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Congratulations!

You’ve been accepted on an education abroad program through The Catholic University of America and will soon be embarking on an adventure of a lifetime! Whether your program is for a few days over the Spring Break or for an entire academic year, the experience and what you learn will be valuable to you for years to come.

You don’t want to get to your destination and find that you’ve forgotten something important. We’ve written this handbook as a reference guide to help you get ready and know what to do once you’ve arrived at your destination. Make sure you read the entire document so you don’t miss any vital pieces of advice. You’ll enjoy your time abroad much more if you’re prepared.

In addition to information contained in this handbook which is applicable to all students who participate in all education abroad programs, you will also receive information specific to each program either from CUAbroad, another CUA department or another university/program in the US or abroad. Please be sure to read and follow all advice provided to help make the transition as smooth as possible.

Congratulations again on your decision to participate in an education abroad experience and on your acceptance into a Catholic University of America education abroad program.

Sincerely,

Ella A. Sweigert, Director of Education Abroad sweigert@cua.edu

CUAbroad, Center for Global Education
The Catholic University of America
111 McMahon Hall
Washington, DC 20064
Tel: 202-319-6010
Fax: 202-319-6673
Web: http://cuabroad.cua.edu
CONTACT INFORMATION

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.

Address: CUAbroad
The Center for Global Education
111 McMahon Hall
The Catholic University of America
620 Michigan Ave, NE
Washington, DC 20064
Tel: 202-319-6010
Fax: 202-319-6673

Office Hours: 10:00 am – 5:00 pm
Monday through Friday

Phone: (202) 319-6010
Fax: (202) 319-6673
E.Mail: cua-cuabroad@cua.edu
Website: http://cuabroad.cua.edu
Skype: CUABROAD

Contacts: Ella Sweigert, Director of Education Abroad Email: sweigert@cua.edu
Grace Schneider, Education Abroad Advisor Email: schneiderg@cua.edu

Contacts at CUA

Advisor Name: ___________________________ Advisor e-mail: ________________
Housing http://housing.cua.edu (202) 319-5615
Student Accounts http://treasurer.cua.edu/controller/sa (202) 319-5036
Financial Aid http://financialaid.cua.edu/ (202) 319-5307
Registrar http://enrollmentservices.cua.edu (202) 319-5300
The Catholic University of America School of Architecture + Planning

Office of International Study

The Office of International Study at The Catholic University of America oversees and manages the undergraduate education abroad programs of the School of Architecture + Planning.

David Shove-Brown is your primary contacts at CUArch while you are abroad. Any architecture matters related to your program overseas should be directed to Mr. Shove-Brown who can assist you or refer you to the appropriate party to handle your questions.

The Office of International Study processes applications to overseas programs; communicates with partner schools and offices; evaluates programs; advises and registers students for overseas programs; notifies Housing and Student Accounts of students’ education abroad status; posts classes and grades upon students’ return.

The Office of International Study does not register students for courses, nor does it handle housing, tuition and financial aid issues for the post-education abroad semester.

Address: Office of International Study
106B Crough Center
The Catholic University of America
School of Architecture + Planning
620 Michigan Ave., NE
Washington, DC 20064

Office Hours: 10:00 am – 5:00 pm
Monday through Friday

Phone: (202) 319-5786

Fax: (202) 319-4288

Website: http://architecture.cua.edu/foreignprograms/

Contacts: David Shove-Brown Phone: (202) 319-5786
Assistant Dean Email: shovebrown@cua.edu

Contacts at CUA

Advisor Name: ___________________________ Advisor e-mail: ___________________________
Housing http://housing.cua.edu (202) 319-5615
Student Accounts http://treasurer.cua.edu/controller/sa (202) 319-5036
Financial Aid http://financialaid.cua.edu/ (202) 319-5307
Registrar http://enrollmentservices.cua.edu (202) 319-5300
CHECKLIST: THINGS TO DO BETWEEN NOW AND DEPARTURE

All students

☑ Register for your program
☑ Apply for your passport or renew your expired passport
☑ Apply for your visa, if required
☑ Make – or confirm – housing arrangements, if necessary
☑ Make arrangements for payment of your program expenses
☑ Make medical and dental appointments, check immunization records
☑ Check with your health insurance provider
☑ Apply for an International Student Identity Card (if not included)
☑ Make travel arrangements, if not included in your program
☑ Prepare a realistic budget
☑ Learn about where you’re going
☑ Learn about where you’ll be staying
☑ Make copies of all your important documents
☑ Find out how to communicate from abroad
☑ Get photos of home and of campus
☑ Learn about the educational system in your host country
☑ Prepare yourself to be an ambassador

If you’ll be gone more than 2-3 weeks
☑ Make arrangements to have your mail forwarded

If you’ll be gone more than one semester
☑ Make plans to pre-register for your semester of return
☑ Make graduation arrangements, if necessary
☑ Make plans for your return
☑ Make on-campus housing arrangements, if applicable

If you will be traveling before or after your program
☑ Make travel arrangements
Checklist Extended:

☐ Register for your program

If you participate in a semester or academic year education abroad program - The CUAbroad office will register you for a full-time placeholder course for the duration of your semester abroad. You must follow a full-time course of study at your host institution/program in order to qualify for financial aid.

If you participate in a short-term or faculty-led group study abroad program—offered over Spring Break or Summer—you will register for your program by on-line registration, using the course number(s) provided by your program leader, unless otherwise instructed.

If you participate in a non-affiliated program—follow the procedures as instructed and make sure your program and your participation is approved by the CUAbroad office.

On-campus Registration DO NOT register for on-campus classes at CUA, in addition to your CUAbroad registration. If you do, you will be double-billed. CUAbroad will register you in Cardinal Station and you will remain an active CUA student during the term abroad.

On-Site Registration. You will register for your classes at your host institution, according to the host institution’s instructions and regulations and timetables.

Official Transcript. At the conclusion of your term of study, request an official transcript to be sent to the CUAbroad office. This is your responsibility. Credits and grades be evaluated for CUA equivalency and the courses will be posted on Cardinal Station by the Registrar’s Office. Next, the courses will be manually placed in their appropriate places on your tracking sheet by the Arts and Sciences office. If you participate in a non-CUA program, your credits - but not your grades - will be posted on your CUA transcript according to CUA rules and regulations.

☐ Apply for your passport or renew your expired passport

You will need:
• an official passport application (which you can download from the State Department website at http://travel.state.gov or pick up at the Downtown Post Office
• a previous passport or a certified copy of your birth certificate (If you don’t have this, write to the Records Department at the courthouse in the county in which you were born to request one; it must have the raised seal to be accepted as a certified copy)
• two identical 2"x 2" passport photos
• a photo ID (your Driver’s License is good); and
• method of payment: an application fee (approx. $75) and execution fee (approx. $25)
• Processing time varies from 2 to 6 weeks. If you’re in a hurry, talk to the personnel at the Passport Office about expediting your application (there’s an additional charge for this service). There are also services that will walk your application through for you for $150 or less. Get your passport as soon as you can!

☐ Apply for your visa, if required
• If a visa is required, you can obtain the necessary application forms from the Consulate or the Embassy of the country you’re visiting. Some countries require that you send photos, a financial statement, affidavit of financial support, a medical report, your acceptance letter from the school you’ll be attending, and payment for a visa. You will have to send your passport with your application (the visa will be stamped into your passport). This is another good reason not to delay obtaining your passport: If you must wait the full six weeks for the passport, and then send it along and wait an additional several weeks for your visa, you might not be prepared in time for your program!

☐ Make – or confirm - housing arrangements, if necessary
• On short-term programs, housing is usually included in the cost of the program, and arrangements for housing (and often for most meals) will have already been made. A few programs offer a home-stay option for at least part of the duration of the program, which you may want to consider. It’s a great way to get a feel for the country you’re visiting and really get to know some people who live there.

• On semester and academic year programs, you will sometimes have a choice of lodging arrangements (such as dormitory, home-stay, and private apartments). If you’re staying in a dormitory or apartment, you might have the option of whether to share a room with someone from the host country (or with another international student) instead of someone from your own program. Take your lifestyle preferences into account when choosing, of course, but don’t automatically select the “safe” approach of rooming with someone you already know. Having a roommate from the host country or another country can be a wonderful way of exploring other cultures. Check with the coordinator of your program if you’re unsure of the housing options available or don’t know whether housing and meals are included in the cost of your program. Be aware that you may have to pay for room and/or board in advance.

- Make arrangements for payment of your program expenses
  CUA programs: Whether short-term or semester-long or for a full academic year, the program cost will be billed to your account through Cardinal Station. Once you have paid the non-refundable deposit, assuring your spot on the program, the remaining balance will be charged to your student account, and will be due at the same time as tuition for the appropriate academic term. Academic-year programs will be billed as two separate semester charges, just as when you’re here on campus. Please note that you will not be charged for on-campus room and board.
  • If you receive financial aid, please make arrangements to speak with CUA’s Office of Financial Aid and CUAbroad, so you understand how much of your program costs are covered. If your aid is less than the cost of the program, you are responsible for the balance at the payment due date. If your aid is greater than the cost of your program, or if you’ve prepaid part - or all - of your program fee before financial aid is released, the difference will be refunded to you if all your other university obligations (parking tickets, overdue library book fines, etc.) have been met.
  • If you are participating in a semester or exchange program that is affiliated or sponsored by CUA that includes tuition and fees, CUA will pay those charges to the host institution. In most cases your lodging, and sometimes your meal plan, will also be billed to CUA by the host institution.
  • Non-CUA programs: If your program is not through CUA, you are responsible for arranging billing and payment with the institution sponsoring your program. Those receiving financial aid must fill out a consortium agreement with the CUA Office of Financial Aid and the financial aid office of your host institution. Please make note that no CUA grants and scholarships may be used toward a non-CUA program. Remember to pay the non-CUA program administrative fee to CUAbroad.

- Make medical and dental appointments, check immunization records
  • Update your immunizations, regardless of where you’re going. Don’t ruin a trip to the beach by wondering whether that scratch you got on the coral will result in tetanus! Depending on where you’re going, you may need to begin medication or injections to prevent malaria, yellow fever, and a host of other diseases not common in the U.S. Check with your personal physician regarding what you’ll need and check the Center for Disease Control and Prevention website at http://wwwn.cdc.gov/travel/.
  • Medical and dental check-ups are a good idea, too, especially if your program is going to be physically rigorous or if you’ll be gone more than a few weeks. Get any problems taken care of before you travel, and get any prescriptions you’ll need written and refilled. A toothache is no fun at home and is even worse when you’re nowhere near a dentist who speaks English!

- Check with your health insurance provider
  • Medical insurance is a necessity (In fact, CUA requires that all students going abroad have proof of health insurance before leaving). Check your current policy to see whether you have coverage when outside the U.S. If not, see if such coverage is available on a short-term basis (for the length of your studies plus any additional travel time) for policy-holders. Be aware that you will have to pay the doctor’s or hospital’s bill and then submit a claim to be reimbursed.
  • If your insurance carrier won’t cover you outside the U.S. and doesn’t have a supplemental policy you can purchase through them, there are other sources to consider. Check with the company that provides your auto or renter/homeowner insurance to see whether they have a policy that will meet your needs. Check, too, with CUAbroad. We
can give you contact information for several companies that offer health insurance on a short-term basis to students who will be studying abroad. Be aware, however, that most of these companies only offer basic coverage for accidents and health emergencies and that you will have to pay the doctor’s or hospital’s bill and then submit a claim and wait to be reimbursed.

Please be sure to read the information on CUA’s new foreign travel insurance policy by FrontierMEDEX in this book and on the CUAbroad web site.

☐ Apply for an International Student Identity Card (if not included in the program cost)

• **The International Student Identity Card (ISIC)** is required of all students studying abroad on CUAbroad programs and is included in the program price for most CUA programs. At $22 (plus a photograph), it can prove to be one of your best investments. Not only will it make you eligible for discounted airfare (domestic and international), but it also provides a supplemental health insurance policy (for such unforeseen but expensive events such as emergency medical evacuation or repatriation of remains) and a 24-hour-a-day traveler’s assistance service (for assistance in any language in the event of theft of your passport, need for medical or legal referral, etc.). Application forms and processing of applications are available at CUAbroad or at any STA Travel office.

☐ Make travel arrangements, if not included in your program

• **Airline tickets** may have been purchased for you in advance by your program leader, especially if you’re participating in a short-term group program. If you are responsible for making your own flight arrangements, you’ll want to start making phone inquiries as soon as you know your required arrival date. Several agencies give discounts to students; ask for this when you contact an agent. Also consider contacting some or all of the agencies listed below; they specialize in discounted fares for students (not just airfare, either: many also handle BritRail and Eurail passes, bus tickets, etc.).
  - **Rail passes** (bus and plane passes, if you’re going to Australia) are another consideration, especially if you will be doing a lot of traveling on your own before, during, and/or after your program. The passes are only available for purchase in the U.S. (you can’t get them in Europe, though regular tickets are available there, and Interrail Passes can be purchased if you’ve been a resident for at least six months). Several different types of passes exist, and which one you need depends on how much traveling you’ll be doing over what period of time. Available from your travel agent, your agent will be able to help you determine what kind of pass, if any, will be best for you.
• **Discounts** are available to students for all kinds of travel-related services. Several agencies give student discounts on airfare, rail passes, and other transportation. The agencies used most often by students include:
  - STA Travel (1-800-226-8624)
  - KITT (1-800-282-8212)
  - Educational Travel Center (1-800-747-5551)
  - AAA (1-800-222-1333 elsewhere)
These agencies typically purchase blocks of seats from various airlines and then resell the seats to students at prices that are usually lower than those available from commercial travel agencies or from the airlines. Because one agency might have sold out its seats on a certain flight while another may still have seats available, it’s always a good idea to contact more than one discount agency when making flight arrangements. Talk to these agencies, too, about rail passes, bus schedules, etc.

☐ Prepare a realistic budget

• **Use the sample budget worksheet** in this handbook to help you determine what your expenses will be. Be sure to include airfare, ground transportation (taxi, bus, train), and other “major” expenses as well as the “little things” like phone calls (local and international), snacks, gifts for friends and family, postage, etc.
• **Get your finances under control.** Pay any outstanding bills (including rent and utilities) before you go, or turn them over to a trusted friend to pay (consider temporary Power of Attorney status for whoever will be taking care of things for you). Buy **travelers’ checks** and check with your bank to learn whether your credit card and/or ATM card will be accepted in the country where you’ll be.
Learn about where you’re going

- For less-expensive armchair traveling, check out the resources at the public library, or stop by the CUAbroad library and borrow videotapes and/or books on a variety of topics, including specific countries, how to pack, traveling alone, tour options, etc.
- Travel information can be obtained in a variety of ways. Bookstores stock or can order books, maps, travel guides, videotapes, etc., on any country you’d like. Survival Kit for Overseas Living (see the Bibliography in the “Resources” section of this handbook) is an excellent resource, too.
- Country-specific information also be obtained through the State Department Travel Warnings and Consular Information Sheets (on the Web at http://travel.state.gov/travel/cis_pa_tw/tw/tw_1764.html ), through the State Department Background Notes (http://www.state.gov/r/pa/ei/bgn/ ), and in the CultureGrams (on-line at http://www.onlineedition.culturegrams.com ).
- Talk to your travel agent, too, about places to see, places to avoid, and average costs. Check the World-Wide Web for information (use the country name and “tourism” as keywords), and check the “Resources” section of this Handbook.
- For health-related information, including necessary vaccinations and medications, check the Centers for Disease Control’s website at http://www.cdc.gov/travel/index.htm or contact the your physician.
- News broadcasts and newspapers are other good sources of current information on the various countries you’ll be visiting. Visit www.onlinenewspapers.com . Check for magazine articles in the Reader’s Guide to Periodical Literature at the library.
- The Travel, Culture, and Resources sections of this handbook also have valuable information and websites for country-specific information, travel information and discounts, cultural differences, etc.

Learn about where you’ll be studying

- Information about your program can be obtained in a variety of ways. Ask your program director, CUAbroad staff or the program provider for a DC area list of former participants and contact them.
- Stop by the CUAbroad office and obtain a DC area list of students from the country (and perhaps the school) where you’ll be studying.
- If you’re going to a university abroad, check their website to learn more about the campus.
- Learn a few words of the local language, if you don’t already speak it.

Make copies of all your important documents

- Your passport/visa(s) and credit cards are prime candidates for the photocopier. So are your acceptance letter if you’re attending a school abroad, your airline and train tickets, and anything else that seems important enough to need a copy or would be difficult to replace without the information that it contains.
- Carry the copies separate from the originals! Also carry an extra set of passport photos. Leave a set of copies at home, too, with family or a trusted friend. These copies will come in handy if, like all other human beings, you lose or misplace the originals or if you are “relieved” of them by a pick-pocket.

Find out how to communicate from abroad

- Keeping in touch isn’t all that hard from overseas, but it may take some planning on your part. Check with your long-distance telephone carrier about discount opportunities available to you while you’re abroad. A “calling home” card can save considerable expense, though each card is only valid for a single telephone number. Phone debit cards are also available. These allow you to pay in advance for the calls you plan to make, simplifying your budgeting for the trip and eliminating the need to carry coins for each country you’re visiting. Most if not all programs nowadays offer a cell phone or will help you obtain one after you arrive.
- Postcards and letters are always welcomed by those at home, though they’ll mean finding time to sit down and write. Postcards will also provide a pictorial record of what you’ve seen during your travels. E-mail may be available to you, depending on your program.
- If you’ll be gone more than a few weeks, learn how to access your e-mail account from overseas.

Get photos of home and of campus
• Photos of family and friends will not only keep you “connected” while you’re abroad but will enable you to “introduce” your new friends and acquaintances to your U.S. connections.
• Photos of CUA or CUA postcards from the Book Store, will let you show off the campus and might help encourage students at your host school to try an exchange here!

□ Learn about the educational system in your host country
• Learn about the structure of higher education in the country in which you’ll be studying. Not all countries have 12 years of public education followed by 4 years of college or university study, and knowing how your classmates are taught will help you prepare for classroom life.

□ Prepare yourself to be an ambassador
• Remember that you’ll be representing CUA, your home state, and the U.S., and that you’re going abroad to experience a different way of life and learning. Don’t expect everything to be the same as at home, and don’t try to change the way things are done in your host country or at your host school.
• Do some reading about your home community and state so you’ll become aware of population size, history, economic activity, famous people, etc.

IF YOU WILL BE GONE FOR MORE THAN 2-3 WEEKS

□ Make arrangements to have your mail forwarded
• Be sure to leave a forwarding address. If you are expecting anything to be mailed from the University, give your new address to the Registrar’s Office. This can be your address overseas, your permanent (parents’) address, or the address of a trusted friend.
• Remember that your fraternity/sorority friends and/or roommates probably won’t be sending most of your mail along to you while you’re away. Give them and the U.S. Postal Service a forwarding address in the U.S. where your mail can be sent and where any bills that arrive will be dealt with appropriately.

□ Make plans to pre-register for your semester of return
• Be sure to maintain contact with your adviser during the term(s) you’re away. E-mail, phone, or “snail mail” will enable you to work out your courses with your adviser so that you’re not closed out of classes you need when you come back.

□ Make graduation arrangements, if necessary
• If you’re a senior, be sure to talk to your academic adviser or your departmental office and follow all necessary procedures. It is generally not advisable to study abroad during your last semester of study at CUA for a variety of reasons, one of which is the delay in receiving your overseas transcript and thus missing the date by which all graduation requirements must be met.

□ Make plans for your return
• Pre-register for classes if you can.
• Make housing arrangements, whether that’s with your former roommates, with Housing Services, or by having someone watch the ads for apartments.
• Watch for re-entry shock. Just as you needed to prepare for the culture shock of being in a new place, you’ll need to plan in advance for the shock of being home. You’ll have spent time away from your “former world”, and life has gone on there just as it has for you—but without you! See the “Culture” section of this handbook for more on re-entry shock.

IF YOU WILL BE TRAVELING BEFORE OR AFTER YOUR PROGRAM

□ Make travel arrangements
• Transportation: See the notes on Travel Arrangements in an earlier section of this handbook and the transportation information in the “Travel” section for basics on airfare and train passes.
• Lodging: Youth Hostels are an inexpensive way to bed down when traveling. Most hostels provide either dorm-like rooms or smaller shared rooms in close proximity to rail stations and/or airports. Designed for the traveler,
accommodations vary from large shared areas with wall-to-wall beds to private or semi-private rooms in restored villas. Bath and toilet facilities are usually shared; availability of meals varies from on-site restaurants to kitchenettes to vending machines. Holders of a Youth Hostel Card ($25 for 12 months, available from some travel agencies or from Hostelling International at http://www.hihostels.com) can make reservations in advance and receive a discount on the already-affordable rates. In some countries, pensions or bed and breakfast establishments are an option and are sometimes even more reasonably-priced than hostels (and often include a simple meal in the price of the room).

• **Your destinations: Travel information** can be obtained in a variety of ways. Chain and private bookstores either stock or can order books, maps, travel guides, videotapes, etc., on any country you’d like. For less-expensive armchair traveling, check out the resources at the public library, or stop by the **broad resource library** and borrow videotapes and/or books on a variety of topics, including specific countries, how to pack, traveling alone, tour options, etc. Talk to your **travel agent**, too, about places to see, places to avoid, and average costs. Check the **World-Wide Web** for information (use the country name and “tourism” as keywords).

### BEFORE DEPARTURE

**Life at CUA**

Staying organized is imperative as students prepare to go abroad. It is helpful to organize all forms, paperwork and notes in a central place. It is suggested that students also make copies of all materials, memos, etc for their parents.

All students should check-in with the following individuals and offices before going overseas:

- **Major Advisor** – Students should meet with their advisor to review the list of courses in order to plot them on the tracking sheet. This will allow students to know what courses to register for when returning to CUA.

- **Housing** – Students should notify the Housing Office of your participation on a CUA-sponsored program. Housing will then work with you to make arrangements for housing should you wish to live on campus when you return. It is the responsibility of the student to follow up on any instructions and deadlines set by the Housing Office.

- **Financial Assistance** – Participants should make sure that their financial aid package is not affected by going abroad. When speaking with the Financial Aid Office, students should be sure to emphasize that they are participating on a CUA-sponsored program.

- **Student Accounts** – Students should make sure that their student account is free of all holds before they leave for overseas and while they are abroad. Any holds on a student account will delay his/her registration for the abroad program and the posting of grades from overseas.

- **Any extra-curricular activities/clubs** – Students should make sure that any extra-curricular activities or clubs are aware that he/she will not be on campus next semester and make arrangements with them for participation in the club/activity upon return from overseas.

- **Mail Room** – Students should visit the CUA post office and request that all mail be forwarded to a US address.

All tuition and program fees for the program abroad will be charged to the student’s account at CUA and are due according to the payment schedule issued by the Student Accounts Office. It is the responsibility of the student to understand what the program fees include. This will help determine or plan a budget for the time overseas. It is also the responsibility of the student to understand the withdrawal penalties as noted on the Acceptance of Offer/Statement of Intent signed upon acceptance to the program.

**Life outside CUA**

All students should ask themselves the following questions:
• How will I manage my finances while I am abroad?
• Have I spoken with my loved ones and friends in the US about their expectations for me while abroad? How and how often will we keep in touch?
• Does at least one of my relatives/parents/guardians have a passport?
BEFORE DEPARTURE: GETTING READY

Passports

All participants must have a signed passport that will remain valid for at least six months after the program end date. All participants 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 on a daily basis, 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.

Study Visas

Most host countries will require a visa for a semester or academic year program, as the length of your term abroad is shorter than the time granted on a visitor visa. There are exceptions and if your destination country does not require a student visa, you will be told by the program administrator.

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

Non US citizens who hold legal residency status in the United States should consult the consular website of the host country for instructions and requirements.

The process to get a visa is a lengthy one. Participants 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 and a host of other documents.

Participants 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)

CUA recommends that students purchase an ISIC card. This $22 card can save participants hundreds of dollars in discounts overseas and in the US. Students can apply for a card online at www.statravel.com or www.myisic.com or by visiting the Office for Global Education in McMahon Hall.

Here are some of the features of the ISIC card:

- 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)
- Discounts at museums, train tickets, restaurants, hostels all over the world
- Web and cell phone plan discounts overseas

There are many more features associated with the card. As mentioned in the Letter to Parents and at the Pre-departure Orientation, CUA suggests that all students have insurance that covers repatriation which is not often covered under US family health plans. Purchasing the ISIC card is one of the most inexpensive ways to obtain this type of insurance.

Packing Suggestions

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.

Above all else, pack lightly. You’ll be lifting your bag out of the trunk of the car, through the airport, off the luggage carousel, to the train station, to the bus stop, onto the bus, off the bus, back a few kilometers because you missed your stop, up six flights of stairs, and onto the dresser. If you can’t carry your luggage around the block three times, you’re taking too much.

- Choose luggage that’s sturdy, on wheels (2” diameter or larger to navigate curbs and cobblestones), and portable (even into a bathroom stall). If on the move, use a backpack instead, especially one with an internal frame, padded belt and shoulder straps, and side pockets.
- Find out your airline’s luggage limits (dimensions and weight) and if there is a fee for oversized or overweight baggage. Baggage limits on the major carriers vary by destination, so check with your carrier(s) before finishing your packing.
- Check the Transportation Security Administration website at www.tsa.gov just prior to departure to find out what items are allowed in your carry-on bags.

What do I pack?

See packing list in the Appendix.

Don’t forget:

- A day pack to hold maps, phrase books, guidebooks, water bottles, sunglasses, etc.
- A neck wallet or money belt is recommended, regardless of where you’re going or how you’re getting there.

Clothing:

- Pack enough underwear for 7-10 days.
- If it’s an extended trip, pick one color scheme and stick with it. Black travels very well.
- Plan on bad weather; specifically, plan on colder and wetter weather than you’d expect, or, in the tropics, hotter than you’d expect. Ask yourself: what would I put over/under this outfit if it gets cold/starts to rain?

Luggage:

- What you carry needn’t be expensive, but ask yourself: Will I be carrying my luggage a lot (big backpack), or am I staying in one place for a long time (suitcase)?
• Could my luggage withstand a lot of **rough treatment**? Are the straps and handles strong enough? Will the zippers hold?
• Does all my luggage **lock** (to discourage theft)? If not, buy a lock or locking strap.
• Can TSA easily search and reclose my luggage?
• Does any of my luggage have **wheels**? Wheels smaller than 2" diameter are bound to snap off at the first cobblestone or curb. A suitcase with big wheels or a sturdy folding luggage cart with big wheels can really help the suitcase traveler.
• Label your luggage outside and inside with your name and address, in case the tag is torn off. Attach distinctive ribbons or yarn to luggage. Everyone has black!

**Other packing tips:**
• Research **culturally appropriate clothing** (for religious sites, discos, conservative Muslim countries, etc.), as some places may not let you in with immodest dress. In some Asian countries, shoes are removed at the door and must be easy to slip on and off.
• Take **nothing you’d be sorry to lose** (except your camera), as it is easier to lose things while traveling than in everyday life.
• A **tiny flashlight** comes in handy.
• Put a copy of your itinerary in each bag.

**Electricity and appliances:**
• Appliances such as hairdryers run on a certain voltage of electrical current. There are two standard voltages in the world: 110 (used in the U.S.) and 220. An appliance designed for 110 V (voltage) cannot run on 220 V without a **converter** (or may run for a while and then burn up). In addition, plug-in ( outlet) types vary the world over and require an **adapter**. If you must take an appliance, be sure to take the proper converter and adapters. If you will be abroad for a while, consider buying the necessary appliances abroad. Better yet, consider living without your appliances altogether.

**Packing valuables:**
• Do not bring valuables unless absolutely necessary.
• Carry passport, cash, credit cards, and other important documents on your body in a neck pouch or money belt. Pack photocopies of important documents in one place and never pack them in checked luggage.
• Photocopy valuable documents such as passport, visa, credit cards, prescriptions, driver’s license, etc., and keep copies in your bags and separate from the originals. Leave a copy at home with your parents, too.
• Pack prescription medications in your carry-on, in case your checked luggage is lost (see “Health” section of this handbook).
• Pack prescription medications in your carry-on, in case your checked luggage is lost (see “Health” section of this handbook).

**How to pack:**
• Stuff socks and underwear in plastic bags and then stuff the bags in shoes.
• Roll your clothes to take up less space.
• Pack largest items first (clothes, shoes, toiletry bag), then tuck smaller items in between.
• Bring toiletries in plastic bottles, not glass (lighter and unbreakable).
• Carry toiletries in a plastic bag in case they leak.
• Consider buying toiletries abroad unless your trip is short or you need certain kinds (e.g., plastic applicator tampons, specific brand of contact lens solution).

**For the traveler on the move** (i.e., **backpacking**):
• Bring half of what you think you’ll use. You only need three of anything (including underwear): “One to wash, one to wear, one to spare” —Clay Leitch.
• Prepare to wash clothes in the sink and hang dry (bring sink stopper, laundry soap, and clothesline with suction cups). Bring a thin towel (one that will dry quickly).
• Rethink grooming: get short haircut, grow out leg or facial hair, leave your nail polish at home.
• Choose a backpack carefully, as it will determine the number of miles you are willing to walk to find cheap or clean housing or to see the sights.
• Bring an old sheet for hostels in case required.
• Bring flip-flops or Crocs for nasty showers and cheap and easy beachwear.

Here are some of our suggestions on what to bring overseas: (a more detailed list can be found in the Appendix)
Clothing – 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 participants 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 participants bring a copy of any prescriptions in case a visit to a pharmacy is needed overseas. All travelers should keep in mind that not all medicines are available overseas. If it is a specialized item, ask your 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

Everyone 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, you are able to 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.

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.

**Consult the airline’s baggage restrictions.** Keep in mind that domestic flight baggage restrictions may be 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.

**LIVING OVERSEAS**

*Health and Safety Issues in Education Abroad*

**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.

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](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
FrontierMEDEX

**Insurance**
All faculty and students are required to have a health insurance policy that will at least reimburse members for medical expenses incurred overseas. This insurance must also include emergency evacuation and repatriation. During the orientation students will receive information about CUA’s Foreign Travel Insurance currently provided by FrontierMEDEX which will be the participant’s primary health insurance policy during the program abroad.

**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. Faculty and students may find a link on the CUA Education abroad website to the US Embassy registration site (click on “Links” on the left-hand toolbar).

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

Money Management

One of the best resources to check the daily conversion rate of any currency is: http://www.oanda.com

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.

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.
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

Adaptation by Knowledge of Host Country

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 Historiae. 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.

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 you 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
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.

The “U-Curve of Cultural Adaptation” is a model of the typical stages of a cross-cultural experience. While not everyone works the same way, the following stages are general trends to be aware of:

- **Honeymoon Stage** – initial high and excitement of new contacts and new experience
- **Conflict Stage** – isolation, frustration, unmet expectations, complaints about host culture
- **Critical Stage** – accept responsibility for cultural adjustment, self-reflection, understanding
- **Recovery Stage** – increased tolerance and understanding of cultural nuances, sense of being a part of a community

As a guide, you can help students move through these stages so they don’t get stuck in their frustrations and the resulting assumptions, stereotypes and negative behaviors. You can find information on the stages of cultural adaptation at [http://wings.buffalo.edu/studyabroad/shock.html](http://wings.buffalo.edu/studyabroad/shock.html)

Also see the chapter on **Mental Health Concerns** for further guidance on the psychological distress associated with travel.

**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 known 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 ingratiating 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 Adaptability**... 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)

**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.

Health

Health Considerations Prior to Departure

Awareness of participants’ health concerns
During the application process, applicants have the opportunity to disclose any mental or physical health or other problems they may have. When appropriate, set up meetings with CGE to better evaluate the issue.

Health Insurance
All students must have health insurance. Well before departure, participants should call their insurance companies and ask if the health insurance covers them overseas. Those participants whose coverage is limited to the US need to follow up with CGE to find out about other insurance options. Additionally, you should coordinate with CGE to make sure that participants’ health insurance policies cover them fully overseas.

Immunizations
If immunizations are necessary before departure, all students must obtain 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..

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. Students must make sure they are familiar enough with their medications to be aware of possible interactions and contraindications between their prescriptions and any other substances.

First Aid Resources CGE will assist in coordinating CPR and first-aid courses for program directors.
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).

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 antimalarial 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 students may experience abroad. Your on-site program staff will 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 feel or observe signs of distress, it is possible that you may be 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.

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

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.

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 and Security

The US Department of State Overseas Advisory Council (OSAC) 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.

Crisis Management

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.

How CUA handles emergencies:
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.
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.

Reminders While Living Overseas

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

- Call home to tell their families know they have arrived safely.
- Register with the US embassy through it’s online registration site: https://travelregistration.state.gov/ibs

The education abroad experience is a fantastic opportunity for students to immerse themselves in another culture. However, 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.

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.

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.
## APPENDIX A: General Resources

### CUA TRAVEL PORTAL
- [www.campustravel.com/university/0004/index.htm](http://www.campustravel.com/university/0004/index.htm)

### ISIC & BENEFITS
- [www.myisic.com](http://www.myisic.com)

### HEALTH, SAFETY & SECURITY
- GlobalIncidentMap: [https://www.globalincidentmap.com/user.php](https://www.globalincidentmap.com/user.php)

### PASSPORT & VISA SERVICES
- Passport Services and Information: [http://travel.state.gov/passport/passport_1738.html](http://travel.state.gov/passport/passport_1738.html)
- Visa Services and Information: [http://travel.state.gov/visa/visa_1750.html](http://travel.state.gov/visa/visa_1750.html)

### TRAVEL HEALTH INFORMATION

### TRAVEL INSURANCE VENDORS
- FrontierMEDEX: [http://cuabroad.cua.edu/healthandsafety/FrontierMEDEX.cfm](http://cuabroad.cua.edu/healthandsafety/FrontierMEDEX.cfm)
- Travel Guard: [http://www.travelguard.com/](http://www.travelguard.com/)

### TRAVELING & LIVING ABROAD
- Contiki - Offers travel tours for the 18 to 35 crowd: [http://contiki.com/](http://contiki.com/)

### EDUCATION ABROAD / INTERNSHIP/ WORK ABROAD
- Go Abroad: [http://www.goabroad.com/](http://www.goabroad.com/)
NAFSA       http://www.nafsa.org/
OneWorld.Net       http://us.oneworld.net/jobs
Peace Corps HOTLINE       http://www.peacecorps.gov/index.cfm?shell=resources.returned.hotline
Petersons       http://www.petersons.com/
ReliefWeb       http://www.reliefweb.int/rw/dbc.nsf/doc100?OpenForm
Semester at Sea       http://www.semesteratsea.org/
Studyabroad.com       http://www.studyabroad.com/
TESOL       http://www.tesol.org/s_tesol/index.asp
Women For Women International       http://www.womenforwomen.org/
World Affairs Council       https://www.worldaffairsdc.org/

CULTURE SHOCK & RE-ENTRY
What’s Up with Culture http://www2.pacific.edu/sis/culture/
SIETAR       http://www.sietarinternational.org/

DISCOUNTED AIRFARES
Air4less       http://mtravel.com/
Airdeals       http://airdeals.com/
Airfares       http://www.airfares.com/
Airline Consolidator       http://www.airlineconsolidator.com/
Airtreks       http://www.airtreks.com/
Atlantic Fellowship       http://www.atlanticfellowship.com/
Cheap seats       http://www.cheapseats.com/
Cheaptickets       http://www.cheaptickets.com/
Discount Airfare       http://www.discountairfare.com/
Discount Fares       http://www.discountfares.com/
Economy Travel       http://www.economytravel.com/
Faredeal       http://www.faredeals.com/
Hotwire http://www.hotwire.com/index.jsp
Kayak       http://www.kayak.com
Lowfares http://www.hotwire.com/index.jsp
Luv2travel       http://www.luv2travel.com/
Orbitz       http://www.orbitz.com/
Priceline       http://www.priceline.com/
Student Universe http://www.studentuniverse.com/
Travel1       http://www.travel1.com/
Travel Discounters http://www.traveldiscounters.com/
Travelocity http://www.travelocity.com/

CURRENCY CONVERTER
XE http://www.xe.com/ucc/
X-rates http://www.x-rates.com/
Intercultural Communication and Cultural Adaptation Resources


Resources Specific to Regions and Cultures

**Africa**

**Asia/Pacific Rim**

**Australia**

**Latin America/Mexico**

**Middle East**

**Russia/Eastern Europe**

**Western Europe**
APPENDIX B. 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.

1 inch = 25 millimeters
1 foot = .3 meter
1 yard = .9 meter
1 mile = 1.6 kilometers
1 sq. foot = .09 square meter
1 sq. yard = .8 square meter
1 acre = .4 echare

1 quart (liq) = 1 liter
1 gallon = 3.8 liters
1 ounce = 28 grams
1 pound = .45 kilogram

Have a calculator handy!

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

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

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:
**APPENDIX C . 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)
- 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 with doctor’s prescription

*(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
## APPENDIX C. SETTING UP A BUDGET

### SETTING UP A BUDGET

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documents: passport</td>
<td></td>
</tr>
<tr>
<td>Visa(s)</td>
<td></td>
</tr>
<tr>
<td>Youth Hostel membership</td>
<td></td>
</tr>
<tr>
<td>International Student ID Card</td>
<td></td>
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<tr>
<td>Insurance policy</td>
<td></td>
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<tr>
<td>Foreign currency purchased in advance</td>
<td></td>
</tr>
<tr>
<td>Transportation: Airfare</td>
<td></td>
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<tr>
<td>Train pass(es)</td>
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<tr>
<td>Local transportation</td>
<td></td>
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<tr>
<td>Medications to take</td>
<td></td>
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<tr>
<td>Inoculations before you go</td>
<td></td>
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<tr>
<td>Spare glasses/contacts</td>
<td></td>
</tr>
<tr>
<td>Daily expenses (X travel days):</td>
<td></td>
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<tr>
<td>Food, tips (consider drinking age and your habits)</td>
<td></td>
</tr>
<tr>
<td>Accommodations</td>
<td></td>
</tr>
<tr>
<td>Entertainment (theatre, museum fees, sight-seeing)</td>
<td></td>
</tr>
<tr>
<td>Shopping:</td>
<td></td>
</tr>
<tr>
<td>Personal</td>
<td></td>
</tr>
<tr>
<td>Gifts</td>
<td></td>
</tr>
<tr>
<td>Postage/Phone/Internet access:</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous:</td>
<td></td>
</tr>
<tr>
<td>Emergency fund</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX D: POLICIES AND PROCEDURES

Code of Conduct
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 public understanding of academic freedom.

CUA Code of Conduct

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.

EO/Affirmative Action Policy

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).
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

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 will consult with the respondent's supervisor 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 will 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 consult with 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.