessary (considering the safety of various modes and routes of travel, the costs of evacuation and the method of meeting those costs, the possibility of reducing the level of threat by dispersing students in small groups to reconvene later in another locale, and available in-country resources), based on advice from the U.S. State Department and CUA’s in-country program leader(s). Options include evacuation, move to U.S. Embassy compound, or remaining on-site and maintaining a low-profile.

d. Developing a communication document to be utilized by all individuals involved (consistency is crucial); while keeping in mind the privacy of students and faculty involved.

e. Preparing a list of individuals to be alerted once the entire plan is in place (including the Provost, University President, Campus Ministry, CUA faculty, staff, and students, and parents and family of those students and faculty abroad).

f. Developing a crisis communication plan which factors in the people to be included, organizations to notify, and effective methods of communication to utilize

g. Providing the University’s designated official Public Affairs spokesperson with a daily bulletin until the crisis is over.

h. Assessing the impact of the event, once ended, and documenting all actions taken in a written report.

i. Developing a plan to notify all parents, family members, and/or emergency contacts of those abroad, and to coordinate the response to subsequent phone calls.

k. Submitting an action plan to the University President for a final decision, and once the plan is finalized, transmitting it to the on-site overseas program directors.

When a widespread emergency occurs, on-site overseas program directors(s) assume responsibility for insuring that:

- Students are gathered and told of the emergency
- Students are reminded of behaviors that draw attention to themselves as being Americans, and agree to avoid those behaviors.
- Students are asked to report any suspicious persons or situations
- If authorized by the CUA crisis management team, students will be given the opportunity to return to the U.S. immediately with no financial penalty and with the assurance that an effort would be made to salvage the semester to the extent feasible.
- If directed by the CUA crisis management team, the overseas program director(s) takes added security precautions at the classroom/activities site (including the removal of all U.S. program identification).
If directed by the CUA crisis management team, the overseas program director(s) maintains daily contact with CGE and provides students with daily bulletins, if appropriate. The overseas program director also should offer counseling and support to the students, to the extent possible, and get additional, local counseling assistance, if needed.

CUA Overseas Crisis Management Contacts:
* CUA Department of Public Safety (DPS)
  Fields emergency calls 24/7 at (202) 319-5111.
  Will contact CUA “need to know” officials including CGE in cases of an overseas crisis

  Center for Global Education
  Assistant Vice President for Global Education
  Ms. Tanith Fowler Corsi
  During office hours: 202-319-5618, Fax: 202-319-6673
  After hours: 703-864-8842 (cell)
  Email: corsit@cua.edu

  * Once notified of an overseas crisis, CGE will communicate and collaborate with the appropriate overseas contacts and CUA University officials.

C. General Resources

CUA TRAVEL PORTAL
www.campustravel.com/university/0004/index.htm

ISIC & BENEFITS
www.myisic.com

HEALTH, SAFETY & SECURITY

GlobalIncidentMap: https://www.globalincidentmap.com/user.php
HotSpots: http://www.airsecurity.com/intel-HS.asp
US Department of State (Bureau of Consular Affairs): http://travel.state.gov/
US Department of State (Drug Warning):
  http://travel.state.gov/travel/living/drugs/drugs_1237.html

PASSPORT & VISA SERVICES

Passport Services and Information: http://travel.state.gov/passport/passport_1738.html
Visa Services and Information: http://travel.state.gov/visa/visa_1750.html

TRAVEL HEALTH INFORMATION

Center for Disease Control & Prevention (CDC): http://wwwnc.cdc.gov/travel/

TRAVEL INSURANCE VENDORS


Access America  http://www.accessamerica.com/
Clements International  http://www.clements.com/
Champion Insurance  http://www.champion-insurance.com/
CSA Travel Protection  http://www.csatravelprotection.com/

Health Care Global  http://www.wallach.com/
International Medical Group (IMG)  http://www.imglobal.com/index.aspx
MedEx  http://www.medexassist.com/Individuals/Products/TravMedAbroad.aspx
TravelEX  http://www.travelexinsurance.com/Home.aspx
Travel Guard  http://www.travelguard.com/
Travel Insurance Services  http://www.travelinsure.com/

TRAVELLING & LIVING ABROAD

Tips for traveling abroad (US Department of State)  http://travel.state.gov/travel/tips/tips_1232.html
Tips for living abroad (US Department of State)  http://travel.state.gov/travel/living/living_1243.html
Transitions Abroad  http://www.transitionsabroad.com/
Contiki - Offers travel tours for the 18 to 35 crowd  http://contiki.com/

EDUCATION ABROAD/INTERNSHIP/CAREER RELATED SITES
Alliance for Conflict Transformation
American Councils for International Education: ACTR/ACCELS
Association for Int. Practical Training (AIPT)
British Council US
Cultural Exchange Training Resources
Council on International Education Exchange (CIEE)
GlobalCorps
Go Abroad
Idealist
IIE Passport
Institute of International Education (IIE)
NAFSA
OneWorld.Net
Peace Boat

Peace Corps HOTLINE
http://www.peacecorps.gov/index.cfm?shell=resources.returned.hotline
Petersons
ReliefWeb
http://www.reliefweb.int/rw/dbc.nsf/doc100?OpenForm
Semester at Sea
Society for International Development
http://www.sidw.org/mc/page.do;jsessionid=ABE4AD25FADB20D14706BEBF830A4B3C.mc1?sitePageId=65030
Education abroad
TESOL
Women For Women International
World Affairs Council

CULTURE SHOCK & RE-ENTRY

http://www.pacific.edu/culture
SIETAR

DISCOUNTED AIRFARES
D. Metric System and Weather

The metric system is commonly used overseas. Here are a few reminders that will come in handy during your semester abroad, along with conversion operations and abbreviations.

<table>
<thead>
<tr>
<th>Conversion</th>
<th>1 inch =</th>
<th>25 millimeters</th>
<th>inches</th>
<th>X 25 =</th>
<th>millimeters</th>
<th>mm</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 foot =</td>
<td>.3 meter</td>
<td>feet</td>
<td>X .3</td>
<td></td>
<td>meters</td>
<td>m</td>
</tr>
<tr>
<td>1 yard =</td>
<td>.9 meter</td>
<td>yards</td>
<td>X .9</td>
<td></td>
<td>meters</td>
<td>m</td>
</tr>
<tr>
<td>1 mile =</td>
<td>1.6 kilometers</td>
<td>miles</td>
<td>X 1.6</td>
<td></td>
<td>kilometers</td>
<td>km</td>
</tr>
<tr>
<td>1 sq. foot =</td>
<td>.09 square meter</td>
<td>sq. ft</td>
<td>X .09</td>
<td></td>
<td>square meters</td>
<td></td>
</tr>
<tr>
<td>1 sq. yard =</td>
<td>.8 square meter</td>
<td>sq. yds</td>
<td>X .8</td>
<td></td>
<td>square meters</td>
<td></td>
</tr>
<tr>
<td>1 acre =</td>
<td>.4 echare</td>
<td>acres</td>
<td>X .4</td>
<td></td>
<td>hectares</td>
<td>ha</td>
</tr>
</tbody>
</table>

1 quart (liq) = 1 liter = quarts = liters | 1 gallon = 3.8 liters = gallons | X 3.8 | liters |
1 ounce = 28 grams = ounces = X 28 = grams | 1 pound = .45 kilogram = pounds | X .45 | kilograms |

In the US the generally used temperature scale is Fahrenheit (F); in most of the rest of the world it is Celsius (C). On this scale, the freezing point of water is 0 degrees C and the boiling point is 100 degrees C. Until you get used to the new temperature scale, until you “feel” the air temperature in Celsius (or Centigrade) degrees, use the conversion instructions below:
Have a calculator handy!

Fahrenheit into Celsius (or Centigrade): \textit{SUBTRACT 32, MULTIPLY BY 5, DIVIDE BY 9}

Celsius (or Centigrade) into Fahrenheit: \textit{MULTIPLY BY 9, DIVIDE BY 5, ADD 32}

E. Packing Suggestions

- Towel(s)
- Washcloth(s)
- Hangers
- Laundry line for weekend travel
- Travel alarm clock
- Travel sewing kit
- Travel first aid kit
- Plastic Ziploc-type bags
- Money Belt
- Adapter and voltage converter
- Combo lock
- Umbrella
- Flip flops (for hostel showers)
- Swiss army knife (don’t put it in your carry on bag!)
- Day pack (small backpack/bag for short trips)
- Catalog from CUA
- Maps/guide books
- Small address book
- Sketchbook | Journal
- Calculator (for currency conversions)
- Dictionaries (pocket-sized for the countries you will visit)
- Comb/brush
- Sunscreen
- Feminine products*
- Soap/shampoo*
- Deodorant*
- Toothbrush, toothpaste, floss, mouthwash*
- Contact solution (typically more expensive overseas)
- Aspirin or other pain reliever
- Cold medicine
- Motion sickness medication
- Medicine to stop diarrhea (Imodium A-D)
- Any prescription medications in original marked container

*(the brand you prefer may be unavailable and more expensive)

“Travel is fatal to prejudice, bigotry, and narrow-mindedness, and many of our people need it sorely on these accounts. Broad, wholesome, charitable views of men and things cannot be acquired by vegetating in one little corner of the Earth all one’s lifetime.”

- Mark Twain

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EDUCATION ABROAD COURSE PROPOSAL
& APPROVAL FORM

NOTE: This form is only for education abroad programs led/taught by CUA faculty where students earn resident credit. This form must be completed and presented to the appropriate Department Chair and School Dean for review and approval and be accompanied by a proposed syllabus and a tentative itinerary. Completed approved forms must be submitted to the Center for Global Education for review. Approved courses should be kept on file in the academic department and at the Center for Global Education.

Course Title: ________________________________ Course(s) # ____________

Brief Course Description: _________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

This course is □ Existing Course □ New Course

Course Format: □ Faculty-Led Study Tour □ Intensive Language Program
□ Field/Social Work □ Other _________

Brief Rationale for Course Offering: ________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Proposed Program Dates: ________________________________ Year: __________

Program Length: □ Semester (Fall or Spring) □ Winter □ Spring Break □ Summer

Duration (number of weeks) ___ Credit Hours: ___ Credit level: □ Undergrad □ Graduate □ Both

Program Director Name: _________________________________________________________

Program Director Department(s): _________________________________________________

Program Director Email & Phone: _________________________________________________

I am committed to offering the proposed course as part of an education abroad program described above and would be directly responsible for leading or teaching the program as well as for acting as instructor of record:

Program Director Signature: _____________________________ Date: ______________

I have reviewed the education abroad course proposal and as Chair of the Academic Department, I approve its offering for the period proposed:

Department Chair Name: _________________________________________________________

Department Chair Signature: _____________________________ Date: ______________

I have reviewed the education abroad course proposal and as School Dean, I approve its offering for the period proposed:

School Dean Signature: _____________________________ Date: ______________

CUA Provost Signature: _____________________________ Date: ______________

45
# Annual Report on Education Abroad Programs

## Part I – Summary

*This form should be completed by CUA faculty or staff leading CUA student on credit-bearing education abroad programs. The data collected will be included in the annual CUA report for IIE Open Doors Survey.*

*Please return to the Center for Global Education in 111 McMahon Hall.*

<table>
<thead>
<tr>
<th>Program Name:</th>
<th>__________________________________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is a</td>
<td>☐ new program</td>
</tr>
<tr>
<td>Program Academic Focus:</td>
<td>__________________________________________________________________________</td>
</tr>
<tr>
<td>Program Location Country</td>
<td>___________</td>
</tr>
<tr>
<td>Program Dates</td>
<td>____________________</td>
</tr>
<tr>
<td>Credits awarded by the program:</td>
<td>min: _____</td>
</tr>
<tr>
<td>Course numbers:</td>
<td>___________</td>
</tr>
<tr>
<td>Sponsoring CUA School/Department(s):</td>
<td>__________________________________________</td>
</tr>
<tr>
<td>Program Director(s):</td>
<td>__________________________________________</td>
</tr>
<tr>
<td>Program Assistant Director (if applicable):</td>
<td>__________________________________________</td>
</tr>
<tr>
<td>Host country partner institution (if applicable):</td>
<td>__________________________________________</td>
</tr>
<tr>
<td>Tour Operator (if applicable):</td>
<td>__________________________________________</td>
</tr>
<tr>
<td>Program Duration (in weeks):</td>
<td>___________</td>
</tr>
<tr>
<td>Term (please circle)</td>
<td>☐ fall semester</td>
</tr>
<tr>
<td>Total # of participants:</td>
<td>_____</td>
</tr>
<tr>
<td>Program cost per student:</td>
<td>$ ______</td>
</tr>
</tbody>
</table>

*See other side for Part II - Narrative*
Part II - Narrative

Please use the following outline as a guide to writing your report. It is possible that not all topics listed will apply to your education abroad program and you may decide to add topics of interest to the reviewer. Personal information protected by FERPA such as student names, academic and/or disciplinary histories should be kept out of the report. Student-specific issues that need to be brought to the attention of CUAbrad staff may be addressed separately in an appendix to the report.

INTRODUCTION

- Date submitted or prepared
- Program dates, location, and duration
- Number of participants (attachment listing all participants)
- Program director and assistant director, if applicable
- Copy of the program itinerary/schedule; sample advertisement (attachment)
- Copy of the per student cost sheet and program budget summary (attachment)

ACADEMIC ISSUES

- Describe the academic content, including courses (course numbers, titles, and description)
- Comment on the faculty or instructional staff (e.g., quality of instruction, relationship with program)
- Describe the relationship with the host institution (or tour operator), as applicable
- Describe the facilities (e.g., classrooms, computer labs, access to email)
- Indicate plans for the future of the program in terms of academic issues

NON-ACADEMIC ISSUES

Housing, Excursions & Communications

- Describe housing options and address whether needs were met
- Describe housing assistance from host/partner institution and/or tour operator prior to and during program
- Was housing a good value? How can housing be improved?
- How were arrangements made?
- What sites were visited?
- Any suggestions for alternate sites?
- What means (phone, fax, e-mail, cell phone, etc.) were available to director and students? Were they adequate?

STUDENT ISSUES

- Describe group participants and group dynamics
- Were there any behavioral difficulties? How were they handled?
- Were there instances of disciplinary action or dismissal? Were these documented?
- Were there health issues (specific to the program location) that affected students and/or the director?
- Were there personal safety issues that affected students and/or the director?

BUDGET

- Did the budget meet the needs of the program and its participants?
- Were there unexpected costs? Is there a surplus or a deficit?
- How was the Director’s advance carried to the program site? What method was used to access the money? (traveler’s checks, cash, overseas bank account, ATM)
- Where did you find the best exchange rate? What was the average rate?

OVERALL EVALUATION

- How well were the programs goals and objectives met?
- Any general suggestions or recommendations for future programs?
BUDGET WORKSHEET FOR FACULTY-LED OVERSEAS PROGRAMS

This worksheet will help you determine the estimated per-student cost of your proposed program.

Fixed Costs:
1. Program leader(s) salary & benefits, if not absorbed by the college or department
   Program director’s salary and benefits $_______
   Assistant program director’s salary and benefits $_______
   Subtotal: $_______

2. Program director’s expenses
   Housing $_______
   Meals (exclude group meals) $_______
   International travel $_______
   In-county travel and the cost of excursions and program events $_______
   International health insurance, emergency evacuation insurance, ITIC $_______
   Local pay-as-you go cell phone and usage (if required to purchase) $_______
   Subtotal: $_______

3. Assistant program director’s expenses (copy and insert director expense items from above)
   Total fixed costs: $_______
   Total fixed costs per participant (total divided by the anticipated number of participants) $_______

Per Student Costs:
1. Administrative costs (Incurred in planning and conducting the program) $_______
2. On-site per student cost
   Housing $_______
   Some or all meals $_______
   Ground transportation from/to airport $_______
   Field trips and excursions (provide details on separate sheet) $_______
   In-country travel (provide details on separate sheet) $_______
   On-site administrative and/or personnel costs $_______

3. International health insurance (if included) $_______
4. Emergency evacuation coverage (On Call International) and ISIC $_______
5. CUAbroad application fee $_______
6. International airfare, if included $_______

Total per student costs: $_______

Total cost for group (estimated 10 participants minimum): $_______

Contingency (calculated as 10% of total for currency fluctuations, emergencies, etc.) $_______

GRAND TOTAL of program cost (including contingency) $_______

Additional estimated student expenses not included in the program fee $_______

Meals (those not included in the program fee above) $_______
International airfare, if not included $_______
Health Insurance (if not included) $_______
Local transportation pass (if not included) $_______
Passport $_______
Visa (if required) $_______
Personal expenses (laundry, personal hygiene, etc.) $_______
Local pay-as-you go cell phone (if required to purchase) $_______
Other $_______
Other $_______
Total estimated additional expenses $_______

GRAND TOTAL ESTIMATED COST PER STUDENT $_______
GRAND TOTAL ESTIMATED COST OF PROGRAM $_______