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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

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INTRODUCTION

CUAbroad - The Center for Global Education

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

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

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

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Contacts at CUA

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<td><a href="http://enrollmentservices.cua.edu">http://enrollmentservices.cua.edu</a> (202) 319-5300</td>
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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](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 have been accepted by your program!

☐ 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 web site at [http://wwwn.cdc.gov/travel/](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 CUAAbroad 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](http://travel.state.gov/travel/cis_pa_tw/tw/tw_1764.html)), through the State Department Background Notes ([http://www.state.gov/r/pa/el/bgn/](http://www.state.gov/r/pa/el/bgn/)), and in the CultureGrams (on-line at [http://www.onlinedition.culturegrams.com](http://www.onlinedition.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](http://www.cdc.gov/travel/index.htm) or contact 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](http://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.

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**Learn about where you’ll be studying**

• **Information about your program** can be obtained in a variety of ways. Ask your program director, CUAAbroad staff or the program provider for a DC area list of former participants and contact them.
• Stop by the CUAAbroad 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, pensiones 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?
TRAVEL INFORMATION

Passports

All faculty and students must have a signed passport that will remain valid for at least six months after the program end date. All faculty and students should make at least three extra copies of the identification page of the passport. One should be left at home with a parent and the others brought overseas.

Unless traveling across international borders, faculty and students should not carry their passports with them 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. Faculty and students should not delay applying for it! In order to apply for a visa, students will need a passport (of the country of citizenship), an acceptance letter for the program, and proof of legal residency in the US and a host of other documents.

Faculty and students who plan on staying longer in the host country should get a visa cleared through the planned date of departure. The reason for this is that it can be very difficult to receive an extension on a visa once overseas.
International Student Identity Card (ISIC)

CUA recommends that students purchase an ISIC card. This $25 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 Tips

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

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

- Clothing – Faculty and students should consider the climate of the destination and try to pack accordingly. The seasons may be different from Washington’s. Just use common sense. No one needs 5 bathing suits or 5 expedition parkas!
- Prescription medication and other special items - Some faculty and students may need prescription medication or an item that might not be found in a foreign country (e.g. allergy medicine, inhalers, etc.). If a prescription medication is absolutely necessary, faculty and students should take it with them or arrange a schedule to have it mailed overseas. We would recommend that faculty and students bring a copy of any prescriptions in case a visit to a pharmacy is needed overseas. Faculty and students should keep in mind that not all medicines are available overseas. If it is a specialized item, faculty and students should ask their doctor for advice. The host country embassy website usually outlines what prescribed drugs are not dispensed or allowed overseas.
- Adaptors/Transformers - Electricity in the host country may be a different voltage from the US. The US uses a 110-Volt system, whereas the Europeans have a 220-Volt system. The plugs in these countries have two round prongs. All electrical appliances brought from the US need an adapter to fit the European plugs and a transformer to convert the higher European voltage to the level for which US appliances are designed. Any good hardware store should have the transformer needed in order to make American appliances work. Hair dryers and such smaller devices only need a travel converter. For more sensitive electrical appliances, such as computers and stereos, ask an electronics store where to get a more reliable transformer. A few American appliances can operate on the 220-Volt system as well and only need an
adapter. Faculty and students should always double-check what voltage they are working with before using any electrical appliances – from electric shavers to hair dryers.

Travel and Baggage Restrictions

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

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

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

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

Cheap Student Travel

For great deals on airfare, Education Abroad participants may consider finding student flights through websites such as statravel.com and studentuniverse.com
Staying Connected While Abroad

Technology has altered the way students experience education abroad and interact with both their host country and home country during their time overseas.

### Social Media Do’s
- Connect with past participants of your program
- Connect with local students
- Remain active in the CUA global campus
- Integrate and understand your host culture
- Reflect on your experiences by sharing them with others
- Blog or photo blog

### Social Media Don’ts
- Let English language communication interfere with learning the language of your host country
- Check your social media feeds all day, every day
- Only connect with friends from back in the U.S.
- Stay home to Skype instead of exploring your host country
- Miss out on an experience because you were occupied with social media

### CUA: A Global Campus
Social media allows education abroad students to stay connected to and remain active in the CUA community. It is also a great way for CUA students in D.C. to engage with the rest of the world.

Students abroad are encouraged to blog about their experience and contribute to CUA’s global campus.

### Social Media and Homesickness
Many students will experience homesickness at one point or another during their time abroad. As strange as it may sound, it is best to not turn to your Twitter feed or your Facebook Timeline and you should think twice about using Skype so often.

When experiencing homesickness it can be helpful to step outside and engage with the host culture. Being reminded of what you are missing at home rather than enjoying the new experiences awaiting you will not help with homesickness.

### WHILE ABROAD

### 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

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. Coffeeshouses 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.
Herodotus, that well-known traveler of ancient times, took an inquiring mind and insatiable curiosity about what lay beyond his own familiar world with him. He wrote about his travels and what he learned in his *Histories*. Sometimes he did not get it quite right. Outlandish tales of Cannibals and the exploits of Amazon women warriors mingle with his often careful, astute observations about peoples and places beyond his own homeland.

In the modern world, travelers need not settle for such misjudgments, amusing as they may be. There is a wealth of good information available. Alluding to a Spanish proverb, “He who would bring home the wealth of the Indies must carry the wealth of the Indies with him.” Samuel Johnson stated, “So it is in traveling: a man must carry knowledge with him, if he would bring home knowledge.” With a little effort, the modern-day traveler can learn a great deal before setting out to explore the world.

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

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

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

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

**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 many 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
- Low goal/task orientation
- Open-mindedness
- Nonjudgmental
- Empathy
- Communicativeness
- Flexibility; adaptability
- Curiosity
- Sense of humor
- Warmth in human relationships
- Motivation
- Self-reliance
- Strong sense of self
- Tolerance for differences
- Perceptiveness
- Ability to fail

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

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

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

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

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

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.”

**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. He 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**

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

**Health Considerations Prior to Departure**

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

**Health Insurance**
Remind all students that they must have health insurance. Well before departure, encourage participants to 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, make sure all students have obtained necessary
immunizations either through CUA’s teamed clinics [http://health.cua.edu], the local health department or
through their private physicians. CGE does not pay for immunizations needed by participants. Participants
assume all costs related to immunizations related to their study tour. Regarding your own immunizations, you
should discuss any plans to receive immunizations with the Director of CGE prior to incurring any costs for
such services.

**Prescription Medication Safety**
The consumption of alcohol as well as the use of over-the-counter medications may have adverse effects on
many prescription medications. For those students who are on prescriptions, make sure they are familiar
enough with their medications to be aware of possible interactions and contraindications between their
prescriptions and any other substances.

**First Aid Resources**
CGE will assist in coordinating free CPR and first-aid courses. Before departure, call CGE to arrange for CPR
training. It is a good idea for at least one member of each group to have recently completed a First Aid course,
and that he or she be in charge of First Aid. Also, you should encourage students to bring their own First Aid
kits. Basic First Aid supplies are listed below.
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).

Health Considerations On-Site

It cannot be emphasized enough that you need to know your group. Take time to determine the needs of participants with chronic mental or physical conditions such as diabetes, epilepsy, severe allergies or asthma. Learn the prescription medications and treatments participants are taking. This will avoid confusion and aid outside emergency technicians, should any participant become incapacitated.

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

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

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 repellant sparingly and according to instructions. Slow-burning repellent coils, available in camp supply stores, are effective for indoor use. Depending on the destination, you may want to obtain a prescription for anti-malarial drugs. A vaccine is available against yellow fever. Some countries require this vaccine before allowing visitors to enter.

The two most common ways to pick up infections by parasite are: 1) eating or drinking water or food contaminated with parasites or their eggs, and 2) swimming or wading in infested fresh water where the parasites penetrate intact skin. Travelers should avoid swimming in fresh water.

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

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

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

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

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

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

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

PSYCHOLOGICAL DISTRESS

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

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

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 a 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.

Upon receiving an emergency/crisis call, DPS will:

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

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

Before the overseas program departs, the Center for Global Education (CGE) at CUA will:

- Request that overseas program directors submit program proposals to CGE
- Request that overseas program directors conduct an assessment of local conditions and identify and disclose potential sources of risk to participants.
- Request that overseas program directors provide CGE with a copy of each participant’s passport prior to departure.
- Request that program directors file the names of overseas program participants, itineraries, and emergency contact information with CGE and the program organizing office.
Provide overseas program directors with contact information at the University in case of overseas emergency, including DPS which fields calls 24/7 and is the initial point of contact for the University.

Develop and regularly review a list of campus individuals, offices and agencies that would be helpful in an overseas emergency.

Develop a set of procedures to review and approve CUA education abroad programs.

Provide a pre-departure orientation for all students and overseas program directors related to overseas health safety & liability issues.

Recommend that all participants (students, overseas program directors & relatives) on CUA overseas programs obtain an International Student/Teacher Identity Card (ISIC or ITIC). (Note: ISIC/ITIC offers a worldwide, toll-free, emergency help line which can provide legal or medical referrals, or travel advisors, depending on one’s situation and needs. The cost for the ISIC/ITIC is $22 per person. CGE automatically includes the ISIC for students participating on CUA-affiliated education abroad programs).

Require that all participants (students, overseas program directors & relatives) on CUA overseas program enroll in CUA’s mandatory emergency evacuation insurance coverage through FrontierMEDEX so that overseas health emergencies are professionally handled. (Note: the cost for this coverage is $18 per person/quarter, $33 per person/semester $66 per person/year. CGE automatically covers students on CUA education abroad programs with this service, and includes the cost into the program fee).

Recommend that individual participants (students, overseas program directors & relatives) provide the U.S. State Department with their names and program location(s) so that they can be contacted and offered information and assistance in the case of an overseas emergency.

Conditions requiring overseas crisis management:

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

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

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

Overseas program director(s)’ responsibilities when an emergency occurs: Should one of the above described situations occur, the in-country overseas program director(s) (or the pre-determined emergency liaison) should take the following action:
- Remove the participant(s) from danger
- Contact the appropriate local authorities (i.e., police, medical personnel, U.S. Embassy or Consulate) to begin the local action necessary to handle the situation.
- Contact DPS who will in turn contact the “need to know” CUA officials and CGE
- Contact FrontierMEDEX for assistance in evaluating the situation if there is a medical emergency involved.

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

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

CGE’s responsibilities when an overseas emergency occurs:

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

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

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

- Contact FrontierMEDEX International to evaluate the situation
- Notify the Associate Vice President for Student Life & Dean of Students, the Counseling Center and Campus Ministry.
- Contact parents of student or the family of faculty member(s) or their designated emergency contacts to apprise them of the situation.
- Brief the Provost
Brief official University Public Affairs spokesperson

Make the in-country contacts, provide for necessary medical care, emergency evacuation, etc.

Ensure necessary funds are available to cover emergency expenses, if necessary. Such expenses are the responsibility of student/parents or the faculty member(s), but CUA will advance funds as needed to assure a timely resolution of the situation.

Consult with CUA General Counsel as appropriate.

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

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

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

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

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

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

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

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

- Contact the State Department

- Request that the CUA Emergency Council be convened to review the situation and take the following appropriate actions:
  a. Any immediate measures needed to preserve the health and safety of students and faculty;
  b. The appropriate course of action overseas (dealing with initial student reaction, reiterating appropriate student behaviors, developing a written course of action, and having students acknowledge in writing receipt of such information);
  c. Developing and assisting with an evacuation plan, if necessary (considering the safety of various modes and routes of travel, the costs of evacuation and the method of meeting those costs, the possibility of reducing the level of threat by dispersing students in small groups to reconvene later in another locale, and available in-country resources), based on advice from the U.S. State Department and CUA’s in-country program leader(s). Options include evacuation, move to U.S. Embassy compound, or remaining on-site and maintaining a low-profile.
  d. Developing a communication document to be utilized by all individuals involved (consistency is crucial); while keeping in mind the privacy of students and faculty involved.
e. Preparing a list of individuals to be alerted once the entire plan is in place (including the Provost, University President, Campus Ministry, CUA faculty, staff, and students, and parents and family of those students and faculty abroad).

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

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

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

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

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

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

☐ Students are gathered and told of the emergency

☐ Students are reminded of behaviors that draw attention to themselves as being Americans, and agree to avoid those behaviors.

☐ Students are asked to report any suspicious persons or situations

☐ If authorized by the CUA crisis management team, students will be given the opportunity to return to the U.S. immediately with no financial penalty and with the assurance that an effort would be made to salvage the semester to the extent feasible.

☐ If directed by the CUA crisis management team, the overseas program director(s) takes added security precautions at the classroom/activities site (including the removal of all U.S. program identification).

☐ If directed by the CUA crisis management team, the overseas program director(s) maintains daily contact with CGE and provides students with daily bulletins, if appropriate. The overseas program director also should offer counseling and support to the students, to the extent possible, and get additional, local counseling assistance, if needed.

**CUA Overseas Crisis Management Contacts:**

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

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

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

**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 its online registration site: https://travelregistration.state.gov/ibrs

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.

Academics and Grading

**Expectations of Academic Requirements**

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

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

**Determining Grades**

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

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

**Dates and Deadlines**

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

Faculty Directors often allow students to turn in final papers 2-3 weeks after completion of the study tour. Deadlines for papers must be early enough to ensure that grades can be submitted within the four-week period after return. Also, if you choose to travel after the completion of the study tour, consider making special arrangements to submit the grades within the four-week period.
Extensions of the four-week deadline may be made in extraordinary circumstances, such as when the host institution does not return students’ papers until after the deadline.

**Incompletes**
The provisional grade of I (incomplete) may be given only to a student who has not completed the requirements of a course for legitimate reasons, provided the work thus far completed in the course is of passing quality. The grade of I may not be given to one who has simply failed to meet the academic requirements of the course on time. An instructor must have the permission of the dean to give a grade of I.

Incomplete grades must be removed before the mid-semester of the succeeding term whether or not the student continues in residence. If the incomplete is not removed by the mid-semester, the incomplete will be recorded as a grade of F (failure).

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

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

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

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

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

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

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

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

Travel

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

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 the 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

ISIC & BENEFITS
www.myisic.com

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

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

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

TRAVEL INSURANCE VENDORS
- Access America http://www.accessamerica.com/
- Clements International http://www.clements.com/
- Champion Insurance http://www.champion-insurance.com/
- CSA Travel Protection http://www.csatravelprotection.com/
- Health Care Global http://www.wallach.com/
- International Medical Group (IMG) http://www.imglobal.com/index.aspx
- TravelEX http://www.travelexinsurance.com/Home.aspx
- Travel Guard http://www.travelguard.com/
- Travel Insurance Services http://www.travelinsure.com/

TRAVELLING & LIVING ABROAD
- Tips for traveling abroad (US Department of State) http://travel.state.gov/travel/tips/tips_1232.html
- Tips for living abroad (US Department of State) http://travel.state.gov/travel/living/living_1243.html
EDUCATION ABROAD/INTERNSHIP/CAREER RELATED SITES

Alliance for Conflict Transformation  http://www.conflicttransformation.org/
Association for Int. Practical Training (AIPT)  http://www.aipt.org/
GlobalCorps  http://www.globalcorps.com/
Go Abroad  http://www.goabroad.com/
Idealist  http://www.idealist.org/
IIE Passport  http://www.iiepassport.org/
Institute of International Education (IIE)  http://www.iie.org/
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/
Education abroad  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  http://www.pacific.edu/culture
SIETAR  http://www.sietarinternational.org/

DISCOUNTED AIRFARES  http://www.faredeals.com/
Air4less  http://imtravel.com/
Airedeals  http://airedeals.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/
Expedia  http://www.expedia.com/Default.asp?CCheck=1
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/
Intercultural Communication and Cultural Adaptation Resources


Resources Specific to Regions and Cultures

Africa
Richmond, Yale and Phyllis Gestrin. Into Africa: Intercultural Insights. 1998

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

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

Have a calculator handy!
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)

- Catalog from CUA
- Maps/guide books
- Small address book

- Sketchbook | Journal
- Calculator (for currency conversions)
- Dictionaries (pocket-sized for the countries you will visit)
- Comb/brush
- Sunscreen
- Feminine products*
- Soap/shampoo*
- Deodorant*
- Toothbrush, toothpaste, floss, mouthwash*
- Contact solution (typically more expensive overseas)
- Aspirin or other pain reliever
- Cold medicine
- Motion sickness medication
- Medicine to stop diarrhea (Imodium A-D)
- Any prescription medications in original marked container

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

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

- Mark Twain
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).
Sexual Harassment

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 shall normally proceed as follows:
   a. If the respondent is a student, the DEO will forward an investigation report to the Dean. The Dean and/or DEO will consult with the complainant about informal methods of resolving the complaint, including discussing the allegations with the alleged harasser. If the complainant does not wish to participate in an informal resolution or if an informal resolution is not successful, the case will be resolved under the Code of Student Conduct.
   b. If the respondent is a staff member, the DEO will consult with the complainant about informal methods of resolving the complaint, including discussing the allegations with the alleged harasser. If the complainant does not wish to participate in an informal resolution or if an informal resolution is not successful, the DEO may proceed in consultation with the respondent's supervisor to eliminate the sexual harassment and ensure that the behavior does not recur.
   c. If the respondent is a faculty member, the DEO, in conjunction with the respondent's academic Dean or the Provost, will consult with the complainant about informal methods of resolving the complaint, including discussing the allegations with the alleged harasser. If the complainant does not wish to participate in an informal resolution or if an informal resolution is not successful, the DEO may proceed in consultation with the respondent's academic dean to eliminate the sexual harassment and ensure that the behavior does not recur.

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

I, ____________________________, intend to participate in Catholic University’s ____________________________ Education Abroad program (hereafter “trip” or “program”) during the ________ term. I understand that in making arrangements for my participation, the University will make advance payments on my behalf for my airfare, land travel and lodging package, and other expenses associated with the program. I hereby acknowledge financial and academic responsibility for participation in the program indicated above, and agree to the terms of the Program Withdrawal Policy on this form.

Deposit & Program Fee

In order to reserve my space on the program, I authorize the processing of my deposit check. I understand that the deposit becomes nonrefundable at the time of processing, and that the program balance is subject to the Program Withdrawal and Program Cancellation Policies. I further understand that the program fee represents a good-faith estimate and may be subject to change. I understand that the airfare provider, according to contract terms, may impose additional mandatory fuel surcharges prior to departure, and that unfavorable currency conversion rates may result in the imposition of an additional mandatory fee by the land package provider.

Student Signature: ____________________________ Date: ____________
Acknowledgement & Assumption of Risk

The Catholic University of America (CUA) participates in a variety of study and/or travel abroad programs. CUA wishes to assure you that the harm associated with CUA international programs has been minimal. At the same time, there is some level of risk involved in any international travel. It is important for participants and their parents to realize that some risk is involved, and to make an informed decision when accepting participation in a program that involves travel abroad. CUA requires participants (or parents if the student is under age 18) to assume responsibility for risks beyond the control of CUA by signing a liability waiver.

This waiver accomplishes the following:
The signature of the student 18 or over acknowledges that he/she will participate in the Program and assume the associated risks.
The signature of the student 18 or over constitutes an authorization permitting CUA or its agents to obtain medical treatment for the student in the event such a need arises.
The signature verifies that the student has adequate health insurance that will provide coverage while abroad. Students who have CUA health insurance are automatically covered while traveling abroad.

It is imperative that you read this waiver carefully. Your signature constitutes acceptance of the terms and conditions covered herein.

General Waiver and Assumption of Risk

I understand there are certain dangers, hazards, and risks inherent in international travel and the activities included in the Program. I understand I am not required by CUA to participate in this particular program. I further understand that CUA cannot guarantee my safety while traveling abroad. In signing this waiver/giving permission, I agree to voluntarily accept the risks associated with the Program, and release and indemnify CUA from any and all liability for injuries other than those caused by CUA’s own negligence. I further accept all risks for activities undertaken outside of approved program activities, including voluntary travel and other undertakings.

I understand I bear full legal and financial responsibility for participation in the Program, including responsibility for all indebtedness or other legal obligations incurred while a program participant. I acknowledge that I have read the Conditions of Participation Form (Form C), and agree to abide by the rules set forth in the form. I understand that individual program features may be subject to change without prior notice.

Medical

I assure CUA that I have consulted to any extent necessary with a medical doctor with regard to my personal medical needs and hereby state that there are not health related-reasons or problems which preclude or restrict my participation in this Program. I have been given a chance to submit an optional health information form that can be used in case of illness or other
medical emergency while abroad. I have arranged for adequate hospitalization insurance to meet any and all needs for payment of hospital costs while undertaking the Program. I have received all of the vaccines recommended by the US Department of State for travel to the country I will be visiting. I understand CUA does not assume any legal responsibility for payment of medical costs. In the event of sickness or injury, I hereby authorize CUA or its agents to secure whatever treatment is deemed necessary, including admission to a hospital, the administration of anesthetics, and the transfusion of blood or surgery. CUA assumes no responsibility for any damage which might arise out of or in connection with such authorized emergency treatment.

This is a release of legal rights. Read and understand before signing. I understand that my agreement to the provisions contained herein is wholly voluntary. I execute this release for full, adequate, and complete consideration fully intending to be bound by the same. I am at least eighteen years of age or, if not, that I have secured below the signature of my parent or guardian as well as my own.

Student Signature: ___________________________ Date: ___________
Conditions of Participation

1. I will accept responsibility for my own decisions and actions.
2. I certify that I am covered by a valid domestic insurance plan for the duration of the Program.
3. I understand that I am responsible for obtaining a passport, ISIC card, and any other travel documents necessary for participating in the Program.
4. I agree to assume responsibility for all the mandatory elements necessary for my personal preparation for the Program, including but not limited to the completion of all supplementary forms and materials; full participation in the pre-departure orientations conducted by the Program faculty and staff; and any on-site orientations.
5. I have given serious consideration to my health and other personal circumstances when accepting a place in the Program.
6. I acknowledge that it is my responsibility to keep my parents/guardians/emergency contact informed on an ongoing basis about my participation in the Program, as well as to provide them with emergency contact information. Furthermore, I acknowledge responsibility to provide CUA with permission to inform my designated parent/guardian/emergency contact in the event of my dismissal from the Program.
7. I understand that I will be required to pay all costs associated with my travel to and from the point of airport departure in the US.
8. I agree to provide payment for mandatory “on-the-ground” expenses during the Program as outlined on the Form A. I understand that amounts for such expenses quoted in dollars represent only good-faith estimates of actual charges to be incurred in local currency and that currency exchange rates may affect my actual costs. I further understand that any personal expenses accrued outside of mandatory expenses or Program activities are fully my responsibility.
9. I understand that I will be held to a higher standard of conduct and level of personal responsibility on overseas study and/or travel programs. I am obligated to comply with local laws and customs while overseas, though not necessarily enjoying the same privileges as the host country nationals. I recognize that my conduct can have an effect on the educational and institutional benefits intended by the Program for other participants, hosts, and myself.
10. I agree to behave within the spirit of the Conditions of Participation and to follow CUA’s Code of Student Conduct as outlined in the Student Handbook. I understand that infractions of the Conditions of Participation or Code of Student Conduct will result in disciplinary action, including but not limited to immediate dismissal from the Program and/or sanctions by the CUA Student Judicial System.
11. I understand that disciplinary dismissal from the Program while it is in progress will result in mandatory immediate return to the US at my own expense.
12. I understand that conduct considered unacceptable to CUA includes, but is not limited to, excessive use of alcohol; loud and/or abusive behavior toward others; sexual harassment; criminal conduct of any kind; participation in (vs. observation of) political activities; failure to comply with CUA Policies or with these Conditions of Participation; and/or unwillingness to cooperate with
hosts and Program management. Such conduct as well as any other conduct which may be damaging to the Program, other participants, working relations with governments, and CUA’s educational partners may lead to my dismissal from the Program. I understand that acceptable behavior standards extend to those times when I may be separated from other members of the Program.

13. I understand that CUA upholds a zero-tolerance drug policy on its overseas studies programs and that the purchase, sale, possession and/or use of drugs other than prescribed medication for legal medicinal purposes will lead to my immediate dismissal from the Program. Sole discretion for my dismissal rests with the Dean of Students or his/her designee and dismissal under the zero-tolerance policy carries no right of appeal.

14. I acknowledge that CUA reserves the right to cancel any program when deemed appropriate due to unforeseen circumstances.

15. CUA may withdraw students from the Program for a violation of these rules or for conduct that could bring the Program or CUA into disrepute.

Student Signature: ____________________________ Date: __________
EMERGENCY CONTACT INFORMATION

Program Name: __________________________

Program Dates: __________________________

School/Department: _______________________  

Full Legal Name: __________________________

EMPLID: ____________________

Program: _____________________ Term: __________ Year: ______

Emergency Contact

Name: __________________________

Relationship to Participant: __________________________

Permanent Address: __________________________

City: ____________________ State: __________ Zip: __________________

Day Phone: ____________________ Cell Phone: __________________

Evening Phone: ____________________ Email: __________________

FAX: ____________________ Other (specify): __________________

I give CUA and/or the members of the Program staff and/or designees of the aforementioned permission to contact the above individual(s) in case of emergency, including but not limited to the need for urgent medical treatment or disciplinary dismissal from the Program.

_________________________________  ______________________
Participant’s Signature       Date

_________________________________
Print Name

_________________________________
Parent’s or Guardian’s Signature  Date
(required only if participant is under age 18)

_________________________________
Print Name
I understand that I am not permitted to rent, borrow, or operate a private motor vehicle of any kind during my participation in this Program. “Private motor vehicles” include, but are not limited to, rental cars, motorcycles, motorbikes, motor scooters, and mopeds. Such conduct may lead to my dismissal from the Program under the terms expressed. I understand that this standard extends to those times when I may be separated from other members of the Program.

Student Signature: ______________________ Date: __________
Health Information

International Student Identity Information
The International Student Identity Card (ISIC) carries basic sickness and accident insurance (coverage is outlined in the "International Student Identity Card Handbook," available upon receipt of the ISIC or upon request). Please provide the name and address of a beneficiary (next of kin). Your signature at the end of this application form will verify that all information provided is true and confirms your understanding that any false statements on your part may result in forfeiture of the benefits associated with the International Student Identity Card.

Name: ________________________________ Relationship to Student: ________________________________
Address: ______________________________ City: ______________________________ State: ______ Zip: ____
Home telephone Number: ______________________________ Work Telephone Number: ______________________________

Health Statement
In compliance with the requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, answers to the following questions will help the CUAbroad assure that applicants' dietary and/or medical needs can be reasonably accommodated while they are abroad. Education abroad programs can be physically and emotionally demanding. Based on the nature of an applicant's responses to the questions in this section, the CUAbroad may wish to consult with Catholic University's Office of Disability Support Services (DSS). In addition, an applicant may be asked to provide documentation about his/her medical condition. Once provided, this documentation, as well as the information provided below, will be stored in the Office of Disability Support Services. The information will remain confidential and will not be released to individuals outside of the CUAbroad and the Office of Disability Support Services without the applicant's permission.

Please note: Based on the medical information submitted by an applicant, the CUAbroad may require a "fitness for travel and program participation letter" from an applicant's health care provider. CUAbroad may decline an application for education abroad if it feels that a student's health needs cannot be reasonably accommodated.

Comprehensive health insurance is mandatory to participate in an education abroad program. It is your responsibility to make sure that your current health insurance will cover you fully while abroad.² If you do not have health insurance, you will need to purchase temporary travel insurance for the duration of the overseas program.² Please provide CUAbroad a copy of your comprehensive health insurance policy card. All information collected in the health section is kept private in accordance to federal and CUA laws.
Health insurance is mandatory to participate in an education abroad program.

Do you have health insurance? Yes/No
Is your health insurance provided by CUA? Yes/No

For Students with non-CUA Health Insurance Only

Health Insurance Provider Name:__________________________Address:
__________________________________________________City:_____________State:_____Zip:____ Provider

Telephone Number: ________________________________
Policy Number: ________
Policy Expiration Date: __________________________

The purpose of this next section is to enable CUA to obtain information that would be helpful in a medical emergency and could be released to an attending health professional in the event of an illness or medical emergency. You are not required to complete this section. However, if you have a health concern you are encouraged to complete this section with as much detail as possible.

The disclosure of medical information will not affect your admission status. If you are currently seeing a counselor or other medical professional for emotional or psychological problems that will require on-going treatment while you are overseas please be advised that it is your responsibility to arrange for ongoing treatment while abroad. The question on prescriptions is included in case of medical emergency or hospitalization, where it might be necessary for CUA to respond to a physician’s questions on your behalf.

Please Answer Yes or No to the following questions:

Are you able to fully participate in education abroad program activity?

Are you in need of any immunizations?

Do you require special arrangements to participate in program activities?

Have you had any recent illnesses, operations or injuries that you feel could affect your health while abroad?

Do you have a disability or any other condition which might require special accommodations? Are you currently taking any prescription medications?

Is there any other information you would like to provide? Blood Type (if known):

Date of Last Tetanus Vaccine (if known):

If you answered ‘yes’ to questions B-H, please indicate which questions and explain below.

__________________________________________________________

Health Care Provider Name:__________________________Health Care Provider Address:__________________________________________________City:
State:__________Zip code:__________Health Care Provider Telephone Number:

Student Signature:________________________________________Date:__________