Faculty-Led Study Away Programs

Faculty Director’s Handbook

Revised December 2015
Dear Faculty,

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

We welcome your suggestions, input and thoughts on outside sources that we ought to cite or include. The Rinker Center for Study Away & International Education has an obligation to provide services to assist faculty in developing study away programs and supporting you during the process. Please feel free to contact us as you develop and prepare your programs.

Marianne Pierce  
*Interim Director*  
*Study Away and International Education*

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

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**STUDY AWAY & INTL EDUCATION CONTACT INFORMATION**

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

<table>
<thead>
<tr>
<th>Rinker Center for Study Away:</th>
<th>Cassie Klatka</th>
<th>864-294-3274</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nancy Georgiev</td>
<td>864-294-3092</td>
</tr>
<tr>
<td></td>
<td>Chrissy McCrary</td>
<td>864-294-3676</td>
</tr>
<tr>
<td>Fax:</td>
<td></td>
<td>864-294-3599</td>
</tr>
<tr>
<td>After Office Hours:</td>
<td>Nancy Georgiev</td>
<td>615-886-8112 (Cell)</td>
</tr>
<tr>
<td></td>
<td>Furman Police</td>
<td>864-294-2111</td>
</tr>
</tbody>
</table>

**Study Away Address:**

Rinker Center for Study Away & International Education  
Furman University, Trone Student Center 209  
3300 Poinsett Highway  
Greenville, SC 29613  
USA

**Note:** Please do not to give our cell numbers to parents or students, but feel free to contact Nancy’s cell in an emergency. Letters will be mailed to all students’ home addresses with office contact information. Parents have been asked to contact Public Safety with urgent concerns after office hours; Public Safety would then contact us on our cell phones, and we would call you if necessary.
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INTRODUCTION TO STUDY AWAY AT FURMAN

In the early 1970’s, Furman was one of the first colleges to offer faculty-led travel study opportunities for its students. Academic departments organized and conducted programs for the ensuing thirty years. Early programs such as Fall Term in the British Isles and Modern Languages and Literatures in Versailles, France, have been offered regularly in a form similar to their structure today. Many new programs have been established as well.

The term “study away” was adopted in the 2000’s to encompass the programs occurring within the U.S., which offered similar immersion opportunities to those abroad. In 2007, the Office for Study Away and International Education, now the Rinker Center, was created. The office was charged with centralizing information, policies, procedures and support around the university’s many study away programs. In an era of tightened budgets, increased international security concerns, and growing student demand for study away experiences, creating an umbrella for Furman’s many programs made great sense. Today, the Rinker Center strives to support students, parents and faculty from the point at which they first consider study away as an opportunity, through their return to campus. In addition, the office administers visas and provides support for Furman’s international students and scholars.

Whereas some universities have outsourced their students’ study abroad experiences to third-party study abroad providers or directly to overseas institutions, at Furman, we are proud that faculty-led study away offerings are more dynamic and more in demand than ever. Nearly half of Furman students study away during their undergraduate career. More than eighty percent of those students (approximately 300 each year) choose to study away with Furman faculty members. They know you, they trust you, and they like the creativity and academic rigor you bring to courses and your programs. Often, parents also feel better knowing that “Furman” (i.e. you!) will be watching over their son or daughter overseas. In addition to faculty-led study away programs, Furman students can elect to participate in other types of study away programs for academic credit, including affiliated programs offered by other universities or institutions, exchange programs, or programs with no Furman affiliation.

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

- a May Experience course which incorporates one week on campus introducing historical analysis techniques and Aboriginal cultures, followed by two weeks in Australia meeting with Aboriginal peoples and conducting research;
- a fall semester program in which students live on a working ranch in New Mexico and take field-based courses with two travelling faculty members;
- an internship program whose students work with a representative of the European Union, complete an internship course and seminar course taught by a Furman faculty member, and enroll in two courses at a host university in Brussels, Belgium.

Some examples of programs that would not be considered official “study away” experiences are spring break service-learning trips (even when associated with a course), student organization tours, or courses requiring domestic field trips lasting several days.
This handbook serves as a resource for you as a study away faculty director or instructor. You probably anticipate that administering a study away program will require different tasks and skills than you typically use on campus. Faculty who direct programs wear many hats: local safety expert, professor, tour guide, nurse, personal counselor, intercultural advisor, psychologist, coach, cheerleader, dean of students, financial officer, banker, translator, etc. Faculty must be prepared to be on-call around the clock, every day of the program. Somewhere in there you will find time to teach, take care of yourself, and stay connected with family and friends. At the end of it all, you will have helped to make a profound difference in the lives of your students. You will have formed deeper bonds with students than is possible in the classroom, and enriched their lives and yours as well in the process.

**Teaching**
- Teach one or more course(s)
- Responsible for the academic quality and integrity of the program
- Liaise between Furman University and host institution or locally employed faculty and staff
- Select and review local faculty
- Train local staff and faculty on background and learning styles of U.S. students
- Create course schedule
- Adhere to Furman University academic standards and policies
- Incorporate local institutions and sites into lectures to provide local content
- Build group cohesion
- Create opportunities for students to interact with peers in the host environment
- Establish a sensible pace for program activities
- Evaluate students’ progress
- Accommodate students with disabilities
- Create opportunities for students to push their comfort zone through the semester
- Help students transform all experiences into learning opportunities
- Blur the line between class and the living environment
- Manage expectations in what students will gain from experience, particularly regarding language acquisition
- Create and encourage opportunities for students to interact with the host culture
- Keep your own perspective on the destination up-to-date
- Help students think of their non-academic goals for the program

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

**Administrative**

- Design the program
- Create and manage the program budget
- Market the program, recruit, interview and select student participants
- Remind students to complete the necessary post-acceptance application materials (health self-disclosure, passport upload, flight details, emergency contacts, etc.)
- Communicate with students regarding the payment schedule (deposit, interim, final payment)
- Request a TAP/Credit Card and/or Cash Advance at least six weeks prior to travel
- Account for cash advance and TAP card spending with receipts for expenditures no later than one month after the conclusion of the program
- Arrange and coordinate group travel, meals, reservations, activities, events
- Arrange and coordinate student housing
- Provide contact information for faculty leaders and a detailed itinerary with contact numbers and addresses off-campus
- Monitor student conduct
- Respond to emergencies: have systems and resources in place to effectively deal with any physical and mental health problems
- Handle disciplinary problems
- Secure classroom space
- Respond to parents’ concerns
- Enforce safety measures
- File final (actual) budget within two months of the conclusion of the program

**Skill Requirements**

- Excellent organizational skills and careful attention to detail
- Demonstrated ability to work well with individuals from diverse cultural, national, and linguistic backgrounds, and to collaborate successfully with diverse audiences across an institution
- Ability to effectively manage numerous short-term and long-term tasks, and to exercise strong judgment in stressful situations
- Demonstrated knowledge of and interest in international issues. Foreign language proficiency preferred
- Flexibility and ability to deal with ambiguity
- Responsible
- Willingness to honor local standards without violating institutional policy

Directing a study away program requires a significant amount of time and energy. This handbook should help you to anticipate some of those demands and provide guidance along the way. If you’re considering leading a study away program for the first time, the most important thing you need to do is to begin planning early. Proposals for both new and recurring study away programs travelling in the upcoming May Experience term are due at the beginning of September, and proposals for the following year’s academic semester are due each year in early October. You will therefore need to begin developing your ideas in spring or summer more than a year before the program will travel.

Furman University recognizes faculty’s investment in planning study away programs in various ways. The equivalent of one course teaching credit is granted for the administration of each program. Most departments consider involvement with study away a valuable service to the university and its students. Finally, at time of writing, the university is able to provide stipends to faculty based on their level of program involvement and the program duration. These stipends are intended to acknowledge the additional responsibility of program leadership, and to help offset some personal costs associated with travel.

INITIAL DISCUSSIONS

There are many people with whom you should discuss your ideas for a study away program. This is especially true if your program will be offered for the first time. All study away programs are designed and planned largely through cooperation between the individual faculty member(s) and his or her department. It’s critical that your department chair supports you in teaching departmental classes away from campus, and feels that the department can cover on-campus teaching needs in your absence, so s/he is probably the first person you’ll want to approach.

Any new study away program must be discussed with the Associate Director for Study Away and International Education for initial review and suggestions prior to submitting a proposal. You should request this meeting as early as necessary but no later than two weeks before the proposal deadline. This timeframe allows you an additional fifteen days or more to fully develop your proposal. The Associate Director for Study Away can help with development of plans and a budget, suggestions or concerns about locations, discuss issues related to program and course credits, issues related to marketing, recruiting and safety of students while on study away and provide information on sources of support on campus including seed money and grant money that is available for developing new or refining existing study away programs. This early dialogue also allows for proper planning for the complete slate of semester programs and May Ex programs that are likely to come before the Study Away Committee for review, and determining if there are similar study away programs in either semester or May Experience that are in existence and hence may compete with the proposed programs. Remember, you don’t need to reinvent the wheel, but you do need to be mindful of developing programs that are unique, and complement existing programs.

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

Study Away Proposal Forms and instructions for submission are available on the Study Away website at www.furman.edu/international. Proposals for study away programs travelling in the upcoming May Experience term are due at the beginning of September, and proposals for the following year’s academic semester are due each year in early October.

**Note, that the study away program proposal is different from the course proposal system.** If your program will incorporate new courses, those courses should be submitted to the Curriculum Committee using the course proposal system. Deadlines for course proposals are published on the Curriculum Committee webpage at the same time you submit the proposal to the Study Away Committee. Typically, you should consider submitting the course proposal to the curriculum committee immediately after you have been notified of the approval of the study away program. Programs should not advertise major or general education credit for specific courses until approval has been granted by the Academic Policies Committee (APC).

**RECEIVING APPROVAL**

After your study away proposal has been submitted, the Associate Director for Study Away & International Education will contact your department chair to request his or her endorsement for your study away program. Your proposal will be forwarded to the Study Away Committee for evaluation. If the Study Away Committee has questions regarding your proposal, you may be asked to submit additional information. New proposals, if approved by the Study Away Committee, are submitted to the faculty at the October or November faculty meeting. Proposals are then sent to the Dean of the Faculty (Chief Academic Officer) for final approval.

Implementation and administration of study away programs occurs through cooperation between the Rinker Center for Study Away & International Education, the Faculty Study Away Standing Committee, and the Dean of the Faculty. Other parties closely involved in the administration of study away programs include the Student Business Center (billing), the Housing Office (room reservations while students travel and accommodations for partial semester or May Ex programs), and the Registrar (course listings and credits). You will be interacting with all of these entities in the course of directing a program. Beginning a conversation early with the above mentioned entities is a good idea especially if you have questions or your program has some unique needs or will likely require some exceptions and special accommodations.
The checklist below applies to the development of Furman-administered study away programs. Some of the items on the checklist below are tailored more for international study away development, and if so, are designated as such. This checklist has been adapted from the fourth edition of the *Standards of Good Practice for Education Abroad* (2011) established by The Forum on Education Abroad.

**Timeline:**

- The timeline provided by the Rinker Center for Study Away has been reviewed.
- All proposals must be discussed with the Associate Director for Study Away & International Education prior to the application deadline.
- All proposals must receive department chair endorsement prior to the application deadline.
- New courses are submitted by the deadline through the Course Proposal System and are endorsed by the Curriculum Committee.
- A planning timeline has been established and adhered to.

**Purpose & Goals:**

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

**Academic Quality and Program Details:**

- The following have been determined for each course:
  - Course title
  - Course prefix and number
  - Credit hours
  - Course description
  - Contact hours
  - Syllabus for each course with corresponding CV for all proposed faculty members slated to teach each course
  - Prerequisites and eligibility requirements have been established, if applicable
- The course content, variety of experiences, and length of the program are sufficient to achieve the program’s stated objectives.
- Courses are at least as academically rigorous as those offered at Furman in the U.S.
- Field trips are planned in advance as integral components of courses and are developed and led by faculty.
**Student Learning and Development:**
The program provides opportunities that encourage student development (e.g., leadership skills, service orientation, maturity, tolerance for ambiguity).

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

**Inter-Cultural Understanding:**
The study away program fosters inter-cultural understanding.

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

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

- □ Students are tested and placed in appropriate language courses, if applicable.
- □ Language instruction, when appropriate, is integrated into program courses and activities.
- □ In language development courses, students gain a perspective of the host country’s values, history, culture, and current status.
- □ Out-of-classroom opportunities are provided to develop oral, listening, and writing skills in the language of the host country.
Students are encouraged to use the host language as much as possible in the program, in class, and on excursions.

Students engage in periodic self-evaluation of their communication skills in the language of the host culture.

Students are adequately prepared for language courses or direct enrollment in institutions where language ability is a prerequisite.

Students’ language and/or inter-cultural communication skills are assessed before and after the program and compared to those of a control group in order to continuously evaluate the program’s effectiveness in this area.

**Academic Growth:**
The study away program provides academic learning opportunities appropriate to the program’s mission.

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

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

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

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

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

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

Orientation:
- A pre-departure orientation is provided to program participants. A tentative outline of the orientation has been developed.
- Orientation upon arrival in the host city (domestic programs)/country (international programs) and ongoing orientation through regular contact with the program/faculty director is provided to assist students in adjusting to living and learning in the new environment.

Services:
- The program provides a clear explanation of how housing arrangements for student and faculty will be made and under what circumstances, if any, housing arrangements may be changed.
- The program provides a clear explanation of what arrangements are made for meals.
- On-campus arrangements at Furman for housing and/or meals. Contact the Rinker Center for the most up-to-date on-campus housing costs.
Health, Safety and Security:

- An English-speaking physician and local medical clinic and/or hospital (including mental health services) have been identified.
- Facilities that are leased by the program and used for instruction, accommodations, meal serve, and faculty offices are considered clean and in good repair according to reasonable and customary standards of the host city/country/culture.
- The program has a plan for handling medical emergencies and other emergencies at the study site and while on excursions or field trips.
- High risk activities are identified such as participation in athletic events, scuba diving, or other water activities, strenuous activities, exposure to dangerous plants or animals, extreme environmental conditions (high altitude), mountaineering with ropes, farm visits, or work with animals, homestays.
- The program directors monitor the U.S. State Department Travel Warning List. Per Furman’s international travel policy, travel to countries on the aforementioned “Travel Warning List” must receive special approval. Contact the Rinker Center for more information about the approval process.
- The program directors will monitor information from the Centers for Disease Control ([http://www.cdc.gov/travel](http://www.cdc.gov/travel)). Appropriate inoculations for travel to the country and illnesses that may be experienced by visitors to the country will be explained to students.

Rights and Responsibilities:

- Students are required to sign a written student agreement which clearly explains the responsibilities of both parties.
- Faculty members are required to attend a risk management workshop every three years to be reminded of their rights and responsibilities.

Itinerary:

- A program itinerary has been developed and corresponds with program goals and academic objectives.
- The itinerary is cross-referenced in the budget or budget narrative.
- The initial itinerary should include main ideas for travel, activities, and academics.
- The itinerary should include on and off campus activities, travel days, accommodations, activities, excursions, events, group meetings, study days, tests/presentations, visits, speakers, etc.
- A final itinerary with extensive details will be provided to the Center for Study Away prior to departure. It will include addresses and contact information for group accommodations, as well as accurate dates of travel, flight information, travel agency contact information, etc.

Costs and Budgeting:

- The program budget is balanced. Actual program costs are balanced by revenues from tuition, program fees and/or other sources of revenue.
- The program budget incorporates a contingency fund for emergencies and unexpected expenses, or the program identifies another source of funds and the maximum amount permitted by that source for covering emergencies or unexpected expenses.
- Expenses included in the program cost are specified, such as, but not limited to, faculty director expenses, health and accident insurance, housing, meals, local transportation in the host country/city, international transportation, orientation expenses, and field trips.
- Estimates of other costs that students will likely incur but not pay to the program sponsor are specified, such as laundry, additional meals, books, course-related expenses, along with other various living expenses not included in the budget.
Evaluation:

- The program director has met with the Furman course evaluation policy to ensure that the program and course evaluations are completed and returned in a timely manner, in accordance with Furman University policies.
- Evaluations will be used for assessment and assist in making positive changes to the program.

Publicity:
You should consider the following marketing strategies:

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

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

- Brief description of the sponsoring department
- Short, official statement concerning any affiliations with U.S. based or international institutions of higher education
- Explanation of the program’s purpose, goals, and educational objectives
- Description of housing facilities and meal arrangements
- Explanation of items included in the program costs
- Explanation of other probable costs for participants that will not be paid to the program sponsor
- Explanation of admissions requirements, prerequisites and deadlines
- Statement that application to the program does not guarantee admission
- Explanation of travel arrangements.
- Contact information: faculty director names, email addresses, office numbers, and website (if applicable)

Information Meetings:
Students want to know:

- The topic and purpose of the course: Interest meetings give you an opportunity to showcase your program and highlight the features that will appeal to students based on a number of factors including location, relevance to studies, hands-on aspects, exposure to topics/cultures/languages/peoples, academic credit, affordability, etc.
- The faculty members’ expertise and interest which often excites interest in the students
- What to expect during the study away program in terms of housing, meals, strenuous activities, costs, free time, and excursions
- How many students will you ideally take
- What are the selection criteria or prerequisites? Will you interview applicants?
- We encourage you to emphasize the curricular component of the course, academic assignments, and academic expectations so that you are sending the message that emphasizes the academic nature of the program.
STUDY AWAY TIMELINE

The Center for Study Away and International Education sets deadlines each year for submission of program proposals, selection of students, and students’ submission of required deposits and paperwork. These deadlines are very carefully constructed to allow adequate time for program planning; to ensure equal access to all Furman study away programs for students; and to facilitate overall university planning and administrative efficiency. A sample timeline will be updated annually and posted online at www.furman.edu/international. Faculty directors may choose to enforce earlier deadlines, but should plan to meet all published deadlines.

The following is a summary that outlines the responsibilities and tasks that study away program directors need to complete before, during, and throughout the application process. It is crucial for program directors to observe all deadlines, since study away deadlines are more often than not tied to other university deadlines that track university-wide enrollment, housing deadlines, registration for courses, and scholarship and financial information as it relates to semester billing and payment. Directors’ adherence to the published deadlines thus enables the many campus offices which support study away programs to provide the optimum level of service to student participants and directors.

During the Application Process:

- Communicate with students regarding the program deposit, interim payment and final payment. Sometimes financial agreements are signed before the exact costs are known. An interim payment and a final payment can remedy this and the agreement can state what the approximate costs are and a date when exact costs will be made available. In planning interim payment dates, keep in mind that Furman University cannot pay out any funds on behalf of a program (i.e. to a travel agent or host institution) until that amount is remitted by participants. The financial agreement states that there will be no refunds of money that cannot be recovered by Furman. It encourages students to purchase trip interruption/cancellation insurance. The Student Enrollment Center will post billing statements to students’ accounts as appropriate and in accordance with the Financial Agreement. The final payment must be due at least two weeks prior to any airline or travel agent payment deadlines. Airlines typically require non-refundable deposits 90 days prior to travel.

- As you complete your interviews and recruiting, the Rinker Center for Study Away and International Education, in conjunction with the Student Life Office, will run student conduct checks on applicants and will share a report of the results. Once students have submitted deposits, if there are some further student health issues that you feel need to be addressed, you can discuss the appropriate steps that need to be taken with the Associate Director for Study Away. (See the section Students with Disabilities, Mental Health section in this handbook)

- Once accepted, Students will be required to sign a standard Consent and Indemnity Agreement (example available online at furman.edu/international). Students who do not complete this form fully and accurately will not be allowed to travel.

- Encourage students to apply for the Study Away Scholarship by submitting a completed application at the same time the initial study away application is made (see timeline for deadline). Short-term, interest free loans are also available for study away programs – contact the Rinker Center for Study Away and International Education for more information.
• Provide the Rinker Center for Study Away and International Education with the complete list of participating students (see timeline for deadline). The Rinker Center will provide this list to the Housing Office, the Student Business Office, and to Academic Records to facilitate billing and course registrations for May Ex and Semester Programs. Students do not need to sign up for courses at Furman; rather, they are entered into a 16-credit placeholder for semester programs or a 2-credit placeholder for May Ex programs, specific to the study away program.

**Prior to Departure:**

• EIIA Study Away Medical Insurance: The university’s philosophy on risk management and off-campus programs is set forth in File 367.5. The Center for Study Away and International Education is responsible for identifying and evaluating appropriate insurance coverage as per policy 367.1. All students and faculty engaging in Furman business abroad are able to use Furman’s international insurance policy, EIIA. No registration is needed.

• EIIA’s latest and updated brochures are available at the study away website. Please direct students to the website.

• Individual program directors may request approval from the Associate Academic Dean and Associate Director for Study Away for a course on study away to be a pass/fail course. NOTE this policy implies that students cannot elect the pass/fail option for a study away course on their own, as they might for other courses on campus.

• Request a Cash Advance using the form for this purpose at least six weeks prior to travel.

• Each traveling faculty member should request a TAP Card using the form for this purpose (available online at www.furman.edu/international) at least six weeks prior to travel. Standard TAP limits for study away directors are $10,000/single transaction limit and $50,000/monthly transaction limit. If you believe you need more than this, indicate such on your request form. Cardholders who are traveling on a study away program do not need to worry about printing monthly statements. Rather, retain all your receipts and turn them in to the Rinker Center for Study Away and International Education upon your return. However, faculty must review and approve payments. Please turn in your TAP card to the Purchasing & Travel office (Gale Goodwin, x3007) upon your return if you do not need to use the card any more.

• Submit a completed study away emergency contact form (available online at www.furman.edu/international) including emergency contact phone numbers for all traveling faculty and program partners, a detailed itinerary, and flight information to the Rinker Center for Study Away and International Education (see timeline for deadlines). The Itinerary should contain as many details as possible, including dates of travel, names of hotels, address and telephone numbers. Send this to the Study Away Administrative Coordinator. We may need to contact you while you are away, and we also occasionally receive questions from parents about student’s whereabouts.

• Contact Information: This is very important. We need to be able to contact you in case of an emergency. Information required includes - Personal cell phone and calling instructions, city country code (or landline office phone), email address if you have one in addition to your Furman account; skype screen name, contact information of an individual or institution or affiliate college university including their phone, email and mailing address; and finally a contact number here at Furman or Greenville (either a department contact that knows how to reach you, or a family member in Greenville). Please put this information in an email to the Administrative Coordinator or use the form found on the study away website. If you don’t
have your local cell phone number (because you plan to purchase one soon after you arrive), please be sure to let us know within a few days of your arrival at your study away destination.

Upon your Return:

• Provide Academic Records with a list of each participating student’s courses (state grade and whether Furman faculty-taught credit, or other, for example, transcript from university abroad).

• Account for cash advance by submitting the Cash Advance Reconciliation form with receipts and expenditure details (available online at www.furman.edu/international) to the Student Enrollment Center no later than one month after the conclusion of the program.

• File final (actual) budgets for the program with the Rinker Center for Study Away and International Education within two months after the conclusion of the program.
TRAVEL PLANNING

VISAS: Visa applications for many countries are becoming more and more complicated and time-intensive. Because the procedure, paperwork, and timeline vary greatly by country, there is no one-size-fits-all approach. This is an area where previous faculty directors can be of great help. Remember that if your program is not affiliated with a host university that offers the complete academic program and course work, it may make sense and be within the rules to have students apply for “tourist” rather than “study” visas. Additionally, be aware that your students who are not U.S. citizens will need to follow the unique application requirements of their home country. Contact the Rinker Center for Study Away & International Education to discuss and determine the correct procedures for visa regulations and the movement of students and faculty alike between countries within a program.

LOCAL PLANNING WITHIN COUNTRY: Each faculty director has the liberty to plan in-country activities that will expand the students’ cultural awareness of the region and also enhance the overall academic experience. There are travel agencies in the United States that have experience working with university student travel groups. Certain U.S. agencies have in-depth knowledge of particular countries and have formed strong in-country contacts that will aid in activities/excursions upon arrival to the country. Some faculty directors have found it advantageous to use a travel agency within their program country in order to have on-ground support and a more practical familiarity with the region. It is important that that proper research is done to ensure the quality and integrity of the company. For more information on travel agents and tour operators contact the Rinker Center for Study Away & International Education.

TRANSPORTATION, EMBASSY REGISTRATION, AND CDC:
- [http://www.tsa.gov/](http://www.tsa.gov/) has information about flight regulations. Especially relevant is the "Travelers with disabilities and medical conditions" section.
- [http://www.travel.state.gov/](http://www.travel.state.gov/) is the U.S. State Department website for Americans overseas and has lots of helpful information. The Rinker Center for Study Away and International Education will enroll all students and faculty who are US citizens in the Smart Traveler Enrollment Program (STEP).
PROGRAM BUDGET STAGES

STAGE 1: PRELIMINARY BUDGET

The program budget you submit with your proposal will necessarily be preliminary, as airfare, exchange rates, and other costs are subject to change. However, it is important that this budget be developed with an eye towards true-cost. The budget will be reviewed by the Study Away Committee as they consider your program proposal. You should discuss any questions or concerns with the Assistant Dean for Study Away during your initial proposal meeting, prior to submitting your preliminary budget.

A study away budget template (as an Excel worksheet) is available at www.furman.edu/international. This worksheet includes common budget categories and is designed to assist you in developing your program budget. Your program may have other budgetary needs, or may not have some of the needs listed. In general, the budget worksheet is designed to capture and distinguish between the variable costs and fixed costs for the program.

- **Variable Costs**: These are costs that are dependent on the number of student participants for example airfare, accommodations, meals, insurance, admission fees, or tours.

- **Fixed Costs**: These are expenses that are incurred irrespective of the number of students on the program. All program-related expenses of the faculty or instructors including transportation, lodging, meals, and admission fees are considered fixed costs. (Personal faculty expenses such as personal travel, personal phone calls, etc. should not be included in the budget.) Other fixed costs may include classroom rentals, and faculty cell phone cards.

In calculating the total budget cost per student, fixed costs must be allocated evenly per student participant. The budget worksheet provides instructions for calculating these costs and can assist program directors in understanding the budget implications of taking fewer or more students.

Salaries of adjunct instructors associated with the program must also be included in the budget as fixed costs as per guidelines for Adjunct Compensation on Study Away. (Program directors should consult with the Associate Director for Study away for these rates and amounts, if applicable).

Daily per diem rates may differ from country to country but if the program plans to allocate or distribute funds to students for daily meals, they should try to stay within the amount prescribed as per Furman policy 160.1.

STAGE 2: BUDGET MEETINGS

After the Chief Academic Officer has approved the complete slate of study away programs for the following academic year, the Associate Director for Study Away will schedule individual meetings with program directors to discuss pending details of the program and particulars on the budget at which time the Program Directors and the Associate Director for Study Away will mutually agree on a target dollar amount for the program budget.

STAGE 3: BUDGET ADJUSTMENTS

Any adjustments to the program budget must be discussed with and approved by the Associate Director for Study Away prior to travel.
STAGE 4: BUDGET RECONCILIATION
Maintaining scrupulous accounting records and receipts for purchases through the program will be critical, as you’ll need to account for all expenses and reconcile your cash advances, TAP card purchases, and your budget upon return. Cash Advances and TAP card charges need to be reconciled by providing receipts and an itemized list of each expense, the purpose of the expense, and the dollar amount (in US currency) to the Bursar at the Student Enrollment Center. Cash advances and TAP card purchases must be reconciled within thirty days of return from the program.

The overall reconciled budget must be presented to the Associate Director for Study Away. Total expenses for the program should be equal or less than the approved budget for the program. Program directors should provide a list of all expenses and a written explanation for any discrepancies between your approved budget items and your actual expenses. An Excel chart listing each expense is ideal. Include an average exchange rate for receipts in local currency. The Associate Director for Study Away should schedule a follow up meeting

STUDENT COSTS
It is important for you to know, and to accurately communicate to students, the cost they will pay for the program. Please note that for semester programs, this cost is not the same as your program budget.

• Semester Programs: Student cost for semester faculty-led programs is similar to and based on Furman’s semester tuition, and on campus room and board amount. Typically faculty-led study away programs are equivalent to the cost of semester tuition, an average double room on campus and the unlimited semester meal plan, PLUS a study away administrative fee ($250 at the time of writing). This figure will be made available to the faculty directors once these costs are set by Furman’s board, typically in March of the preceding academic year. The program costs for programs that are on-campus for some time, and away for the rest, will also typically be equivalent to on-campus tuition room and board, with some variation depending on the choice of room exercised by the student and the amount of time that the program is on campus. It is worth reiterating that the semester study away fee that will be billed to the students on study away, is different from the program budget amount that was approved by the Associate Director for Study Away in Stage 2 above.

• May Ex Programs: Student costs for May Experience Programs is simply the budgeted program cost per student as determined by the program director and approved by the Associate Director for Study Away. (Tuition credits for May Experience are covered through students’ comprehensive fees paid during the semesters.)

• Scholarships and Financial Aid: Furman scholarships, financial aid, state aid, and federal aid are applied to semester faculty-led programs the same as if a student was on campus. Study away-specific scholarships are available for semester and May Ex programs for eligible students. These scholarships are in addition to any need-based aid students currently receive. In accordance with federal law, additional financial aid that students are awarded for study away programs is counted towards their total aid award. Students will find more scholarship information and application deadlines online within the study away website at www.furman.edu/international. Short-term, interest free loans are also available for study away programs.

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

Can we teach some of our lectures in the term prior to travel so we don’t have to spend as much time lecturing abroad? No – students are only registered for your course during the study away term and they should not be expected to burden themselves with extra lectures when your course is not in session. In addition, assignments from your course should not be extended beyond the end of the term. Grades for study away courses are due when all other May Ex or semester grades are due. Some faculty choose to teach a related course in the term prior to the study away program.

How many students are required for a program to be approved? For a program to be financially feasible, Furman recommends that 18-24 students enroll in programs with two faculty directors and 12 students in programs with one faculty director.

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

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

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

Can we provide daily meal allowances for the duration of the program? Generally speaking, the answer is no. It may be more appropriate on a May Ex than during a semester-long experience, and it would depend, in large part, on the destination. If you are considering providing daily meal allowances, please talk to the Associate Director for Study Away. We may suggest an alternative such as deducting meal expenses from the amount students are billed for your program and instructing students to use the equivalent funds to cover their meals.

Can we use university housing and meal plans before or after traveling overseas? Yes – with some advanced planning. There is a charge for using university housing and meal plans. If you require your students to attend classes at Furman prior to departure, we recommend budgeting for university housing in your program budget. Some faculty members have found that local hotels are less expensive if only a few days are needed. Program charges vary depending on the study away term and the length of time on campus housing is needed.
• **May Ex:** Programs wishing to use on campus housing for any portion of May Ex should communicate this need to the Rinker Center for Study Away and International Education early in the planning process. May Ex programs are discouraged from using on-campus housing at both the beginning and the end of the May term because of the complexity. No meal plans are available; students may choose regular admission to the on-campus dining hall or the program can purchase meal coupons from their budget to pay for student meals during their time on-campus. Be sure to communicate these expectations clearly to students during the recruitment and selection process to that they are prepared and can budget effectively. Students on a May Ex program should be aware that campus housing closes between the end of the semester and the beginning of the May Ex term. Students on May Ex study away programs may submit a request for campus housing between the end of Spring term and their May Ex departure date, but they are not guaranteed housing during this time and the dining hall will not be open. The housing office tries to accommodate these requests, but students will have to comply with housing policies and regulations for check out. It is essential that you, as the program director help your students plan for these down times.

• **Semester:** Programs that spend some time on campus, then go off-campus and either complete their courses off campus or bring students back to campus for classes at the end of the program are considered partial semester study away programs. Programs must budget for a portion of the semester housing costs based on the number of weeks students will be on campus. The most advantageous length of time to spend on-campus is between five and eight weeks. This provides the best deal for on-campus housing and on-campus meal plans.

Are Faculty directors given the total amount of the program fee to spend on site? Faculty members are expected to manage their entire budgets and will have access to the funds that they budgeted for. Faculty directors will be responsible for keeping track of all expenses, saving receipts, organizing receipts, and the reconciliations of all receipts upon return.

• May Ex programs will have access to the entire program fee collected from each student, but should arrange to keep part of the collected fees as a contingency fund to be used in case of an emergency.

• For semester programs, the tuition, room and board amount that will be billed to the students on study away will be different from the amount for which you would have secured approval.

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

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

Can I buy my own plane ticket? Yes, but Furman will reimburse you for up to the cost of the group’s standard airfare. For international programs, it is expected that at least one faculty member will accompany the group on international flights.

Is ground transportation to the departure airport covered for faculty? Furman will cover reasonable costs for faculty (standard shuttle or mileage; no private limo).
Can faculty travel ahead of the students or stay beyond the program termination dates? Furman prefers that faculty directors travel with the students in order to handle any flight mishaps. However, faculty certainly can take vacation or do research before or after the program. Expenses incurred while abroad will only be reimbursed for the actual days of the program. Faculty that arrive several days early and stay later will not be reimbursed for their housing or meals, etc. The same is true for ground transportation.

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

If there is a faculty director leading the program, how many guest lecturers are permissible? Guest lecturers are different from foreign instructors. Four to six seems to be about average. If you are taking students on excursions and an on-site representative is talking to the students, you should include payment/honorarium in the costs of that excursion. Honoraria for guest lecturers range widely depending on the credentials of the individual, the role they play in the program, and the standards for honoraria in the host country. (The standard is the host country, NOT the US). The average is around $100-150 per lecture, with total amount budgeted for guest lecturers about $200-400. You must submit an honorarium receipt (signed by the guest lecturer or faculty member) for all foreign faculty and guest speakers.

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

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

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

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

How do we account for tips or other gratuities? Your budget should include gratuities. The gratuity should be accounted for in the appropriate categories rather than all in one lump sum. If the tip is associated with an excursion, it should be charged to the excursion. It is not necessary to present receipts for tips; however, you must keep a diary of all tips.
Do I need receipts for everything? We strongly encourage you to collect receipts for everything. You are not required to submit receipts for per diem under $25. But for your own accounting purposes, you should keep track of what you are spending each day. Please translate the receipts into English, explain and categorize all your receipts, and circle the amount paid. Here are some you may not have considered: taxi receipts, money exchange receipts, student meals or travel allowances, medical expenses paid by the University on behalf of the student (which the student will have to reimburse), bank fees, guest speakers/lecturers, internet café receipts.

Do I need itemized receipts? Credit card receipts alone from restaurants are generally not acceptable. Obtain a receipt that itemizes food and beverages purchased. For small amounts for which no receipt is available (bus or subway fare), please keep a diary of the expenses.
Furman offers a range of financial services to support both domestic and international travel programs. The information that follows is intended to provide you with important details about some of the most common payment and cash handling methods used by faculty on study away programs. Faculty should consult with the Rinker Center for Study Away and International Education and with Furman’s Financial Services Staff to determine the most suitable options for payments, and cash availability in their destination country.

**WIRE TRANSFERS**

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

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

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

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

**TAP CARDS**

Furman TAP cards are VISA credit cards (TAP stands for Travel and Purchasing) issued to Furman faculty and staff for specific department or program expenses. Furman’s credit cards are issued by JP Morgan.

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

Request a TAP card by submitting the TAP Card Request Form to the Rinker Center for Study Away and International Education. This form is available on the Study Away website at www.furman.edu/international. Once your request is approved, Furman’s Purchasing & Travel Office will contact you to set up your credit card. **Requests for new TAP Cards should be submitted 4-6 weeks prior to departure to allow time for**
processing. In a pinch, the minimum time needed to process your request and for you to receive your TAP card is about two weeks. Standard Credit limits for study away program directors are $10,000/single transaction limit and $50,000/monthly transaction limit. If you believe you need a higher limit, this should be indicated on your TAP Card request form. You should be aware that TAP cards cannot be used for cash advances.

Faculty directors who currently have TAP cards issued to them for department expenses may use the same TAP card for study away. The Rinker Center for Study Away and International Education will provide a list of study away faculty and travel dates to the Purchasing & Travel Office. During travel, all TAP card charges on your card will be automatically allocated to your study away program budget. Any departmental charges made while traveling will need to be reallocated by contacting the Purchasing & Travel Office. Study Away program expenses charged in advance of travel should be allocated to your study away budget using the standard monthly TAP card reconciliation through PaymentNet. A copy of your PaymentNet statement showing any charges for study away should be sent to the Associate Director for Study Away for approval.

Instructions for accessing online records of your TAP card charges through JP Morgan’s PaymentNet will be provided when your card is issued. TAP Cardholders who are traveling on a study away program don't need to worry about reconciling their expenses through PaymentNet and printing monthly statements. Rather, retain all your receipts and turn them in to the Rinker Center for Study Away and International Education upon your return. However, it would be a good idea to check PaymentNet frequently while you are away to make sure there is no suspicious activity going on. Please turn in your TAP card to the Purchasing & Travel Office upon your return if you don't need the card for any more program expenses.

If you have problems using your TAP card or you need to dispute a charge or report a stolen or lost card, you should contact Gale Goodwin, 864-294-3007. You may also use the customer service numbers for JP Morgan on the back of the card if you need assistance.

CHECK REQUESTS

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

CASH ADVANCES

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

To submit a request for a cash advance, complete the Cash Advance Request form available at www.furman.edu/international. Cash Advance Requests should be sent to the Rinker Center for Study Away and International Education at least 2 to 3 weeks prior to the date needed.

Cash advance requests are typically limited to a maximum of $5,000 at a time. Requests for funds in excess of this amount should be discussed with the Associate Director for Study Away prior to submitting the cash
advance request. Programs needed cash advances of $10,000 or more must split requests up into smaller amounts so as not to trigger the bank’s automatic reporting of income to the IRS.

The Rinker Center for Study Away and International Education recommends opening a separate bank account or a separate checking account for program related expenses, to keep this distinct from your personal checking account. Most commercial banks and credit unions permit the operation of a second checking account. Funds may be deposited directly into this secondary account by designating this account as your “non-payroll” account or by having funds deposited into your primary account and then transferring your study away program funds to the second account. Having a separate banking account solely for Study Away cash advances allows for easy tracking and bookkeeping. Be sure that the bank/credit union issues you an ATM card for this account. Typically, new ATM cards take about 2-3 weeks to process. Hence, a secondary bank account should be set up well in advance of travel in instances where the faculty directors will rely on ATM withdrawals for access to program funds.

Some things to remember:

- If there are two faculty members, do not pool cash advance monies. Cash advances are given to individuals, not programs. Each individual receiving a cash advance must reconcile their own expenses. Faculty should keep a record of and save vendor receipts for each transaction.

- Cash advance expenses and TAP card expenses should be tracked separately. These two types of transactions require different reconciliations upon your return to Furman.

- If you anticipate using an ATM to access your cash advance from another country, be sure to account for ATM withdrawal fees and understand your daily account withdrawal limits. Keep in mind that individual ATMs may have lower daily limits.

- If ATM withdrawal fees may be substantial and thus could have some impact on the budget for the program, be sure to talk with the Rinker Center for Study Away and International Education about alternative options.

**GETTING FUNDS WHILE OVERSEAS:**

Generally, program directors can access or request funds while overseas or at their site-location using any of the methods outlined above. Additional cash advance funds may be requested by emailing the Associate Director for Study Away. If possible, the request should be made using the Cash Advance Request Form; however, if this isn’t feasible, you may include the necessary information in the body of the email. For lengthier programs, if you can determine when you will need any additional cash advances based on your planned itinerary and budgeted expenses, you may submit a cash advance request for each distribution date prior to your departure. The Rinker Center for Study Away and International Education will process these requests according to the date you indicate each advance is needed.

While you are away, you may request a wire transfer by emailing the invoice and payment details as outlined earlier to the Associate Director for Study Away. You may also request that the limits of your TAP credit card be altered to make a specific payment. Do keep in mind that all of these methods take some time to be approved and processed, so it is important that you keep track of your program expenses and make these requests before you run low on available funds. In the event of unforeseen expenses, contact the Associate Director for Study Away for assistance.
TRACKING AND RECORDING EXPENDITURES:

All expenditures on the study away program must be carefully documented with appropriate receipts, bills, ticket stubs etc. The Rinker Center for Study Away and International Education recommends documenting and recording all expenses each evening or at least on a regular basis, in the currency used and recording the appropriate dollar amounts based on the most recently available exchange rate conversion.

Financial Services will not accept your cash advance reconciliation after you return without appropriate receipts. All cash advances expenses need to be reported submitted in US dollars with appropriate conversions for each foreign receipt. All gratuities and tips must be documented. In the event that you are unable to obtain a receipt, you must document the expense, in effect creating your own “receipt.” All cash disbursements such as honorariums and meal per diems to students must be documented on a form/sheet that carefully states the purpose of the disbursements, states the names, and records the signature(s) of the recipients. A template of a single sheet form for per diem expenditures is available on the study away website. Faculty Directors can print copies before travel and use one such form every time a disbursement is made for meals or other per-diem expenses.

Here are some other regulations and procedures to keep in mind:

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

Furman has established policies regarding ‘outstanding’ cash advances. As per policy 388.4, an employee may have only one cash advance outstanding at any given time. Failure to account for a cash advance within 30 days will result in suspension of cash advance privileges; Reporting the advance to the IRS on the traveler’s W-2; Withholding of taxes on the advance from the traveler’s (faculty director’s) paycheck. Once an unsettled advance has been added to the traveler’s W-2, it cannot be reversed even if settled. Again, at the end of the program all cash advances must be submitted to the Student Business Center with appropriate receipts and within one month of the conclusion of the program. Final approval of all cash advance rests with the Vice President for Finance and Administration.
Directors of Study Away programs must secure the approval of the Associate Director for Study Away & International Education prior to any marketing, advertising, recruiting, planning or scheduling of the proposed travel study program. Adequately marketing of a study away program helps to ensure 1) students’ equal access to that program, and 2) interest by a sufficient number of serious applicants.

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

The Rinker Center for Study Away & International Education works across the student body to increase overall awareness about study away opportunities. Students are required to complete a mandatory online advising workshop which covers topics such as the differences in program types, the application process, scholarships and courses. Students, parents and faculty can access the online workshop at any time, and the Rinker Center will track student’s understanding of the material through an online quiz that is associated with their study away application.

We also assist faculty program directors in marketing their specific programs in the following ways:

- Providing a program table at Furman’s Family Weekend Study Away Fair each fall
- Maintaining a program description on the study away website with links to your website or flyer
- Posting your program information session on our website, in our office, and on our digital sign.

Program information sessions are a popular and efficient means to introduce your program to students. Typically these are held in the afternoon in a classroom. Be sure to address students’ pressing questions: program cost, timing, course credits, and pre-requisites. You can also have fun by introducing the itinerary, some photos from past trips, food from the destination country, or a student recently returned from the program.

Please be in touch with The Rinker Center for Study Away & International Education as soon as you have scheduled an information session so we can add this to our website. You might also want to post an announcement flyer around campus; make an announcement on Student Notices and/or Campus Announcements; announce the meeting in relevant classes and ask colleagues to do the same; or send an e-mail announcement to your major students if appropriate.
THE STUDY AWAY ONLINE APPLICATION PROCESS

All students will need to begin the application process for study away by following The Center for Study Away & International Education’s standardized procedures and utilizing a web-based application and database system. Students will apply online by choosing the program from the available list for the academic year. Students will answer standard application questions and program-specific questions provided by the faculty directors. Faculty directors should send their customized questions to the Associate Director for Study Away by the deadline specified in the study away timeline so that these questions may be appended to the TerraDotta application software.

The study away software application is aimed at professionalizing the study away procedure and intended to allow students to take responsibility for their study away experience. If selected for a program, the student is then alerted to complete various subsequent steps – deposit and financial agreement, consent and indemnity forms, passport and contact information, etc.

CUSTOMIZING THE ONLINE STUDY AWAY APPLICATION

Although all study away programs must use the TerraDotta application, the length and nature of the specific program application is up to the director. The application is a chance for you to set the tone for your program and attract appropriate applicants.

The following standard questions are asked of all applicants:

1. Why do you want to participate in this program? How would participating in this specific study away program help you to meet your academic, personal and/or career goals? How do you see this study away program benefiting you in the long run?
2. Relevant Coursework: List all relevant coursework that you have taken. List the name of the course, the instructor and the grade you received. If it's not obvious from the course title, please describe the relevance to this study away program.
3. Extra-curricular Activities & Experiences: Which extra-curricular activities and experiences have helped you prepare for this program and how? Be sure to include specific names of the organizations/activities, and indicate any leadership roles or position titles, if applicable.
4. Previous Study Away Experience: Have you studied away with Furman previously? Which program and when? Have you done any other kind of volunteer or academic programs abroad? If none, type: N/A.
5. Adjusting to a New Environment: Adjusting to a new place and culture can be challenging. How will you handle this adjustment during your study away program? Describe past experiences and/or personal qualities which demonstrate your ability to excel in such a situation.
6. Group Dynamics: Traveling with a group requires each participant to adopt a group attitude. Describe a way in which you might actively contribute to positive group dynamics on this trip. Describe past experiences and/or personal qualities which demonstrate your ability to work well within a group.
7. Furman Faculty Reference: Name the two Furman faculty or staff members who know you best. These two individuals will serve as your references (preferably, one individual will be your adviser). Your program director may ask these individuals to recommend you for participation. If you are applying for a foreign language program, one of your references should be able to comment on your foreign language abilities.
Faculty can ask customized questions in addition to or instead of the above questions if they wish.

INTERVIEWS
Many faculty directors also choose to conduct interviews - either with all applicants or as a second step in the selection process.

Here are some examples of the types of customized information, either through the online application or through interviews that faculty members have used in the past.

SETTING ACADEMIC EXPECTATIONS:
Some faculty members provide a course description, learning goals, details about group and individual assignments and projects, grading criteria, and other relevant information about the course.

GROUP DYNAMICS:
- Flexibility and cooperation within a group are important elements of any group travel experience. In 300 words or less, please describe some experience in which you have had to adapt to circumstances beyond your control and/or change your behavior or attitude in order to meet the needs of the group.
- Traveling with a group under field conditions requires each participant to adopt a group attitude. Individual needs are considered within a group context. For example, each person may need to carry and maintain a portion of the group equipment. Describe a way in which you might actively contribute to positive group dynamics on this trip.
- Describe a way in which you might actively contribute to the group on this trip.
- Who are you in a team? That is, describe some teamwork you have been involved in (participated in, organized or led) and talk about how the team worked best. What dynamics were in play? What role did you take? What roles allow you to excel as a member of a productive, creative team?
- If you have had experience in the past with group-oriented activities, please explain your contribution to the success of the group.

FOREIGN LANGUAGE
- Indicate your facility in foreign languages by listing the languages you speak along with an indication of fluent, proficient, or beginner for each.
- What is your current knowledge of the language (including high school, courses taken at Furman as well as other institutions)?
- If you have never taken any courses in the ______language, please list other qualifications, which might have prepared you to participate in a full immersion language program abroad and will help you to succeed.

EXPERIENCE AND INTEREST IN THE SUBJECT
- Have you taken any courses that are relevant to this study away program? List and explain the connection.
- Please list by title each course you have taken, the professor, and your final course grade. List any additional relevant courses you are currently taking or plan to take before studying away. Example: HST 000 - Intro to World History (Professor Name) - B+
- Why did you decide to apply for this Study Abroad Program? What are you expectations?
• In your opinion, what is the most pressing environmental issue of our time, and why?

INTERNSHIP
• What type of organization interests you for the internship in Brussels (European Parliament, accounting firm, public relations firm, etc.)?
• What policy areas interest you for the internship in Brussels (e.g. international trade, banking regulation, sustainable development, foreign and security, etc.)?

TRAVEL EXPERIENCE
• List and briefly describe any domestic or international travel experiences. In particular, explain briefly the travel accommodations and activities you engaged in.
• Have you travelled to the developing world? If so, where, for how long, and what did you do?

SKILLS
• Have you snorkeled before? If yes, describe your experience:
• What modern foreign language(s) have you studied? Where and how long have you studied the language?

CHARACTER
• How many CLPs have you completed at time of completing this application?
• Please provide the title of your First-Year Seminar, the professor and your final course grade.
• List up to four extra-curricular campus activities/organizations that you participate in the most. List first the one for which you allocate the most time, and so forth in descending order. Be sure to give the specific names of the organizations/activities and if you are an officer or organizer.
• Please list up to three extra-curricular activities which have been most important to you in college.
• Please review the May Experience course goals and activities (above). Which of these will be most challenging for you? How have you prepared to meet the challenges of this course in your other courses or life experiences?

ADDITIONAL QUESTIONS
• Is there anything else you would like the faculty directors to consider while reviewing your application?

EXAMPLE OF FACULTY DIRECTORS’ APPLICATION PROCEDURES:
• Hold information meetings prior to the student application deadline
• Review student application materials as they become available
• Conduct 10 -20-minute interviews with applicants you want to know more about
• Contact applicant’s references
• Send list of accepted/waitlisted/not accepted students to the Rinker Center for Study Away and International Education

PARTICIPANT SELECTION
Recruiting of students for all programs can begin after notification of approval by the Study Away Committee, and should be completed by the end of January at the latest. Contact the Rinker Center for Study Away and International Education for specific deadlines.
In the interest of equity, the Rinker Center for Study Away and International Education asks that directors 1) articulate the characteristics they seek in successful applicants before reviewing applications, being prepared to provide this list to students if requested, and 2) develop and adhere to a standardized application procedure. Typically, a program which recommends a Furman director must have a minimum enrollment of twelve.

Crafting a “good” study away group for a faculty-led program can often have greater impact than considering only individual merits. Diverse groups of passionate students can facilitate a level of learning beyond the students’ or faculty’s expectations; likewise, the excited but weaker student might gain or contribute more than the over conscientious 4.0 student. In striving for diversity within the program group, you might consider an application that draws out the following information: international travel experience, grade level, major, academic or personal interest in the program, hometown, and foreign language background (where relevant). While the Rinker Center for Study Away & International Education does not want to insist that seniors be given priority, we ask you to be mindful of seniors in the applicant pool for whom this may be the last opportunity to participate in a study away program while at Furman. Ultimately and to be clear, faculty directors have discretion over the selection of students for their program.
WORKING WITH STUDENTS WITH DISABILITIES

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

If a disabled student contacts you, discuss the program in detail and outline the nature of the program including possible difficulties and risks, while being sure not to discourage the student from applying to the program. Encourage the student with a disability to contact the campus Office of Disability Services to seek an opinion. Another good source for faculty and the student alike is Mobility International, a non-profit organization that is committed to empowering people with disabilities around the world. In particular, they can provide assistance and guidance on international programs and exchanges. Keep the Rinker Center for Study Away & International Education informed so that they are in conversation with our health insurance provider and have an understanding of what exactly will be covered in the event of an emergency.

ADDRESSING BEHAVIOR, CONDUCT, AND MENTAL HEALTH ISSUES

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

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

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

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

Step 3: Faculty directors should not automatically preclude a student from participating in a study away program because of a behavior violation or intervention. The nature of the violation, the time that has passed since the violation, corrective and intervention steps that have been taken on the part of the student should all be considered in making a final determination.
With regard to addressing issues related to mental health, faculty are encouraged to take the following steps:

**Step 1:** Discuss the program in detail and outline the nature of the program including possible difficulties and risks, while being sure not to discourage the student from applying to the program. Since medical records will not be available to you before selection, should a student disclose the nature of the condition after selection is confirmed, encourage the student to contact their treating specialist/physician and provide them with a document that details the nature of the study away program including itinerary, modes of travel, nature of the academic program, accommodation and housing. Faculty directors will have the ability to communicate with the Student Life Office and the Counseling Center to garner guidance when dealing with students under these circumstances.

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

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

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

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

**Step 1:** The faculty director should not attempt to make a decision alone or in conjunction with the accompanying faculty directors. Faculty directors must communicate with the Student Life Office, the Rinker Center for Study Away & International Education and the Counseling Center to garner guidance when dealing with students who demonstrate disruptive, inappropriate or endangering acts of communications while participating in study away programs.

**Step 2:** The faculty directors must document in writing the student behavior and conduct which arise while students are participating in study away and immediately share these reports with the Center for Study Away & International Education, the Associate Academic Dean’s Office and the Student Life Office to determine if further follow up or administrative action needs to take place.
Parents are often anxious about their students being away, especially when the program is overseas or when there is no easy access with cell phones or the internet. The Rinker Center for Study Away & International Education sends a letter to all parents of Furman students on study away programs just prior to departure of the program. In it, we highlight and let parents know where to turn in case they need to reach their student in an emergency, or if they have concerns about their child’s well-being during their semester away. We assure parents that we in the Center for Study Away & International Education are in regular contact with faculty directors overseas and can relay any urgent messages. We also emphasize the following to parents:

*Non-urgent concerns or calls during normal business hours should be addressed to one of the following individuals:*

Rinker Center for Study Away: Cassie Klatka 864-294-3274  
Chrissy McCrary 864-294-3676  
Nancy Georgiev 864-294-3092  
Email: study.away@furman.edu

*For urgent or emergency concerns in the evenings, weekends, or holidays, contact Furman’s Public Safety Office at 864-294-2111*

Parents have been asked to contact Public Safety with urgent concerns after office hours; Public Safety would then contact Nancy Georgiev, and we would be in touch with you if necessary.

### RISK MANAGEMENT AND EMERGENCY PREPAREDNESS

**RISK MANAGEMENT WORKSHOPS FOR FACULTY**

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

**WHAT IS RISK MANAGEMENT?**

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

To effectively reduce risks consider:

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

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

**ACTIVITIES THAT SUPPORT STUDENT SAFETY**

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

**IN HOTELS/APARTMENTS:**

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

**HOST FAMILY SAFETY:**

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

PROTECTING YOURSELF FROM LIABILITY
• Plan, plan, plan
• Document, document, document
• Act and respond appropriately, guided by instincts and laws
• Restrict alcohol consumption
• Be a good role model
• Frequent communication between faculty director
• Communicate with the study away office
• Take resources, phone numbers with you electronically or physically
• Bookmark local maps
• Research where you are going
• Keep abreast of the news where you are traveling
• Heed all warnings
• Know where to find help – carry numbers/addresses with you
• Know what services are available to help you

EMERGENCY PROCEDURES

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

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

1. **TAKE CONTROL & STABILIZE THE SITUATION:** Get to the scene and take control as soon as possible.
   a. In an emergency, your first responsibility is to safeguard the safety and well-being of program participants. Do whatever is necessary to stabilize the situation such as obtaining prompt and appropriate medical attention or police protection.
   b. If the director cannot get to the scene, take steps to remedy the crisis and prevent further negative development. Such steps might include advising on-the-scene participants to get help.
   c. In the case of an emergency that disrupts electronic communication, gather at a pre-arranged location to account for all students and follow the directives of local authorities.
   d. **You will be reimbursed for all expenses relating to the management of an emergency.**

1a. **LOCATE ALL PARTICIPANTS:** For emergencies concerning the whole group
   e. Begin the process of accounting for the whereabouts of all participants.

2. **DOCUMENT THE INCIDENT:** Gather essential information, such as
   a. Where the emergency location is
   b. Who is involved (contact names and telephone numbers)
   c. When the incident occurred
   d. Where the student(s) is now
   e. Whether rescue operations are needed
   f. What measures have already been taken
   g. Whether there are witnesses

3. **CONTACT STUDY AWAY:** When you have done all that you can reasonably do to assure the students’ well-being, immediately contact the Rinker Center for Study Away and International Education. Study Away is the principal conduit of information for the Furman University upper administration and the media, so timely and accurate information from onsite is critical. **Study Away General Line: 864-294-3274; Nancy Georgiev: 864-294-3092**

4. **DETERMINE IF OTHER INDIVIDUALS NEED TO BE CONTACTED:**
   a. Embassy, on-site contacts, hotel, student participants, etc.
   b. Parents of participants
   c. Social media etiquette reminders

5. **FOLLOW UP:**
   a. Communicate important information, a plan, recommendations, put participants on standby, etc.
   b. Monitor students for reactions, complete their requests and/or direct them to support services.
   c. Dispel rumors.
   d. Follow-up communication with faculty directors on-site will occur primarily via email (provided internet access is available). Faculty directors should regularly check their Furman e-mail account for updates and instructions.

6. **DO NOT MAKE ANY STATEMENTS TO THE PRESS:**
   a. Notify News and Media Relations at Furman University of any statements to the media that on-site faculty may have found necessary to make. Refer all inquiries to News and Media Relations, and record all calls and activities.
   b. Encourage students to refrain from making public statements as well.

7. **KEEP A LOW PROFILE:**
a. During a political crisis or other emergency during which U.S. citizens may be at risk, tell students to keep a low profile, not to travel in large groups, and remain extra vigilant.

b. Avoid demonstrations, confrontations or political situations; avoid behavior that could draw attention; avoid locales where foreigners or Americans are known to congregate; and remove signs, luggage tags and clothing that would label participants as Americans.

c. Arrange a plan for participants to shelter-in-place and await further instructions if necessary.

8. DEATH OF A PARTICIPANT:
   a. Keep in mind respect and dignity for the memory of the student.
   b. Use extreme discretion regarding details surrounding the death, especially on social media and in conversations.
   c. Do not communicate with next of kin or emergency contact unless there are circumstances that justify an exception. Contact the Bureau of Consular Affairs or the Embassy who will notify next of kin.
   d. Arrange for on-site counseling for other program participants.

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

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

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

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

- Physical assault
- Disappearance, hostage taking, or kidnapping of a student
- Robbery
- Sexual assault or rape
- Serious illness, physical or emotional
- Significant accident and/or injury
- Hospitalization for any reason or length of time
- Terrorist threat or attack
- Local political, natural or man-made crisis/disaster in the vicinity of student
accommodations that or classrooms that could affect the students’ safety or well-being

- Arrest or questioning by the police or the security forces
- Any legal action (lawsuit, deposition, trial, etc.) involving a student
- Death of a student

Rinker Center for Study Away: Cassie Klatka 864-294-3274
Nancy Georgiev 864-294-3092
Chrissy McCrary 864-294-3676
FAX: 864-294-3599

After Office Hours:
Nancy Georgiev 615-886-8112 (Cell)
Furman Police 864-294-2111

Study Away Address:
Rinker Center for Study Away & International Education
Furman University, Trone Student Center 209
3300 Poinsett Highway
Greenville, SC 29613 USA

EIIA (International Medical):
Europ Asist 1-240-330-1551
ops@eausa.com
http://www.eiia.org/internationaltravel/

Effective communication is your most important skill as a program director. You need to be clear with students about your expectations and firm in enforcing limits. You should ensure that students know how to reach you and an additional local support person at all times. If you encounter a situation that is challenging or involves beyond-normal risk to a student or to the group, be in touch with the OSA&IE staff. We can draw on Furman’s vast resources for health, safety, student services, disciplinary action, academics, and other areas to support you and students. However, we can’t help if we don’t know there’s a problem. In addition to contacting us, it is important for you to document out-of-the-norm incidents, including date, time, actors, place, and course of action. Such detailed record-keeping will assist everyone who might become involved in resolving the incident, and will give staff a clear picture of what happened so that we can communicate accurately with parents or other relevant parties.

INSURANCE PROVIDER INFORMATION

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

Faculty directors should keep the following information handy and with them at ALL times.
Call collect worldwide: +1-240-330-1551 or call toll free in the U.S. or Canada: 1-855-901-6712
Email address: ops@eausa.com

Study Away Insurance Provider:
EIIA (Educational & Institutional Insurance Administrators) International Travel Insurance Coverage
You can login to the website by using the Group ID and Activation code below. This information is also available at the website:
www.eiia.org/InternationalTravel/

Group ID: C2EII
Activation Code: 150424

There are some great resources, including health and safety alerts, which you can set to email you daily for a specific region or country, local emergency numbers, and local news and information.

The plan policy brochure is available on the study away website at www.furman.edu/international and will be distributed to faculty directors prior to their program’s departure.

STUDENT PRE-DEPARTURE ORIENTATION

PART 1 – ACADEMICS: COURSEWORK, ENROLLMENT AND REGISTRATION

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

Once students are selected, faculty directors must conduct orientation sessions for the students. These program specific sessions must guide students about courses that will be included in the program and for which Furman credit will be given, the nature of other courses that will be administered on site, provide detailed information about the travel itinerary, residential and transportation arrangement, finances, and most important inform them of the risks if any in participating in the program and the precautions being taken to ensure their safety. Additional items should include, a cost sheet detailing what is included in the program costs and expenses that students will be responsible for, any program specific policies such as rules and expectations with host families, cultural norms of behavior in the host country, and health and safety information. Orientation sessions should also be used as an opportunity to empower students to grow and mature through this opportunity and take responsibility for their choices and actions, foster global awareness and inculcate intellectual inquiry.

Consider setting up a program website on your department website or another location online. (Do not post itineraries; in today’s day and age it is prudent that activities for a group with dates not be posted in a place accessible by the general public). Websites offer the advantage of being accessible to parents; this accessibility can be important because communication between students and their parents often breaks down. Some program directors prefer to use a group Moodle site for communication with and among students.
All students on study away programs are entered in placeholder courses by the Office for Academic Records. When all grading for the program is complete, faculty directors must submit a grading package including the individual courses each student has completed and a final grade for each one of those courses. In instances where courses are offered by other institutions/colleges/universities, the director should remind the associated parties that the transcript grades need to be sent directly to Furman University’s Academic Records Office. Program Directors should keep Academic Records informed on courses taken by students at the affiliate or partner institutes and need to remind students that these courses will transfer in as hours towards graduation. All grades for off-campus courses are due within two months of the conclusion of the program.

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

Coordination on location: The faculty director is responsible for coordinating the teaching schedule, classroom locations, excursions and field trips on-site either independently or through coordination with travel agents or the collaborating institutes and individuals. Directors are also responsible for cultural adjustments and orientation on-site, establishing procedures for dealing with medical emergencies and monitoring student behavior as per rules and regulations of the host-country or location. Students need to be warned of inappropriate, dangerous and unsafe behavior and if necessary should be reminded of their signature on the consent and indemnity form. Decisions to remove or expel a student from the program should be discussed with the Associate Director for Study Away.

PART 2 – TRAVEL LOGISTICS

What to Pack

The Essentials
- Important documents (passport, visa, itinerary, plane tickets, etc.)
- $100 in local currency (make sure you have enough cash for a few days until you can find an ATM)
- Extra eye glasses/contacts
- Enough prescription drugs for the length of your stay. You will need to check to make sure you can bring them into the country and that you have proper documentation (i.e. a doctor’s note)
- Backpack (for day trips and daily use) - You should use this as your carry-on so you'll have less luggage.
- Gifts for your host family and others (try to get ones that are specific to the region where you live)
- Computer w/charger
- Camera w/cords and charger
Adapters (changes the shape of the electrical plug) / converter (reduces or increases the current's voltage)

Clothing/Shoes (In general pack a week's worth of clothing)
- Jeans (2-3 pairs) [can substitute a pair or two with skirts or khakis if going to warmer climates]
- Sweaters/Hoodies (2-3)
- T-shirts
- Long sleeve shirts (Make sure they are good for layering)
- Underwear (one week's worth)
- Pajamas (2 pair)
- Warm slippers
- Socks (a week’s worth) (you should include a few pairs of wool socks if you’re going to colder climates)
- Swimsuit
- One set of workout clothes (if you plan to)
- Thermal underwear (silk preferably for colder climates or the adventurous sort)
- Coat/Jacket (water resistant with zip pockets and removable lining)
- One nice outfit (dress pants/skirt/dress) for special/formal occasions
- Decent walking shoes
- Flip flops (especially for showering at hostels)
- Warm hat, gloves and scarf (for colder climates)

Toiletries (If you aren’t picky, a lot of these items can be found in your host country)
- Shampoo/Conditioner
- Toothbrush/toothpaste
- Soap
- Deodorant
- Disposable razors (and other shaving supplies)
- Brush/Comb (and hair ties if you have long hair)
- Tissues (highly recommended as many countries don’t keep toilet paper in stock in the bathrooms)
- Feminine Products (one month’s worth) [nothing beats arriving in Egypt and realizing how impossible to find Tampons are]
- Contraceptives
- Contact lenses and solution
- Over-the-counter medicines (aspirin, anti-diarrhea, anti-nausea, etc.)
- Nail clippers and nail file
- Suntan lotion (if going somewhere sunny) [This can be really expensive or hard to find in other countries. I recommend packing at least a small bottle.]
- Makeup

Misc.
- Alarm clock (though a cell phone works well too)
- Small plastic bottles for toiletries for use in your carry-on or while traveling
- Refillable water bottle
- Purse
- MP3 Player (especially for long plane/train rides)
- Travel books for the region(s) you will visit (these can be found at the places you plan to visit too if you don’t want to haul them around)
- Umbrella or rain coat
- Watch
- Sunglasses
- Playing Cards (good for long train rides and lighter than a pile of books)
- Journal (to write your memories in – journaling really helps students deal with culture shock – some people suggest writing online, but generally you won’t be able to do that/might not have internet access daily while you’re traveling so having something you can physically write in every day or night is a good idea)
- Thin lightweight towel (preferably microfiber so that it will dry fast when you’re traveling)
- Linens, bedsheets, and towels (Check with your program to see if these are provided, otherwise you may just want to buy them abroad because they tend to be heavy and take up a lot of room)

How to Pack It:

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

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

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

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

Most students access home funds through **automated teller machines (ATMs)** on the PLUS or CIRRUS networks. Since many ATMs abroad will only access a checking account, **do not leave your funds in a savings account before departure.** Otherwise, ATMs are used the same way that they are here: your home checking account is debited for your withdrawal and you draw out local currency. You are charged a service charge and the current exchange rate. Although this way of accessing money is convenient, you are warned not to use it as your only form of getting cash. Be sure to check with your bank at home to ensure that your PIN is valid abroad and to clarify what sorts of charges will be applied. Likewise, inform your bank that you will be abroad so that your access is not blocked due to suspected fraud. Your bank may be willing to waive your ATM fees since you are not able to use their machines. It never hurts to ask.

**Credit cards** such as Visa, MasterCard, and American Express are honored abroad, though not always as widely as in the United States. Credit cards make foreign currency transactions easy and are invaluable in a financial emergency. Take a credit card along, but use it wisely. Seek advice from the issuing company as to the card’s applicability abroad and the billing rate for converting the amount of purchases abroad into dollars. Be sure to learn your PIN before departure. Also let your credit card companies know the dates and locations of your travel. When cards normally used in the U.S. suddenly begin being used abroad, some credit card companies will cancel the card to avoid possible fraud and other security issues.

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

**Travelers checks (TCs)** are inconvenient and are not used as a major source of funds; however, you may wish to carry some reserve funds as travelers checks. Most students only use TCs if they have lost their ATM card or cannot access funds through an ATM. TCs must be cashed at a bank or at a "bureau de change" and it may take some time to get them cashed. Travelers checks in U.S. dollars can be used in case of an emergency abroad and if you don't need them, you can use them as cash when you return home. Leave a copy of the serial numbers of your travelers checks at home. Take a copy of this list abroad with you, separate from the checks themselves. As you cash the checks, keep a tally of which ones remain unredeemed.

If you have a credit card, you may be able to access funds in the following ways:
• If you are a Visa cardholder, you can obtain a cash advance directly from an ATM or bank. The daily amount available varies with the exchange rate, but averages $150.
• An American Express office can, on presentation of your American Express card, accept a personal check and issue you up to $1,000 every 21 days for a 1% commission. This amount varies with each office. If you don’t have a personal check, American Express can provide a counter check.
• A MasterCard may be used to draw either cash or MasterCard travelers checks.

PART 3 – HEALTH AND SAFETY

Students should be encouraged to self-disclose their complete medical history. They may feel more comfortable doing so if you explain the purpose for collecting the information. You may want to set up a personal meeting time with each student prior to departure to establish a relationship with your students in which they feel comfortable communicating with you. Remind them that the information they share will remain confidential and will not be shared with the group. Students should disclose information that would help that student and the faculty member prepare for or simply discuss accommodations and options available on site to help a student feel supported and comfortable. For example, if a student is a picky eater and the group is going to an isolated area with no convenience stores that provide familiar foods, the student may be encouraged to pack snacks from home. Or, if a student is accustomed to receiving extra time on exams at Furman, the student must discuss these accommodations with Student Disability Services at Furman prior to leaving so that Disability Services can make appropriate recommendations to the faculty member.

PART 4 - GROUP DYNAMICS

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

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

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

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

Managing Group Dynamics

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

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

Common Behavioral Issues/Other Concerns

When managing students, behavioral issues and other concerns may arise, which affect the flow and environment of the course abroad. Establish protocol and expectations to deal with disruptive behaviors and communicate them to students to avoid the complications. Know how to deal with other issues such as driving abroad, fraternization, sexual harassment, and student supervision.

Alcohol Abuse

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

Responsible use of alcohol includes the following:

1. Students do not miss any scheduled event because of the effects of alcohol consumption.
2. Students do not become ill due to the effects of alcohol consumption.
3. Students are respectful of others sharing the same housing and avoid congregating in loud groups for social purposes.
4. Students do not engage in inappropriate behavior toward other individuals that is the result of alcohol consumption.
5. Students do not engage in destructive behavior toward property that is the result of alcohol consumption.
6. Students abide by the laws of the country or state in which he or she is staying.
7. Students do not engage in behavior that causes embarrassment to the other members of the group, the faculty member(s), the University, or the in-country host(s) as a result of alcohol consumption.
8. Students in a group do not facilitate, encourage, or ignore a fellow student who is abusing alcohol. Transporting quantities of alcohol to program sites with the intent of sharing the alcohol with members of the group is considered to be irresponsible use of alcohol.

PART 5 – CULTURE SHOCK

Students (and their parents) exhibit a wide range in their level of comfort with an anticipated study away program. Please review for your own information and refer your selected students to the Student Study Away Handbook available online at www.furman.edu/international. This handbook contains a wealth of information designed to support students from the early stages of considering studying away from campus, through packing and preparing for their health and safety overseas, to returning home and dealing with “reverse culture shock.”

In most cases, students participating in a specific program do not know one another or do not know one another well prior to the experience. Providing one or two opportunities for the group to come together and socialize the semester prior to travel can greatly enhance students’ comfort level going into the experience, and can provide support networks within the group that might empower them to overcome personal challenges in the adjustment to study away.

What to tell students:

When you leave home to head to a foreign country, you are essentially starting an entirely new life for yourself. It will take time to adjust and adapt.

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

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

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

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

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

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

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

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

![Diagram showing stages of culture shock]

**Source:** by the authors drawing from the literature reviewed
ESSENTIAL ELEMENTS OF THE ON-SITE ORIENTATION

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

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

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

Group Dynamics. Group dynamics can make or break the overall study abroad experience, for the students and Program Director alike. Since short-term programs are intense experiences where students and the Program Director spend a lot of time together, group cohesiveness is vital. Early on the Program Director and the students should talk openly about the challenges of group travel. Discuss how at times the good of the group must take priority over individual wishes. Hold regularly scheduled meetings with students for guided reflection and observation. Address issues as they arise.

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

Money. Show them the local currency. Explain where they can exchange traveler’s checks and where the closest ATMs are. Discuss local tipping practices. Stress the importance of budgeting wisely (for example, waiting until the last week to buy souvenirs so they know exactly how much they have left to spend).
Health and Safety. Stress the importance of letting you know of any change in their physical or mental health. Explain to them the approximate cost of office visits, and how they would be expected to pay. Remind them about the international insurance benefits and emergency number. Discuss local safety issues, including neighborhoods or other locations they should avoid. If students will be traveling independently, inform them of regions of the country or neighboring countries that might be dangerous. Remind them that if they feel their safety is in doubt at any point, they should contact you immediately. Let them know how you will reach them in the event of an emergency. Discuss cultural norms for drinking. Explain to them what would happen if they were caught carrying, purchasing, selling, or using drugs.

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

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

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

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

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

Transportation. Explain the local public transportation system to the students, and how they can purchase a bus or metro pass (if available). You might want to include an activity during orientation where students take public transportation with you. If students will be taking taxis, discuss rates and general etiquette (hailing, tipping, etc.).

Walking tour. During orientation, it can be very useful to include a walking tour of the neighborhood(s) where students will be living and studying. This can be an easy and more productive way to incorporate many of the issues listed above. A few sites to point out include: public transportation stops, ATMs, post office, market(s), pharmacy, police station, good cheap restaurants, historical sites, internet cafes, etc. This can also be an effective time to give safety tips.
TOP TEN WAYS TO NOT BECOME A VICTIM OF CRIME AROUND THE WORLD

By Malcolm Nance and Lisa Hughes
Real World Rescue—High Risk Travel Security Consultants

10. **Don't be an obvious foreigner.**

In many parts of the developing world, you’ll stand out no matter what you do, but make an effort to blend in as much as you can and respect local norms. The standard advice applies: T-shirts with corporate logos or flashy clothes are better left at home. Loud or boisterous behavior also advertises your presence in a negative way. Be a careful observer before you jump into the game.

9. **Leave jewelry at home.**

Robert Young Pelton, author of The World’s Most Dangerous Places, captures perceptions of Westerners in the developing world this way: “as obvious as a naked man with hundred-dollar bills taped to his body.” Wear local, inexpensive jewelry if you must look beautiful.

8. **Keep copies of your passport and hide the original.**

Carry three copies of your passport; keep two in separate areas of your baggage, and carry one on your body. Put the original in the safest place you can find, which will depend upon your living and traveling arrangements. Passports are the hottest commodities in the world, and yours is game for a clever pickpocket.

7. **Listen to your gut.**

Never ignore your sixth sense. When you get alarmed or spooked, there is probably a good reason for it. Stop and calmly think for a few seconds: observe and assess the situation around you and decide what your options are for getting to a safer place. Then make a decision and act.

6. **Learn where your embassy or consulate offices are located.**

It’s always a good idea to check in with your country’s embassy when you’re staying in a foreign country, particularly one with a less-developed communications system. As soon as you arrive, look at a map and orient yourself so you can find your country’s consular offices. Learn two or three different routes for getting there, as well as the best transportation methods, and stop by! Ask to speak to the Regional Security Officer and get a crime fact sheet for the area. They are there to help.

5. **Read local English-language newspapers, if possible.**

Local citizens and expatriates who write these papers can be some of the best sources of information about the local scene (although be aware that in some countries, the media are under government control—find out before you depart on your trip).

4. **Avoid unexpectedly amorous men and women.**

Attractive as you may be, be wary of people who approach and try to woo you the moment you arrive. Most of the time the real motive is gaining a foreign passport or your wallet, or taking you to a gift shop where you’ll be pressured to buy. Listen to what your mother told you when you were 15—it still applies.
3. **Become aware of real security threats.**

Before you ever set foot out of your home, you should do some research. What is the political climate in the country you’ll be visiting? Have there been recent demonstrations against the government? Might there be groups who have expressed strong anti-American sentiment due to political or economic developments? Most countries have some type of English-language media outlets on the Internet that publish local news; wire services such as AP and Reuters often cover such developments (check their archives); and political risk consulting companies often publish some of their assessments online for free. The point is not to engender fear or find reasons not to go on your adventure. It is simply better to enter a foreign country with your eyes open. For example, Americans traveling to Iran will probably experience magnificent hospitality from Iranians, but sudden turns in political events might increase tensions (also for Iranians, of course—not just tourists) and make travel less pleasant. Be aware and be prepared. In some places it might take keen eyes and ears to detect rumblings of civil unrest that can increase dangers to foreign visitors; in other cases the signs are clear and simply need to be heeded. Not only will a heightened awareness of the political environment shorten your response time to potential warning signs, but gaining an education in local or national politics will demonstrate to those you meet that you have a greater depth of interest in your host country than sampling the local pastries.

2. **Avoid known hotspots.**

This, of course, follows directly from #3: countries and regions that have experienced severe levels of conflict and violence are probably best left off your study-abroad itinerary for the immediate future. Places that the US State Department advises against travel by US citizens and places that your institution doesn’t consider safe or to have appropriate support services—these are places that should have dropped off your travel radar in recent years. Use the advice of campus experts, other study abroad professionals, and travel safety experts. Consider the level of risk you are assuming. Others may have reported no problems during travel to the same location, but you want to avoid relying on luck to ensure your safety.

1. **Control the things you can control and don’t panic.**

Choose a place to study and a program provider that can provide you with comprehensive support services abroad. Before you go abroad, learn about the country and in particular the health and safety support mechanisms. Bring an emergency card with a list of contact information for: the equivalent to “911” abroad, a US 24 Hour Contact, Insurance/Assistant Information and 24 Hour Contact, On-Site 24 Hour Contact, Local Medical Care Facility, Local Police Contact Information, US Embassy or Consulate Contact Information, etc. Also, bring a list of help statements translated into the local language.

**Don’t take unnecessary risks:** This includes limiting unsafe activities like bungee jumping, river rafting, and mountain climbing. Don’t get intoxicated by using alcohol or drugs that will limit your control over yourself and your interactions with others. Try to have others travel or explore with you so that if something happens to you, they can assist to avoid or respond to an emergency. Things happen in the world, some good and some bad.

While your travels overseas are likely to create some of the most valuable and positive experiences of your life, maintain a common-sense expectation that things may not always go as planned, and react as calmly as possible if they do not. In a crisis situation, panicking only leads to more confusion and potentially poor decisions. Think carefully and watch cautiously everything around you.
Program Evaluations

It is important to receive feedback from students on logistical elements of the program. A template of the form is available at the study away website. You are free to use as is or tailor or add questions to suit your program. The program evaluation is different from the student course evaluations and largely for assessment by the Rinker Center for Study Away and International Education. Follow the procedure as with course evaluations – administer, sign across the flap in the presence of the student, and seal with tape. Return the envelope to the Rinker Center for Study Away and International Education. Upon your return, you may request copies of the program evaluation. If you would like our office to prepare an envelope of these before your departure, let us know.
SOME FINAL CONSIDERATIONS

The following suggestions arose from a panel on study abroad at the Mountain Interstate Foreign Language conference, October 2009.

A. Technology can enhance the experience overseas in and out of the classroom, but can also significantly reduce the immersion experience, reduce cultural learning, and hinder cultural adaptation; consider what your rules will be for bringing gadgets on the program and their use.

B. Continue to create opportunities for students to push their comfort zone through the semester. Help students transform all experiences into learning opportunities. “The worst thing about study away is usually the best thing” – student quote delivered by Bill Allen, Professor, MLL.

C. Blur the line between class and the living environment to develop habit of mind; this teaches self-motivation and decision-making. Manage unrealistic expectations in what students will gain from experience, particularly regarding language acquisition. Avoid the student “ghetto.”

D. Create and encourage opportunities for students to be independent and interact with the host culture. Keep your own perspective on the destination up-to-date. Be mindful of emphasizing an aspect of the culture which might have changed.

E. Help students think of their non-academic goals for the program, perhaps developing “action cards” with strategies for meeting the goals. For example, if the student’s goal is to meet a student of the same age in the host country, action cards might suggest that the student consider joining a university organization or hang out in a popular spot for area youth.
The following is a collection of forms that are most often used by program directors. These forms can be found on the Study Away website at www.furman.edu/international under the section titled “Faculty and Staff Resources.” Most of these forms such as the Financial Agreement are templates and can be tailored to the specific needs of the program. Please discuss substantive changes to any of the forms for the purposes of your program with the Associate Director for Study Away & International Education.

A. Semester/May Ex Study Away Proposal Form  
B. Budget Template  
C. Semester/May Ex Study Away Director Timeline  
D. Consent and Indemnity Template  
E. Financial Agreement Template  
F. Study Away TAP Card Request  
G. Study Away Cash Advance Request  
H. Study Away Cash Advance Reconciliation