



**FACULTY-LED
STUDY ABROAD PROGRAMS**
Winter; Spring Break; Summer


UNIVERSITY at ALBANY
State University of New York

Study abroad!

Faculty Leader Handbook

Operating a Faculty-Led Education Abroad Program

- **Preparatory Meetings**
Pre-departure orientation
Cultural adjustment
- **Responsibilities Abroad**
Managing student groups
Money management
- **Health and Safety**
Emergencies
Staying healthy and safe
- **Post-program Responsibilities**
Grades
Financial reconciliation
Student evaluations
Final report
- **Resources**



Find out more by visiting us at the **Center for
International Education and Global Strategy**.

Education Abroad, Science Library G40

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albany.edu/studyabroad

Dear Faculty Member:

Education Abroad, as part of the Center for International Education and Global Strategy, looks forward to working with you in the development and deployment of international education opportunities for our students. Whether you are starting a new program or have been running your program for years, we strive to give you the support that you need for your program to run successfully.

We support programs through the processing of applications, helping you develop your budget and reconcile your program upon completion, pre-payments for expenses, advising students, and in providing you with additional resources that will help you run a successful program.

At its most basic level, being a Faculty Leader means that you administer a program overseas and act as the UAlbany representative to the student participants, host school faculty and staff, and vendors locally.

In reality, however, you will find that your role is actually more wide than deep. We have developed this handbook to help you manage your Faculty-Led program; we hope that it serves as a useful resource. While Education Abroad provides logistic assistance, many program responsibilities will be in your hands. It is critical for faculty to market their programs. Your regular interactions with students are the best way to promote a program. Your responsibility for budget development, program planning, instruction, risk management, and overall program management is also important.

We share your enthusiasm for international education and believe that a summer, semester, spring break, or winter session abroad can change a student's life. Thank you for giving UAlbany students the opportunity to become global citizens.

We look forward to working with you.

Sincerely,

Renee DeCelle

Director of Education Abroad

Carrie Wojenski, Ed.D.

Associate Vice Provost of Global Academic Programs

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Preparatory Meetings and Orientations

Pre-Departure Meeting for Faculty

SUNY System policy requires that all employees traveling internationally with students for any university-related purpose must complete a training program. The Education Abroad office conducts a Faculty Leader workshop each semester, held several months prior to program departure. Topics include the Clery Act, Title IX procedures, and an overview of risk management.

Pre-Departure Orientation for Students

It is a SUNY System requirement that a pre-departure orientation is conducted for every Faculty-Led program. Ideally, the session should be done in person, although sometimes the session can be held over Skype if the majority of your students are located remotely. Coordinate with Education Abroad staff to schedule your pre-departure orientation.

In addition to your in-person pre-departure session, students are required to complete, and pass, an online health and safety orientation and assessment sequence. They must complete the assessments prior to your in-person orientation, as well as pass at 100%.

Purpose

The program-specific pre-departure session is an opportunity for you to meet the students in your program, and for them to meet you and each other. It is important that all members of your group are familiar and relatively comfortable with one another before departing on what may be a challenging experience together. This meeting is also your opportunity to share program details with students and for them to ask questions.

Timing

Program-specific pre-departure orientations should be held several weeks prior to the departure date. They can be scheduled at any time after your group of students has been confirmed. Orientations may also be held on the same day as the General Pre-Departure meeting. Contact your Faculty-led program coordinator to schedule.

Planning

Education Abroad staff can help you to organize your session. It can be held in any appropriate location and with any format you prefer. Some popular formats include: an evening meeting in a classroom or conference space on campus; a morning meeting over breakfast or coffee at a café on campus. The Education Abroad office can notify all students of the date, time, and location of your meeting, and you are encouraged to contact the students directly as well. Meetings usually last between one and two hours.

What to Cover

This orientation must provide students with information on safety, health, legal, environmental, political, cultural, and religious conditions in the host countries, as well as defined academics, expectations, and planning logistics. Many U.S. students lack historical perspective and knowledge. In addition, students are often poorly informed about what to expect from their host culture. You will want to ask students about their expectations of the host culture early on to catch some of these inaccuracies.

Some faculty members choose to prepare PowerPoint presentations or handouts for their meetings. This is fine and can be helpful, but is not mandatory. If your program or a similar one has run in the past, it can be extremely

helpful to invite a past participant to the meeting, who can share their personal experiences with the new students.

The design and content of your orientation will depend on your program location; however, we ask that the following issues and topics be covered:

Safety: You must have a safety orientation with your students. This should cover information on personal safety, as well as program security. Establish your safety plan with the students, and practice this plan during this time. If, for example, you decide that a phone tree is the most efficient way to communicate information quickly to each student, run a drill to make sure everyone understands what to do.

Cultural Adjustment: Information on cultural adjustment is detailed in the student online Health and Safety Orientation; however, it is easy to lose perspective once on the ground. Be sure to remind them that unexpected things will happen and that it is normal to feel homesick or anxious about new surroundings. You may want to check in again with students after the first week has passed to see if anyone needs more support on this issue.

Expectations: It is very useful for you to detail your expectations of the students while on the program. It is also useful for you to have a discussion about what is reasonable for students to expect of you. This is a great time to talk about accessibility (such as what constitutes an emergency and how students should contact you in this case); what is considered appropriate behavior; how minor medical situations will be handled; etc.

Confidentiality: Please assure your students that information shared with you will not be passed on to their parents without written consent. Information may be shared with the Education Abroad staff as appropriate, but the staff will not share information outside of relevant university circles without written consent.

Academic Policies: All education abroad students are bound by all of the regulations in the UAlbany Undergraduate / Graduate bulletins while abroad. If a student is not a UAlbany student (i.e. normally enrolled at another institution), the student is bound by the regulations of UAlbany. Links to the current bulletins are located on the [Registrar's](#) web page.

Attendance: Students are expected to attend all classes.

Student Travel: Establish a system with your students so that they can alert you to if and when they will be out of town. Be sure to let students know that we are not checking up on them, but rather that we need to have some idea of where they are in the event of an emergency. If a student is uncomfortable giving you details, he or she can submit a sealed envelope with her itinerary inside, only to be opened when necessary.

Local Jurisdiction: Students must be told that while they are abroad, they are subject to local laws and regulations, such as the use of controlled substances. If a student breaks the law, there is nothing anyone can do to get the student out of trouble.

UAlbany Jurisdiction: No matter the locale, all program participants are subject to codes of behavior established by UAlbany.

Money: Help students find appropriate places to withdraw money.

Physical Orientation: Please organize some kind of walking tour of the areas of town, buildings, and services that students are likely to use.

Other Topics: You may also want to include other topics, such as visa processes, what to pack, luggage stipulations, departure plans, etc.

Cultural Preparedness

You should absolutely include a discussion of cultural differences and preparedness during your program-specific orientation with your students. Every culture in the world has its own norms and values, and part of being a respectful visitor is being aware of these in advance.

Both you and your students should have a general knowledge of the following information about their host culture before departure:

- Language considerations. Consider introducing students to key words and phrases in the host language
- Type and organization of government
- Names of political leaders
- Names of political parties
- Recent conflicts and the U.S. role in those conflicts
- Major religions and/or spiritual beliefs
- A few hot topics of the day (e.g., government scandals)
- General economic conditions
- Biggest pop culture focal points of the day (one or two movies, celebrities, etc.)

In-Country Orientation

In addition to the pre-departure orientation, faculty-led programs must have an on-site orientation, conducted during the first two days after arrival to acclimate students to the new surroundings. Information about navigation, housing, transportation, banking, ATM withdrawals, food and restaurants, pharmaceuticals, and other necessary information to daily living should be a part of the orientation. Areas to avoid, general safety precautions and local emergency contact information (local police, local hospital, consulate, etc.) must be dispersed/discussed with all participants.

Cultural Adjustment

Even if your program is very short in duration, it is possible that you and your students will experience some degree of cultural adjustment. Please do not think that participants on short-term programs, or those visiting cosmopolitan or English-speaking cultures, are immune to cultural adjustment. It has even been suggested that cultural adjustment can be more difficult to overcome in countries more similar to the United States, because the small differences come as more of a surprise to unprepared visitors.

Cultural adjustment describes the psychological and physical reactions most people experience when they spend an extended period of time in a culture different from their own.

The anthropologist Kalervo Oberg coined the phrase “Culture Shock,” which he described in the following way:

“Culture Shock is precipitated by the anxiety that results from losing all our familiar signs and symbols of social intercourse. These signs or cues include the thousand and one ways in which we orient ourselves to the situations of daily life: when to shake hands and what to say when we meet people, when and how to give tips, how to give orders to servants, how to make purchases, when to accept and when to refuse invitations, when to take statements seriously and when not. Now these cues which may be words, gestures, facial expressions, customs, or norms are acquired by all of us in the course of growing up and are as much a part of our culture as the language we speak or the beliefs we accept. All of us depend, for our peace of mind, and our efficiency on hundreds of these cues, most of which we are not consciously aware...” (Spofford, William K., Learning to Overcome Culture Shock)

Characteristics of Cultural adjustment

- Intense discomfort
- Irritability
- Bitterness
- Resentment
- Depression
- Boredom
- Withdrawal
- Avoiding contact with host nationals
- Ethnocentrism
- Helplessness
- Stereotyping
- Hostility
- Psychosomatic physical symptoms (e.g. headache)
- Compulsive eating, drinking and/or sleeping

Easing the Adjustment

The following information is presented to students during their general pre-departure session, but is helpful for you as the leading faculty member to consider as well, both for your own welfare and that of the students.

Before leaving:

1. Learn as much as you can about the host culture
 - Read books on the culture, history and customs of the country you will visit.
 - Talk with people who have visited or lived in this country to learn what you should expect
 - Talking with people who have visited or lived in the country is also a great way to become familiar with what you may expect on your visit
2. Make an effort to explore your own cultural identity and values and encourage students to do the same.
 - Make a list of typical values that characterize your culture and family
 - Make a list of customs, attitudes and behaviors that are common in your culture and family
 - Think about which things on this list may be different while you are abroad

While abroad:

1. Relax your grip on your own culture so you can be open to learning and understanding
 - Try not to succumb to the temptation to criticize your host culture
 - Consciously seek logical reasons behind everything that seems strange, difficult, confusing or threatening
 - Try to look at every aspect of your experience from the perspective of your hosts
 - Realize that sometimes there are not always logical reasons for everything
 - Resist making jokes or comments that are derogatory to the host culture and avoid people who do this.
2. Find a *Cultural Informant*: someone you can ask questions and confide in when you are looking for answers or confused. This may be a member of your host family, a peer, teacher, or friend.

Adapted from the following sources:

1. Adler, P. S. (1975). "The Transitional Experience: An Alternative View of Cultural adjustment," *Humanistic Psychology*, 15(4).
2. Kohls, L. R. *Survival Kit for Overseas Living*. Intercultural Press, 1984.
3. UNC Charlotte, Education Abroad office, Study Abroad Hand- book.

The Intercultural Adjustment Cycle

As people encounter cultural differences, they tend to progress through specific stages in the adjustment process. Naturally, the severity and length of adjustment phases a person goes through depends upon the length of time that he or she will be away from home and the support that he or she receives.

No matter how much time you spend in a foreign country, you can be relatively certain that you will feel many of the emotions outlined in the intercultural adjustment cycle:



1. **APPLICATION ANXIETY:** Anxiety over chances of selection and one's ability to handle the new opportunity. Many students anticipate cultural differences but have only a superficial awareness of potential adjustment problems.
2. **SELECTION/ARRIVAL FASCINATION:** Elation typically results when the application is confirmed. This excitement generally continues until after arrival in the foreign country, though there may be some anxiety just before departure. During this stage, expectations for the trip are high and the pre-departure/arrival proceedings are overwhelming and blissful in attention and activity. The new arrival is shown respect and concern which she/he may seldom receive in the home community.
3. **INITIAL CULTURAL ADJUSTMENT:** The initial fascination will fade for a visitor who remains in a community for a long period of time. The novelty of a foreign culture wears off after a few weeks and most people enter a decline known as initial cultural adjustment. Characteristics of this period are possible changes in sleeping habits, disorientation about how to work with and relate to others, language difficulties and mental fatigue from speaking and listening to a foreign language all day.
4. **SURFACE ADJUSTMENT:** After this initial "down," which usually does not last for more than a few weeks, some adjustment takes place and the visitor begins to settle into the new situation. Language skills improve so that basic ideas can be expressed without fatigue and the visitor learns how to navigate within a small group of friends and associates. The visitor may feel like he or she is becoming a member of the community.
5. **MENTAL ISOLATION:** At some point, all novelty fades while the difficulties remain. Frustrations increase and a more pervasive sense of isolation can set in. This period is often accompanied by boredom and a lack of motivation as the individual feels little stimulus to overcome deeper and more troublesome difficulties. There may be unresolved conflicts with friends, hosts or peers, or basic language problems which continue to cause difficulty long after the initial language adjustment.
6. **INTEGRATION/ACCEPTANCE:** When the visitor is finally at ease with academics as well as with the language and new friends, he or she is able to examine more carefully the new city in which he or she is living. Deeper differences between self and others become understandable and the visitor finds ways to handle them. The visitor may feel a lack of true friendships but learns not to take this personally. Acceptance of the situation and oneself as a member of it allows the visitor to relax and feel at home abroad.
7. **RETURN ANXIETIES:** Once a person is well settled in, the thought of leaving friends and the new community raises anxieties similar to those felt during Stage 1. The visitor begins to sense how much he or she has changed because of this experience and apprehension grows at the thought that people at home will not understand this "new" self. The visitor may feel guilty for wanting to stay abroad.
8. **SHOCK/REINTEGRATION:** Once the former visitor is back home, the contrast of old and new may come as a shock. He or she probably will have changed a great deal while away and it may be difficult for family members and friends to accept the changes. Likewise, having been the center of attention in another country for a period of time, the returnee will soon realize that this glamour has been lost. He or she then faces the problem of adjusting to being one of the crowd again while longing for the friends left behind.
9. **READJUSTMENT:** The returnee often finds that no one is as interested in the details of his or her stay abroad as it seems they should be. He or she experiences conflicts while readjusting to family members and old friends and is frustrated by the inability to describe adequately the depth and nature of life abroad. All of this may make the home environment more depressing.
10. **RESOLUTION:** The individual experiences a shift in perspective and a new understanding of his or her own society and future development. The returnee must begin to become involved in new activities at home and to plan a life which is built upon the future rather than the past. Once this is achieved, he or she will be able to usefully integrate the experience and learning of the recent past and be productive in the "new" life.

(Reprinted from Bring Home the World, by Stephen H. Rhinesmith, pp. 54-57.)

Responsibilities While Abroad

Both the Faculty Leader and the Education Abroad office have responsibilities prior to departure. These include, but are not limited to, the following:

Division of Responsibilities

Faculty Leader	CIEGS Education Abroad Office
Confirm the group's safe arrival with the EA by email within first 24 hours.	Maintains contact with Faculty regarding any problems or updates abroad, and
Provide on-site orientation/expectations to students.	Serve as the first point of contact for UAlbany emergencies abroad.
Accompany students on all program activities and excursions, teach & coordinate with overseas lectures/agents & evaluate students work.	Be available to the students 24/7 in the case of an emergency (or perceived emergency).
Oversee the arrangements for health, safety, and security of the participants.	Pay invoiced program expenses as budgeted & disperses program funds, as budgeted
Demonstrate culturally appropriate etiquette in regards to drinking and do not purchase alcohol for the students.	Reconciles post-program accounting with Faculty within 2 weeks of program end date & submits to budget office.
Act as Resident Director to ensure wellbeing of students/resolve any housing or on-site issues that may arise.	
Be available to the students 24/7 in the case of an emergency (or perceived emergency).	While abroad, makes on site payments as budgeted and keeps track of expenditures in accurate/responsible manner, as indicated in the agreed upon program budget.
Maintain contact with the EA throughout the program, especially to report any problems or emergencies.	Maintain clear records and receipts of all expenditures.
←-Other duties as necessary for program success→	

Money Management

All vendors providing services to faculty-led programs will be paid by UAlbany credit cards, wire transfer, or checks, whenever possible. As Faculty Leader, you will be expected to account for all additional on-site program funds disbursed to them throughout the program. There are times when providing cash to faculty member is the only way to make payments in country, but we try to minimize the need for this.

Managing Student Groups Abroad

Supervision of the Group

The role of a Faculty Leader on an education abroad program encompasses the traditional faculty responsibility for academic content and instruction as well as the responsibility to serve as UAlbany representative abroad in other matters affecting participants and the program. Programs abroad entail more than just the classes; therefore, the role of the Faculty Leader must also extend beyond the strictly academic. In essence, Faculty Leaders become field representatives for a variety of offices on the UAlbany campus, and must be prepared to assume these additional duties for the duration of the program, including on evenings and weekends.

Faculty Leaders are required to ensure that the program has a designated “on duty” contact at all times. Normally this role is filled by the Faculty Leader him or herself, who remains with the group for the duration of the program, including attendance at orientation, excursions, and program activities.

Faculty should be familiar with the Agreement / Release Form for education abroad students. Since you will have both an academic and disciplinary role with students, you should outline your expectations and limits and communicate those to students during the pre-departure and on-site orientations.

Student Attendance Policies

Orientations: As a condition of participation, students agree to attend all mandatory pre-departure and on-site orientations.

Classes: Regular attendance at all class meetings is expected. Instructors are responsible for implementing their attendance policy and must notify students of any special attendance requirements. Each course’s attendance policy should be included in the course syllabus and program itinerary. The attendance policy for courses taught abroad should be at least as rigorous as would be expected on campus. In the event that excessive absences are affecting a student’s grade in the course, the Faculty Leader should alert the Director of Education Abroad.

Excursions: Excursions are an integral part of the academic experience abroad. Students are required to participate on all excursions unless they obtain prior approval from the Faculty Leader. The Faculty Leader is encouraged to maintain contact with the EA regarding attendance issues. If a student does not attend an excursion, whether the absence is approved or not, the cost of the excursion will not be refunded.

Early Program Departure: By enrolling in an education abroad program, students agree to attend the program until its conclusion. Students may not depart the program until after the last scheduled class/exam day.

Traveling by Air

If there is a group flight, plan ahead and make sure everyone knows the plan

- Provide students with very clear and detailed instructions about where and when the group will meet up. This information should be provided both during your pre-departure meeting and in follow-up email reminders. Clear and detailed instructions must include an exact time, a specific spot including landmarks if possible (e.g., outside the JFK airport, departures area, on the sidewalk under the sign that says “United Airways”).

- Provide students with clear and detailed instructions about what will happen after your group meets at the location: Will students have buddies? Will the entire group stay together at the airport? Will everyone disperse and meet up again at the gate?
- Provide students with clear and detailed instructions about what will happen after your flight lands: Will students have buddies? Will the entire group stay together through customs? Will everyone disperse and meet up again at the baggage claim?
- Ensure that students have your cell phone number so that they can call you if they are late or lost. Assume that some students will be late or get lost. Be sure to obtain their cell phone numbers in advance.
- Designate a meeting time that is a few hours earlier than what you normally think you need. Plan ample time!
- Once the entire group has assembled, review the plan for the time prior to your flight and follow through with that plan.
- Before boarding, review with the students the plan for after the flight lands.
- After the flight has landed, follow through with your pre-determined plan through customs and baggage claim.

If participants have individual flights, be detailed

- Provide students with very clear and detailed instructions about where and when the group will meet up. This information should be provided both during your pre-departure meeting and in follow-up email reminders. Clear and detailed instructions must include an exact time, a specific spot including landmarks if possible (e.g., *at the Hotel Clarke, 123; Rue des Alpes in Paris, Metro station Rue des Alpes on the green line, turn left out of the exit. Meet in the main lobby in front of the check-in desk between 2:00pm and 4:00pm*)
- Ensure that students have your cell phone number and/or the hotel phone number and the Education Abroad office emergency contact information (provided to them) so that they can call someone if they are late or lost. Assume that some students will be late or get lost.
- At your pre-departure meeting, review in detail the directions to the meeting spot. Show airport maps, subway maps, street maps, photos, landmarks, etc.
- Provide students with step-by-step written instructions for how to reach the destination.
- Obtain & review all of the students' flight itineraries so that you know what time they are scheduled to arrive, and so that you can track any flight cancellations or delays. Students should complete the Travel Plans questionnaire from their online education abroad application.

In your checked luggage, carry-on luggage AND wallet put a list of emergency contact names, phone numbers and email addresses. Put more than one on this list and more than one phone number - include a work number, home number, friend number, etc.. Make sure it is written down not just on a laptop, cellphone, tablet, etc. Although it is good to have an In Case of Emergency (ICOE) contact list on your cellphone, remember what happens when the battery is without charge or access mechanism such as passwords, images, etc. are such that the systems cannot be readily accessed.

Include with the above a copy of your travel insurance contact phone numbers, policy and assistance details. Keep copies with your passport hand luggage, checked luggage and with family back home.

ALSO, this is more important than ever now: Before traveling abroad everyone should be sure to provide a list of their laptop, tablet, cellphone, or any other "technology" passwords or access mechanisms in case of a serious life emergency. Additionally, be sure to provide the same for Facebook, twitter, email, credit cards, etc., so that these can be appropriately accessed *by family* should some life emergency occur. Keep such listings secure but at the same time remember the need for 24-7 access. You can and should change these after you return home safely if you are worried about sharing your access.

Communications

It is very important that you are able to communicate both with your students and with contacts in the United States during your program abroad. Before you depart, think carefully about your plans for keeping in touch. Inform both your students and the Education Abroad office of these plans prior to departure.

Email:

Most international destinations today have internet that is relatively easy to access. You may be able to bring your own laptop or handheld device to use wireless connections in your lodging, or you may be reliant on internet cafes for email. In either case, you should include funding for internet fees in your budget and plan to check email at least once per day, if feasible for your location and program. Students should know your email address and be able to contact you via email if they will be away from you during part of the program.

Examples of free internet-based communications while abroad. Please visit each website for more information and instructions on how to download to your smartphone or computer.

Skype www.Skype.com
Viber www.Viber.com

What's App! www.Whatsapp.com
Google Voice www.Google.com/voice

Telephones:

In addition to email, you should have access to an international telephone throughout your program. There are several options for obtaining your international phone service:

- **Personal cell phone:** Some faculty members already own phones that have international activation; if this is the case, the Education Abroad office will reimburse all program-related calls when you receive your phone bill. No personal calls will be reimbursed, even if they occurred during the program. You must provide a copy of your detailed phone bill for reimbursement.
- **Pre-paid cell phone:** It is possible to purchase pre-paid phones in most countries that come with pre-loaded minutes. You can then buy additional minutes as needed. The Education Abroad office can reimburse purchases of pre-paid phones and minutes. You must save all receipts and documentation for reimbursement.

Student Attendance Policies

Orientations: As a condition of participation, students agree to attend all mandatory pre-departure and on-site orientations.

Classes: Regular attendance at all class meetings is expected. Instructors are responsible for implementing their attendance policy and must notify students of any special attendance requirements. Each course's attendance

policy should be included in the course syllabus and program itinerary. The attendance policy for courses taught abroad should be at least as rigorous as would be expected on campus. In the event that excessive absences are affecting a student's grade in the course, the Faculty Leader should alert the Director of Education Abroad.

Excursions: Excursions are an integral part of the academic experience abroad. Students are required to participate on all excursions unless they obtain prior approval from the Faculty Leader. The Faculty Leader is encouraged to maintain contact with the EA regarding attendance issues. If a student does not attend an excursion, whether the absence is approved or not, the cost of the excursion will not be refunded.

Early Program Departure: By enrolling in an education abroad program, students agree to attend the program until its conclusion. Students may not depart the program until after the last scheduled class/exam day.

Student Behavior

Student Responsibility: All students are expected to abide by the laws of the host country, and the UAlbany Student Code of Conduct while abroad and enrolled in a UAlbany course. Disciplinary actions will follow UAlbany disciplinary policy and procedures. For more information, visit Community Standards at <http://www.albany.edu/communitystandards/>

Faculty Responsibility: As the faculty or staff person in charge of supervising the course or program you will have the full authority to adjudicate disciplinary violations of the Student Code of Conduct while in the host country. Additional disciplinary actions may be applied by the Office of Community Standards. All incidences must be reported to the Education Abroad office, who will then report it to the Office of Community Standards.

Faculty leaders are urged to take a strong line on student behaviors during the course of program. Students may act in ways that may cause harm to themselves, the group, or be otherwise disruptive to group dynamics. We recommend that faculty directors have regular meetings with students during the course of the program. It may be every evening or twice a week, depending on what seems reasonable. Faculty directors should also feel empowered to send a student back to the United States if their behavior is incompatible with the successful progression of the program of study. If such an action is being considered or if there is uncertainty about how to handle a particular situation, faculty directors should contact the Director of Education Abroad for consultations. Good note-taking is absolutely imperative for reliable accounting of events.

- Ensure the safety and protection of each student.
- Communicate Student Code Conduct and behavioral expectations in course syllabus.
- Note that all students sign a behavioral contract provided by Education Abroad (Agreement/Release form).
- After students are enrolled in your program, students will be required to complete a health information form, which is kept in strictness confidence for the protection of the student.
- Faculty leaders and students should enroll in the Smart Traveler Enrollment Program (STEP) through the U.S. Department of State (visit: <https://step.state.gov/step/>).
- Collect emergency contacts for in-country assistance (hospital, police, etc.) prior to departure and provide this information to your students. Also, collect in-country contact for students.
- In case of medical or mental health crisis, seek immediate medical care for the student.

- In case of physical abuse, assaults, thefts, kidnapping, etc., contact the local authorities, and report the occurrence to the Education Abroad office at the number below.
- Provide students with your contact information so they can reach you in case of an emergency.
- Document and report all medical, sexual abuse, in-country arrests, and disciplinary incidences to the Education Abroad office (see appendix for Incident Report form).

NOTE: UAlbany's Title IX Coordinator has been charged with managing the University's response to reports of gender inequity and discrimination, which includes reports of sexual assault, sexual harassment, dating violence, domestic violence, and stalking. Please visit <http://www.albany.edu/titleIX/> to familiarize yourself with procedural and reporting requirements. Please report any incidents to the Education Abroad office first.

Emergency Contact Information

Contacting the Center for International Education and Global Strategy, Education Abroad

During Business Hours:

CIEGS Education Abroad
1-518-591-8172

Nights and Weekends:

University at Albany Police
1-518-442-3131

Establishing Expectations

Seasoned Faculty Leaders often report that their biggest challenges abroad are not emergency situations, public transportation strikes, fluctuating currencies or language barriers, but student behavioral problems. Those who have successfully traveled with students for many years advocate discussing appropriate student conduct and behavior-related problems in the pre-departure orientation as well as upon arrival.

To begin, reinforce the message that education abroad is an academic experience, and that academic responsibilities take priority over personal interests. Planting this idea helps to combat the occasional notion that education abroad is a vacation for credit. Also, refrain from referring to the experience as a "trip," but instead use the word "program" as it denotes a difference between education abroad and a vacation.

Reinforce the concept of students as "cultural ambassadors" and emphasize that their conduct will be seen as representative of the United States, as well as of UAlbany. In addition, be honest with your students about how poor behavior reflects poorly on you, as the program leader, and to your local colleagues.

Furthermore, address your concerns regarding alcohol misuse and abuse. In addition to posing a health and safety risk, alcohol abuse is the primary source of behavioral problems and personality conflicts between group members. By addressing this issue in advance, you not only inform students of your concerns, but also alert them to possible past problems that have had a negative effect on programs. Many education abroad program leaders have commented that this proactive approach has been successful in reducing the number of alcohol-related problems.

Guidelines for Student Behavior Abroad

All participants in UAlbany faculty-led education abroad programs are subject to the rules set forth in the Agreement / Release Form. As a condition of acceptance, all education abroad students agree to abide by these rules when they submit their program application. Students are also held to the laws and regulations of their host country, community, institution, and other on-site partners (third party providers, residence halls, etc.). In the

event of a violation, it is the Faculty Leader's duty to respond. Depending on the severity of the violation(s), the responses may include an incident report/verbal warning, an incident report/written warning, and/or recommendation for termination.

It is important that the Faculty Leader is familiar with the aforementioned guidelines governing student behavior abroad. The Faculty Leader may establish additional conduct requirements for the program, which should be clearly communicated to the students in writing. It is very important that each Faculty Leader articulate his or her expectations during pre-departure activities, in the syllabus, upon arrival in country, and as often as necessary while conducting the program.

Immediate Dismissal

The following behaviors are among those that may result in immediate dismissal from a program:

- Alcohol abuse
- Physical or sexual assault or harassment
- Violent behavior
- Possession, use or distribution of illegal drugs
- Setting a fire or possession of explosives
- Possession of a weapon
- Theft

Students who are dismissed incur all the expenses of returning home and do not receive any refund. Only the Director of Education Abroad may dismiss a student from an education abroad program. The Faculty Leader will make the recommendation of dismissal to the Director of Education Abroad who will then confirm with the appropriate offices on campus.

Misconduct Resolution Process

Many behavior issues can be resolved by communicating directly with the student(s) in question. A frank discussion of expectations and consequences is often the most effective approach to managing student behavior. If more than one UAlbany faculty member or staff is accompanying the program, all should be involved in meeting with the student to resolve problems and ensure fair treatment. The guidelines for student behavior abroad should be emphasized to the student, as well as the consequences for repeat violations of these rules, which can include expulsion from the program.

Whether the behavioral problems are minor or significant, we urge you to make a written record of all of your observations and discussions with the student for the report that must be included in the report due back to the Director of Education Abroad four weeks after program ends. Education Abroad staff will also coordinate the involvement of UAlbany authorities as appropriate. It is not uncommon for students to call home to report any unusual behavior and for parents to then contact the EA with their concerns. Notifying the EA as soon as possible allows a more efficient and effective response.

Alcohol Use Abroad

Many education abroad programs take place in locations where the cultural norms and/or laws regarding alcohol are different from those of the United States. Both before departure and while abroad, students should be encouraged to make responsible decisions regarding alcohol and reminded of the potential consequences of alcohol misuse. If students choose to consume alcohol while abroad, responsible behavior and moderation is expected. Students are responsible for their behavior and any misconduct that is related to the consumption of alcohol while abroad.

Participants in UAlbany education abroad programs are responsible for following local laws, rules, and regulations regarding the consumption, misuse, and/or abuse of drugs and alcohol. Students also agree to comply with the alcohol and drug policies set forth by the University.

Brainstorm with the students on their perception of alcohol use in the host culture, comparing and/or contrasting with alcohol use in the United States. Share your knowledge of alcohol use in the host culture and remind students of the difference between alcohol use and alcohol misuse/abuse.

Excessive drunkenness is not tolerated in any country, and is, in fact, considered an illness or addiction in many cultures.

As a Faculty Leader, if you suspect that a student is in violation of an alcohol policy, please contact the EA immediately and maintain written documentation of every incident. The EA will assist you in developing a response plan in coordination with local and/or UAlbany resources as necessary.

Program funds may never be used to purchase alcohol for students or faculty. This restriction includes program-sponsored events like welcome receptions and farewell dinners. If there is an event where alcohol is present alternative non-alcoholic beverages must also be available for consumption.

It is important that Faculty Leaders consider the implications of their personal alcohol consumption during the program. The role of Faculty Leader is a position of authority and responsibility, and you must be capable of addressing an emergency should it arise. As a result, it is strongly advised that your alcohol consumption is minimal, both at formal program functions and any informal gatherings. Participation in and/or accompanying students to social events that involve excessive consumption of alcohol can imply that drunkenness is acceptable and may send a contradictory message regarding responsible drinking.

Common Student Issues

As the Faculty Leader, you will find that your involvement in the personal problems of students while abroad is often greater than that in the U.S. Here are some of the more common issues you may face:

Housing: The EA will make every reasonable attempt to ensure that students are satisfied with their housing assignments. The Faculty Leader will be called upon to settle any conflicts in housing with the students.

Drugs and Alcohol: Students must be told that the use of illegal substances is a violation of program policy and is subject to severe punishment according to the local laws. The Faculty Leader should provide the student with any information they require on this topic. If a student is arrested for illegal drug possession or use, neither the Faculty Leader nor the EA can assume any responsibility for the student. The Faculty Leader should work with the EA to help contact proper legal advice on behalf of the student. Students should be urged to be cautious when dealing with alcohol. If a student alerts you to a problem with alcohol or substance abuse, please notify the EA and help the student find appropriate help, and stay in touch with the student about this. Our insurance provider, GeoBlue, maintains a list of contracted psychologists.

Sex, Pregnancy, and STIs: It is up to the students to take responsibility for their own actions. The Faculty Leader should remind students of the importance of safe sex and provide them with any information that they require on this topic. Students should be reminded that contraception that is legal and readily available in the U.S. is sometimes difficult to obtain overseas, and sometimes is illegal. In the case of sexually transmitted infections(STIs) or pregnancy, please refer the student to GeoBlue to find appropriate medical support and counseling. GeoBlue and the EA have an updated list of professional resources, counselors, and service-providers in your area whom you can refer students to for assistance.

Sexual Harassment and Assault: At home or abroad, students are potential victims of various degrees of sexual assaults including minor harassment, fondling, and rape. Both men and women may be victims of sexual harassment or assault. Sexual assault is considered an emergency and you must follow the guidelines for what to do during a crisis. Please notify the UAlbany Title IX coordinator, as well as the Director of Education Abroad when reporting a such incidents. More information on Title IX procedures is available at: <http://www.albany.edu/titleIX/>

Excessive Travel: Students are expected to travel only on their free time. Students who continually miss classes and or other program events for personal travel face dismissal from the program.

Financial Problems: Despite information provided to students at orientation, you will find that some students run out of money while abroad. This could be due to a bureaucratic anomaly, or to poor planning. In either case, it is the student's responsibility to solve this problem. In the case of an extreme emergency (we do not want students to starve, or to forego medical treatment, etc.), it may be possible for the EA to intercede. Please alert the Director of Education Abroad in such cases. It is not advisable for Faculty Leaders to loan students money from their personal or program funds.

Theft: A lost or stolen passport should be immediately reported to the local U.S. consulate and to the police. A lost or stolen wallet or personal item (ex – laptop computer, jewelry, clothing, etc.) should be handled according to the local custom. UAlbany and the EA are not responsible for personal property.

Students with Disabilities

UAlbany is bound by law to serve students without discrimination. If a student with a physical or mental disability applies to and qualifies for admission into our program, we must admit him or her. However, the extent to which we can accommodate a student's needs depends greatly on the program location and on how flexible the student can be in working with us. Sometimes a student will approach us with information about his or her disability, and we do suggest that students disclose any disability (learning, physical, or otherwise) during the post-admissions process. This is certainly the ideal. In this case we are able to ask for written descriptions of the accommodations currently provided by UAlbany, or the student's home institution. This is the starting point from which we assess what needs are likely to be met abroad. Other times, however, students do not inform us of their disability. We do make it clear in our written materials that it is in the student's best interest to inform us as early as possible about any special needs; however, some students want to avoid the stigma of a disability, or fear being treated differently.

As part of your role as Faculty Leader, you are expected to assess your program site for ways in which students with disabilities can and cannot be accommodated. We will provide you with materials that will help guide you in your questions and research. We do not expect you to perform compliance inspections; rather, we are looking for a more holistic sense of what is possible.

Education Abroad staff will work with UAlbany disabilities and student support offices, the student, instructors, and the Faculty Leader to determine the necessary on-site arrangements.

Depression

While depression is not necessarily a disability, it can be disabling. There are several levels of depression, each with its set of possible responses. The most common level of depression is that brought on by difficult cultural adjustment, homesickness, and perhaps certain personality traits that might make it difficult for someone to make instant friends abroad. Student behavior in this case may range from crying and general lack of participation to heavy drinking and isolation to the desire to start seeing a therapist. In this case, your role should be to draw

the student out. Suggest things to do locally. Help arrange for the student to be more interactive with the local culture and people. If the student is drinking heavily, or if the student asks for help directly, please contact the Director of Education Abroad. Stay in touch with the student about how he or she is feeling and what the student is doing until you are satisfied with the answers.

A second level of depression is that of students who have suffered depression before in the U.S. and know that they will need to speak to a therapist. They may be already taking anti-depressants, or may be prescribed medication while abroad. Your role is to refer such students to GeoBlue and to the help that is available.

Finally, there may be a handful of students on our programs who require help that may not be available abroad. For example, a student may once abroad decided to stop taking anti-depressant medication and to go abroad without telling anyone about her medical history. Once abroad, the student may fall apart emotionally. After lengthy discussions between the student, Faculty Leader, and the Director of Education Abroad, we may determine that it is in the student's best interest to return home from the program where he or she can find more individualized support.

When you contact us about students in situations that require more intuition than physical evidence to negotiate, please give us as much detail as you can about what you have seen, heard, and thought to that point. It is difficult to assess the situation from here without significant detail. Also, it is helpful, especially in cases where you may be recommending the student's return to the U.S., if you can talk about the impact of the student on the program, rather than on just yourself (which we know to be significant). We have to clear some decisions through other UAlbany offices, and it is much easier to do this if we know that the student's behavior has caused you to have to choose between spending time on this one student and spending time on others. It is not quite as easy to convey urgency if you tell us that the student has annoyed or frustrated you or the group with his or her behavior.

Gay, Lesbian, and Transgender Students

You should be aware that gay, lesbian, and/or transgender students might be part of your group. If a student discloses this orientation to you, please make the student feel comfortable about talking with you. Depending on the program site, you might need to discuss with your student the possibility of negative reactions. The student should know that he or she is not being rejected, but rather that there is a lack of experience locally with this issue. It may be helpful for the student to think of him or herself as a sociologist observing the reaction of the local culture, in order to achieve emotional distance.

If your student is transgender, and is currently undergoing a change from identifying with one sex to the other, you may find that some tricky issues emerge (e.g. shared housing or bathroom facilities). Please alert us and we will help you navigate the line between what is best for the student with what is appropriate for the program.

Racism

It is important to be honest about the possibility of racism, stereotyping, and insensitive attitudes. This may be directed at students who are used to being in the majority at home, or this may be directed at students of nontraditional ethnic/racial backgrounds. In either case, you should prepare students for these actions early so that they are equipped to handle the situation should it arise. You can keep the conversation broad and to the entire group, in order to stimulate discussion and to resist labeling. Also, by addressing the group, you can sensitize other students to these issues, and to the fact that the U.S. is not the only country with these issues.

Privacy Laws

Certain U.S. laws impact the selection and the sharing of information about education abroad students.

Americans with Disabilities Act (ADA)

Known as Section 503, the Americans with Disabilities Act (ADA) of 1990 requires that university programs and activities make necessary modification in their policies, practices and procedures to accommodate students with disabilities. This means removal of procedures in admission and other student services that create a bias against the inclusion of students with disabilities. Although federal disability rights law does not apply to countries outside of the U.S., it is expected that UAlbany and the host institution (if applicable) will make “reasonable accommodations” for such students. The Education Abroad office asks students with disabilities to notify us as early as possible about any disability-related needs. In turn, we will contact the faculty leader(s) to determine how these needs can be met.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (“FERPA”) prohibits the release of personally identifiable information from student educational records without a student’s written consent. You should be vigilant about not sharing information without written consent to parents, faculty, host institution officials, housing officials, etc. Should the student’s health and safety be at risk, the FERPA law may be relaxed, but only after consultation with the Director of Education Abroad.

Health and Safety

Everything and anything happens abroad. Sometimes your crisis might be mild, such as a false alarm or a bout of students with the flu. Sometimes you can oversee a program that is going very well, and suddenly two days before the students are due to depart, someone is a victim of a very serious crime. You need to know what to do when a real or perceived emergency or crisis occurs.

Your health and safety is our concern

The health and safety of you and your students are of prime importance to the CIEGS Education Abroad office. We are aware of the heightened concerns Americans have for their safety while abroad and at home. We recognize the importance of establishing policies and procedures that are designed to ensure the safety and well-being of education abroad participants. We do, however, recognize and acknowledge that no single plan could address all contingencies that may arise.

Be informed about your place of study

It is essential that you become knowledgeable about the culture, history, politics, and customs of the country you are going to visit prior to your departure. This can be important in understanding subtleties that are inherently understood by citizens of a country, but often misinterpreted or ignored by visitors.

Your role as a Faculty leader:

As the leading faculty member, you bear responsibility for doing careful research before departure, being informed about your place of travel, maintaining a safe learning environment to the best of your ability, and for carrying contact information for local emergency services, Education Abroad office contact info, and U.S. government resources at all times.

Be aware of all developing issues and warnings in your host country (travel, local laws, political environment, health, local weather conditions. Research local altitude, local road conditions, ADA considerations, access to health care and counselling services, access to internet, local language, and safety issues).

Notify the Education Abroad office immediately of all emergencies/risks during your program, or affecting it.

You should have a general understanding of your own and the students' international health insurance and be aware of any allergies or medical issues that students disclose. SUNY Student Health Information forms will be provided to you by the Education Abroad office.

This section is designed to remind you about various matters and provide some helpful tips. Please review it carefully and take time to visit the resources listed on the following page.

Emergency Contact Information

Contacting the Center for International Education and Global Strategy, Education Abroad

During Business Hours:

CIEGS Education Abroad
1-518-591-8172

Nights and Weekends:

University at Albany Police
1-518-442-3131

Security Abroad

CIEGS and the Education Abroad office have a number of sources for information on what is happening at all of our program locations. We use U.S. State Department guidelines for Americans abroad. We subscribe to independent security firms for more information. We use our professional network around the globe. We stay in close contact with our overseas staff. Finally, we watch the news. The news might be the last resource for certain kinds of information because the U.S. broadcasting media has generally used a more sensationalist approach to world news.

You should read the U.S. State Department's **Consular Information Sheets, Public Announcements, and Travel Warnings** for the country or countries in which you plan to study and/or travel while abroad. NOTE: If a travel warning has been issued subsequent to a program being approved, you must discuss the status of the program with the Director of Education Abroad.

Consular Information Sheets are issued as a matter of course, and are available for every country of the world. They include such information as location of the U.S. Embassy or Consulate in the subject country, unusual immigration practices, health conditions, minor political disturbances, unusual currency and entry regulations, crime and security information, and drug penalties. (Visit <http://travel.state.gov> for more information.)

Public Announcements are issued as required, and are a means to disseminate information about terrorist threats and other relatively short-term and/or transnational conditions posing significant risks to the security of American travelers. (Visit <http://travel.state.gov> for more information.)

Travel Warnings are issued when the State Department decides, based on all relevant information, to recommend that Americans avoid travel to a certain country.

Best practices to follow include:

At all times: Register yourself and your students with the local U.S. consulate. This can be done online on the U.S. State Department's website. Subscribe to the U.S. State Department listserve, and the listserve of the local consulate if they have one. Collect local contact information of each of your students. Be sure you have a local cell phone number (or U.S. cell phone number) and email address. Incorporate a program security session as part of your orientation with the students on arrival. Establish a communication system with the students that allows for fast dissemination of information (for example, a phone tree). Test this system shortly after arrival. Establish with the students a meeting place that is where everyone knows to go if something happens and communication is not possible.

In times of concern or change: Remember, what we see here in the U.S. looks very different from what you experience locally. Even though what is represented in the media does not necessarily reflect reality at our program locations, we still have to respond to the many inquiries from parents, the press, administration, and the universities nationwide with students on our programs. You can help us to do this by contacting us and volunteering information from an on-the-ground perspective.

In times of crisis: Your first priority is to safeguard the safety and well-being of program participants. Do whatever is necessary to assure this. Once you have done this, contact the Education Abroad office any time day or night. Use the incident reporting forms at the back of this handbook to start a record of the crisis. Notify the local U.S. Embassy or Consulate of the crisis to see if there are procedures you should follow on site. As new information or developments arise, alert the Education Abroad office. We will work closely with you and the CIEGS Crisis Management Team to support your efforts, and guide you as needed. It is highly

unlikely, but if participants needed to be evacuated from the program site, we would be in contact with you about how to best arrange this. In the event of a crisis, it is important to act, but not to overreact. We have experience in dealing with crises, and can be there for you, as you are there for your students.

Recommended security resources:

- CIA The World Fact Book; <http://www.cia.gov/cia/publications/factbook/index.html>
- U.S. Department of State—background notes; <http://www.travel.state.gov>
- Center for Disease Control and Prevention; <http://www.cdc.gov>
- OSAC—Overseas Security Advisory Council, <https://www.osac.gov>

Pre-Departure Preparations

The Pre-departure information below and on the following pages will also be provided directly to students at their Education Abroad Orientation sessions and online on the Education Abroad website. Thus, it is not your responsibility to provide all of this information to your students. However, it is important that you are aware of this information and can address student questions or concerns regarding this material should they arise.

Vaccinations

A list of vaccinations required or recommended for travel in your host country is available from the Center for Disease Control website (www.cdc.gov).

All students and faculty should meet with their physicians to get necessary vaccinations and to discuss relevant travel precautions well in advance of departure.

Medications

Many medications used in the United States, even those available over-the-counter, are not permitted in foreign countries and may be confiscated at Customs.

Check List

Faculty and students should:

- Check the Embassy or Consulate of your host country to see whether any medications are not allowed in the country.
- Meet with a doctor to obtain enough prescription medication to last the entire trip
- Pack any necessary over-the-counter medications, if they are allowed in the host country
- Leave all medications in their original, labeled containers and bring a copy of the prescription with the doctor's contact information, if possible.

To do before departure:

- Read Consular Information Sheets, Travel Warnings, and Public Announcements for your host country at <http://travel.state.gov>
- Find health and safety considerations for your host country, including recommended vaccinations, at <http://www.cdc.gov>
- Find English-speaking doctors in your host country at <https://geobluestudents.com/>
- Research the specifics about your own and the students' health insurance. The students will be covered by GeoBlue (<https://geobluestudents.com/>)
- Compile a complete list of emergency numbers, including local and U.S. contacts, and in-country student contacts

- Obtain from the Education Abroad office copies of students' passports and SUNY Health Information form. Bring photocopies of your own passport as well, in case the original is lost or stolen abroad. Please leave a copy with the Education Abroad office.
- Review a copy of students' Online Health and Safety orientation, available by clicking [here](#).

Safe Travel

Air Travel Security

Especially if you have booked a group flight and will navigate the airport with a group of students, air travel can be stressful, overwhelming, and potentially pose health and safety risks. The following are some tips to keep the experience as safe as possible:

Be aware of security measures at airports ahead of time, and remind students of these as well.

- You can find up-to-date information on restrictions at <http://www.tsa.gov>
- Make sure all medications are properly labeled
- Put your name and address on each piece of luggage
- Check in with your airline as early as possible and proceed immediately through security checkpoints. Respond to all questions seriously and honestly; do not joke or use sarcasm with airport personnel
- NEVER carry packages or letters for strangers and be mindful of unattended luggage
- NEVER leave your bags unattended, even for a moment

Train Travel

The train is often a safe, inexpensive and convenient way to travel outside of the United States and is a popular transportation method on our Faculty-Led programs. Research the train system of the country where you will be traveling for country-specific details. Some general information:

- Most European countries offer railway passes for unlimited travel within their borders, for various amounts of time. Purchase these in advance if at all possible.
- Individual train cars may separate from each other at various points during the route with some proceeding to different destinations. Be sure that you are seated in the right section to reach your final destination
- If you are not all seated together, create a buddy system so that no student will be alone on the train. Advise students to stay with their buddies whenever they leave their seats

Road Travel

Road accidents are the second leading cause of death for Americans abroad; illness is the first. We do not want to raise unnecessary fears about travel abroad. We do want faculty and students to make appropriate choices when seeking road transportation in countries of study and travel.

Consular information sheets contain reports on road safety in countries of the world. We ask that you review these comments. Additional resources may be obtained by reviewing the following internet resource: **Association for Safe International Road Travel (ASIRT)** - www.asirt.org.

Healthcare Abroad

American travelers may find that the Western model of health care is not prevalent in the countries they visit and should be prepared for different styles of treatment. Health care practitioners in the host country may not be accustomed to treating the range of problems raised by U.S. students, especially in areas related to sexuality and lifestyle choices.

Faculty Insurance

Faculty who are on business for UAlbany are covered by the GeoBlue international insurance program during the dates of their program. *Please also refer to your healthcare provider for medical coverage while you are out of the country.*

Student Medical Insurance

All students going abroad on UAlbany programs are required to have international health insurance. GeoBlue International health insurance costs will be posted to the students' UAlbany e-pay account.

GeoBlue Enrollment

All students enrolled in Faculty-Led programs will be enrolled in GeoBlue automatically by Education Abroad office. Students need only to pay the GeoBlue charge, which is included in the Education abroad related charges on e-pay. No additional action is required on the part of the student for this to happen. They will receive a confirmation, their insurance card, and policy number *via email* directly from GeoBlue. Students should print their GeoBlue insurance card and keep it with them at all times. GeoBlue provides extensive international health insurance. *It is valid everywhere, except in the student's home country.*

All faculty, staff, and students on the program should maintain health coverage in the United States while abroad. Do not cancel this coverage. If there is a medical emergency that requires you to return to the U.S., you will need to have U.S. coverage.

The GeoBlue insurance website provides a listing of English-speaking medical professionals and facilities abroad. Please refer to this list to find practitioners in the country you will visit: <https://geobluestudents.com/>

Please note: numerous risky activities are NOT covered by GeoBlue, such as:

- Voluntary use of non-prescribed drugs/narcotics
- Scuba diving
- Hang gliding
- Bungee jumping
- Sky diving

Students will receive a confirmation email from GeoBlue with instructions to print their health card and coverage information prior to their departure date.

City health profiles and security profiles are also available at: <https://geobluestudents.com/>.

Blood transfusions in developing countries should be refused unless to do so is life-threatening. Some countries do not screen blood for HIV or hepatitis. Sources of safe blood should be identified in advance in case of an emergency. These may include U.S. and western European embassies, private hospitals and clinics, and U.S. military bases.

Reporting Health Issues

Major Concerns: Major concerns are defined as any life-threatening or traumatic injury or illness; emergency operations; or long-term medical issues, such as psychiatric treatment or major therapy as a result of an accident or illness. In addition, any situation that immobilizes a student, even for a temporary time (i.e. a broken back or neck, unconsciousness due to alcohol), would fall into this category. The Faculty Leader should attend to the student and, as soon as possible, notify the Director of Education Abroad. For any life-threatening injury or illness do not hesitate to call at any time of the day or night.

Minor Concerns: Minor concerns are defined as any “ordinary” illness or injury, such as flu, intestinal disorders, broken bones, chipped teeth, or cuts requiring only a few stitches. Please notify the Education Abroad office as soon as it is convenient.

Other Concerns: It is unnecessary to report other types of illnesses (i.e. colds, headaches).

Theft/Assault

Simply being a foreigner will make you and your students susceptible to theft. You will stand out in your appearance, behavior, speech, and dress though you may not realize it. Be aware of this reality so that you are not an unsuspecting target. In the event of an assault or robbery, contact the local law enforcement immediately. Gather facts such as who, what, when, where and report the incident to the local law enforcement, and notify the Education Abroad office. Be sure to follow-up with the student.

BEFORE DEPARTURE

- Remove all superfluous credit cards and documents from your wallet or purse. Leave only things you will need while abroad
- Make photocopies of your passport, GeoBlue insurance card, credit cards, and other important documents that you will bring with you. Bring one copy in your luggage and leave copies with responsible individuals in the U.S.
- If possible, also scan these documents and email them to yourself so that you can access them from anywhere
- Prepare another way to safely and securely transport your money and documents
- Register with the U.S. Department of State as a tourist traveling abroad at travel.state.gov.

WHILE ABROAD

- Do not carry anything of value in a fanny pack, back pockets, or backpack, or back purse which could be snatched from behind.
- Anything that could distract your attention (someone asking the time, asking directions, spilling something on you, etc.) is an opportunity for a thief to steal a bag. Always have everything attached, or in direct contact with your body at all times.

Remember, your American passport may be worth a great deal of money abroad and is the most important document you carry. Protect it at all times. Do not carry your passport with you unless you need it for a specific purpose; it is safer locked in your room, or in a safe box at your hotel.

If your passport is lost or stolen:

- Contact the nearest U.S. Embassy or Consulate
- Having a photocopy of your passport will make the passport replacement process much faster and easier

Clery Act

In 1990, Congress enacted the Crime Awareness and Campus Security Act (Title II of Public Law 101–542), which amended the Higher Education Act of 1965 (HEA). This act required all postsecondary institutions participating in Title IV student financial aid programs to disclose campus crime statistics and security information. The Clery Act requires higher education institutions to **collect, report and disseminate crime data to the campus community**.

The law is tied to participation in federal student financial aid programs and applies to most institutions of higher education. It is enforced by the U.S. Department of Education.

The Clery Act also affects UAlbany education abroad programming. The role of the Faculty Leader is to record and report to the Director of Education Abroad any incidents that occur during a study abroad program.

You have been defined or designated as a Campus Security Authority; this means that if you witness, learn of, or hear about a Clery Act crime, you must, as soon as possible, contact the [Title IX Coordinator](#) and the Director of Education Abroad and tell them what happened, when it happened, and where it happened; you may identify the victim or keep the victim's identity confidential.

You must report any of the following:

- Physical assault
- Disappearance or kidnapping of a student
- Burglary and robbery
- Sexual assault or rape
- Serious illness, physical or emotional
- Significant accident and/or injury
- Arson
- Hospitalization for any reason
- Terrorist threat or attack
- Local political crisis that could affect the students' safety or well-being
- Arrest or questioning by the police or other security forces
- Any legal action (lawsuit, deposition, trial, etc.) involving a student

Location is KEY to Clery Act reporting. You must report the above incidents if they occur in any of the following locations:

- Rented or owned campus or classroom space
- Crimes that occur in that hotel/hostel are reportable if they occur in:
 - Student's rooms;
 - Entrance and egress, lobby, elevator, escalator, stairwell
 - Public areas (breakfast, pool, gym)

You must report Clery Act reportable crimes **REGARDLESS** of whether or not they involve a Faculty Leader, Student, or **COMPLETE STRANGER**.

[UAlbany Title IX Office Information](#)

The University at Albany recognizes that in order to maintain a healthy, safe, and vibrant living and learning community, it must continue to foster an environment free from gender inequality and sexual violence. In furthering its commitment to that cause, the University has appointed a full time administrator to ensure our realization of this important agenda.

The Assistant Vice President for Equity and Compliance and Title IX Coordinator has been charged with managing the University's response to reports of gender inequity and discrimination, which includes reports of sexual assault, sexual harassment, dating violence, domestic violence, and stalking. Informed by current federal and state law and guidance, the Coordinator aims to ensure that the University's responses promptly and effectively stop problem behavior, prevent its recurrence, and remedy its effects.

The Assistant Vice President for Equity and Compliance and Title IX Coordinator's responsibilities include:

- Overseeing the University's response to gender discrimination, which includes all forms of sexual violence, to ensure prompt and equitable resolution of all complaints.

- Providing a central place to report an incident and overseeing the reporting process.
- Providing information about university policies and procedures.
- Providing referrals to campus and community resources and victim advocates.
- Facilitating accommodations to address safety concerns and to support victims and complainants so that academic and professional pursuits may continue unimpeded.
- Collaborating with community partners to assist with a resolution that balances the needs of the individuals involved with those of the larger community.
- Keeping records to ensure patterns of behavior are identified.
- Overseeing investigations of misconduct to ensure fairness, impartiality, and equity.
- Coordinating and providing training, education, and prevention programs for the entire University Community.

The Assistant Vice President for Equity and Compliance and Title IX Coordinator is here to receive and respond to gender equity and sexual violence concerns. The Title IX team's mission is to eliminate, prevent, and redress known instances of gender based misconduct or violence with fair and efficient processes that are intended to support the entire University Community.

Contact Information

Chantelle Cleary, J.D.

Assistant Vice President for Equity and Compliance Title IX Coordinator

University Hall 104

Phone: (518) 956-816

Email: ccleary2@albany.edu

Tricia George

Deputy Title IX Coordinator

University Hall 104

Phone: (518) 956-8014

Email: tgeorge@albany.edu

Legal and Governmental Issues

Jurisdiction: The program, the Faculty Leader, and the students are subject at all times to the laws of the foreign jurisdiction involved. Such laws may differ in significant respects from American law.

Faculty Leader: The Faculty Leader cannot in general be held legally responsible for specific students' actions either in the U.S. or abroad. It is the responsibility of the Faculty Leader to act in a responsible manner in administering the program. In particular, you should take special care to ascertain that the rules set forth by the University and the Education Abroad office are disseminated to students to ensure to the greatest degree possible that a safe educational environment is maintained.

Students: The students are asked to read and sign the Agreement / Release Form. This form is sent to them electronically once they are accepted to the program.

Program Clearance and Cancellation

The Center for International Education and Global Strategy reserves the right to discontinue any global affairs program at any time before or after departure, at its sole discretion. Among the reasons for discontinuation and cancellation are travel warnings and advisories from the U.S. Department of State and insufficient enrollment.

General Guidelines for Program Safety

In general, the guidelines below are worth discussing with students. This information is included in the mandatory online health and safety orientation that students must complete prior to departure; however, it never hurts to reiterate the information.

- Be careful of who has access to your housing. Visitors should be screened, and people performing repairs or making deliveries should be asked for identification and should not be left unsupervised.
- Be suspicious of unexpected packages, letters with no return addresses and/or excessive postage, and especially, letters that appear to contain more than just paper.
- Be aware of your surroundings. Look for unknown individuals “hanging around” in your building or for any strange activity nearby.
- Walk away from trouble. Do not give out information about the school, the students, or the professors. Keep a low profile.
- In most countries, it is illegal for foreigners to participate in civil demonstrations or protests. No matter your personal feelings about an issue, refrain from speaking out in this way or you may be deported (or hurt if the situation becomes violent).
- Take the same precautions you would take at home. Do not give out your identity to strangers. Know where the nearest police station and hospital are, and keep emergency numbers handy. Do not go into unsafe areas alone or after dark.
- Avoid wearing any clothing that would identify you as an American – for example, college sweatshirts that have English words.
- Do not frequent typically “American” establishments; McDonalds, Kentucky Fried Chicken, American Express, etc.
- If English is not the host country language, speak the local language in the street if possible.
- Be as inconspicuous as possible. Do not draw attention to yourself as an American abroad.
- Students should keep in touch with your Faculty Leader. Students should not go traveling without letting the Faculty Leader know where they will be going and when they will be leaving.

Personal Safety

Students are responsible for their choices and actions. The best we can do is to provide them with safety information that is as locally relevant as possible. You should also remind students that as newcomers to a society, they might miss certain culture cues that increase the likelihood of misunderstanding. Smiling at strangers is a good example of a cultural norm in the U.S. that often holds a different meaning in different cultures. Students should be cautioned about being too trusting too quickly. Habits of dress are another example of a cultural difference that may signal an unintended message. Finally, in our experience, many of the personal safety incidents that have occurred on our programs have been linked to the over-consumption of alcohol. Students should be encouraged to stick together and to look out for one another. Please see the “Student Behavior” section for more information.

Faculty Coverage and Travel Assistance

OVERVIEW

The State covers their employees, officers and agents while stationed or traveling outside the United States in the course and scope of employment, with some limitations.

COVERAGE

All State employees are covered for General Liability and Workers Compensation for injuries while traveling or stationed outside of the United States. In addition, the Education Abroad office registers faculty leaders for GeoBlue International Travel Insurance. Coverage is for the duration of the program.

<https://geobluestudents.com>

Vehicle liability for operation of rented or leased vehicles is NOT covered when vehicles. To comply with local laws in some foreign countries, it may be necessary to purchase a non-owned liability insurance policy for a rental or leased vehicle. This policy, if purchased, should also include collision and comprehensive (fire and theft) coverage. The policy is often available from the rental company as an option within the agreement.

ASSISTANCE

Prior to traveling outside the United States to any country, please review the services available to assist you. Whether or not you are involved in an accident, these services assist travelers in difficult or problem circumstances during a program.

ACCIDENTS

If you have caused injury... If you have damaged property ... Or you have been injured...Contact the Education Abroad office. In some cases, it may be necessary to also contact the local authorities, and/or the local insurance company.

In Case of Emergency

It is essential that you know exactly what to do in the event of an emergency abroad. As the faculty leader, you are the UAlbany representative while running your program. You must be prepared and be involved in the appropriate on-site response in the case of an emergency.

In case of an emergency:

1. Deal with acute health and safety issues immediately, with the assistance of local emergency services and health professionals. Students or faculty experiencing medical emergencies should be transported to the nearest hospital. Be sure to gather important information such as who, what, when, where the emergency occurred and complete the Incident Report form located in this handbook.
2. For non-medical emergencies, contact the local law enforcement agency and gather as much information as possible.
3. When the situation has been stabilized, contact the Education Abroad office 24/7 emergency contact. The Education Abroad office will contact the family of any affected student(s) or faculty. PLEASE DO NOT DO SO ON YOUR OWN.

Emergency Contact Information

Contacting the Center for International Education and Global Strategy, Education Abroad

During Business Hours:

CIEGS Education Abroad

1-518-591-8172

Nights and Weekends:

University at Albany Police

1-518-442-3131

4. In the case of medical emergency, there are many resources available through the GeoBlue international insurance. The Education Abroad office can provide assistance in contacting GeoBlue.

Tips to prepare for emergencies:

1. Always carry contact information for someone in the country you will be visiting, such as a tour guide, hotel, or contact at a local university.
2. Memorize the emergency phone numbers, nearest hospital, and law enforcement contacts in the country where you study.
3. Always carry change for the phone or a cab in your front pocket.
4. Know the location of the nearest U.S. Embassy or Consulate and register with them (you can do this online). Information regarding Embassies and Consulates can be found at: <http://usembassy.state.gov> and <http://embassyworld.com/embassy/directory.htm>.
5. Keep the phone number for your nearest Embassy or Consulate in your host country.
6. The Office of Overseas Citizens Services can assist U.S. students and faculty abroad in the case of an emergency. You can call **1 (202) 647-5225** at any time.
7. Know the location of the nearest hospital, ambulance service, and local law enforcement number.
8. Be attentive to student health and safety issues.
9. Establish time frame for students to check in with you while abroad.

Crisis Management

Safety is a prime concern of all who are involved in study abroad ventures. There are risks unique to settings abroad, and when incidents occur, the impact on participants and their families is often more profound because of the unfamiliarity of the context and the distance that separates participants from their primary sources of consolation and support. It is important for Faculty Leaders to obtain and review the relevant [U.S. Department of State](#) International Travel Information (Travel Alerts, Travel Advisories, Country-Specific Information, International Travel Safety Information for Students, and Tips for Traveling Abroad).

Tips for Crisis Prevention and Response Planning

The Faculty Leader is responsible for the health and safety of the group at all times for the duration of the program. The Faculty Leader should follow the steps below before departure and while abroad to adequately prepare for the unexpected.

- Acquaint yourself with region-specific health and safety concerns
- Prepare all program participants for a safe program, both physically and emotionally, by urging participants to consult with all of their health care providers prior to departure
- Conduct pre-departure orientations covering region-specific health and safety precautions and procedures
- Distribute emergency contact information to all participants
- Conduct an on-site orientation that acquaints participants with in-country medical procedures/ facilities, reinforces emergency protocols, and revisits the code of conduct and behavior expectations
- Be available 24/7 to respond to the needs of the program participants
- Carry emergency information, a student contact list, and a cell phone at all times and be prepared to communicate via phone or e-mail with the OGA in the event of an emergency
- Carry a cell phone
- If there are two Faculty Leaders and one director travels independently from the group for a day or overnight, he or she should:
 - Be certain that the other Faculty Leader is prepared to take charge of the program and provide for the health and safety of all participants
 - Provide the other Faculty Leader with his or her itinerary complete with telephone contact information and clear instructions as to how he or she may be reached

In addition to providing information about safety in program materials and during pre-departure and on-site orientations, the Faculty Leader should consider the following guidelines to ensure safety:

- Anticipate potential safety issues, even if they seem unlikely, and develop contingency plans in advance
- Stress that program participants should make you aware of any and all of their independent travel plans, even if they are just out of town for a day or weekend
- Encourage students to keep their documents (passport, etc.) and a small supply of cash accessible. A photocopy of their passport should be kept separately from the actual passport
- Remind students not to dress “American”; try to blend in by dressing as the locals do
- Discourage students from discussing politics loudly and aggressively in public situations, especially in English

Encourage students to:

- Seek international news from a variety of sources, including local papers and news broadcasts and U.S. news sources
- Talk with you about local sentiment, safety procedures, and communication plans
- Consult the U.S. State Department website (<http://travel.state.gov>) for travel warnings and travel alerts

Handling Emergency Situations

As someone responsible for leading a UAlbany study abroad 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, fall victim to 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. UAlbany has a contract with GeoBlue insurance to provide study abroad faculty and students with around-the-clock assistance for health and safety problems. **In the event of a medical or evacuation emergency, students and faculty should contact GeoBlue immediately at 1-610-254-8771, as well as the Education Abroad office.**

Participants will be provided with an insurance card prior to departure, as well as instructions on how to use the website.

During standard business hours, Monday - Friday, 9:00AM to 5:00PM, please call the Education Abroad office at 1-518-591-8172. To report an emergency during non-business hours, please call the University at Albany Police at 1-518-442-3131, you will then be connected with the Director of Education Abroad.

Emergency Contact Information

Contacting the Center for International Education and Global Strategy, Education Abroad

During Business Hours:

CIEGS Education Abroad

1-518-591-8172

Nights and Weekends:

University at Albany Police

1-518-442-3131

While it is, of course, impossible to plan for all contingencies involving students abroad, you do need to follow procedures to react in a responsible and levelheaded way when emergencies do arise. You need to be prepared to provide—in a consistent and predictable way—for the safety and well-being of the students. You also need to take reasonable and prudent measures to limit the University's legal liabilities.

Definition of an Emergency

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. Emergencies include, though are not confined to, the following:

- | | |
|--|---|
| • Physical assault | • Significant accident and/or injury |
| • Hospitalization for any reason/length of time | • Disappearance or kidnapping of a student |
| • Theft, break-ins, and robbery | • Terrorist threat or attack |
| • Sexual assault or rape | • Local, political, natural, or man-made disaster |
| • Infectious disease/epidemic among participants | • Serious illness, physical or emotional |
| • Crimes against a student | • Crimes committed by a student |
| • Death of a student | |

Emergencies merit thorough preparation and immediate response. Work with the CIEGS Education Abroad office in responding to specific incidents.

Timeline for Contacting Education Abroad

Please contact the Education Abroad office on the next business day, if

- You have run out of program money
- A student is considering leaving the program
- A student needs to get a urgent message to a relative

Please contact the Education Abroad office immediately, if

- There has been a major medical or other crisis
- A student has left the country/program unannounced

Emergency/Crisis Protocol

Take any necessary steps to secure the immediate physical safety of students and colleagues. In the case of a medical emergency, always ensure that the student is in the care of qualified emergency personnel before taking further steps.

In all emergency and urgent situations, GeoBlue should be contacted before attempts are made to contact the University. GeoBlue can provide referrals to reputable clinicians in the program area.

Outside of University business hours, contact UAlbany Police (UPD) at 1-518-442-3131. If possible, UPD should be contacted within two hours of discovery of a situation. UPD will immediately contact the Director of Education Abroad who will then, based on the circumstances:

- Contact appropriate UAlbany staff and sponsoring department/program
- Call students' emergency contacts
- Address U.S.-based and non-U.S. based media, as necessary
- Notify other on-site staff
- Contact Host University/Provider (if applicable)

Emergency Contact Information

Contacting the Center for International Education and Global Strategy, Education Abroad

During Business Hours:

CIEGS Education Abroad

1-518-591-8172

Nights and Weekends:

University at Albany Police

1-518-442-3131

Psychological and Psychiatric Emergencies

The following are some examples of student behavior that may indicate psychological and/or psychiatric problems:

- Recurrent disruptive behavior
- Missing classes, inability to complete work
- Signs of depression (lethargy, sadness, withdrawal from friends and activities, tendency to isolate self from others)
- Self-destructive or self-injurious behavior, such as cutting oneself or threatening self-harm
- Signs of an eating disorder, such as food binging/purging, extreme thinness, not eating or eating very little, very frequent and prolonged exercising
- Signs of severe anxiety, such as panic attacks
- Use of illegal drugs
- Heavy use of alcohol and/or disruptive behavior while intoxicated
- Symptoms of possible psychosis, such as paranoia, delusions, hearing voices, or severely disorganized thoughts
- Signs of mania, such as rapid speech, racing thoughts, erratic, impulsive behavior, grandiose or unrealistic plans or thoughts

In a situation in which it appears that the student may pose an imminent risk to him or herself or someone else, you must obtain immediate medical care from a hospital or psychiatric facility. If the student appears to pose no imminent risk to himself or anyone else, the Faculty Leader should gather as much information as possible by speaking with the student and others who may have information about his or her behavior. Unless it then appears that there is no basis whatsoever for concern, the Faculty Leader must arrange for the student to be evaluated by a qualified psychological or psychiatric clinician, to assess the level of risk the student may pose to him or herself or others, and to evaluate the student's readiness to remain in the program. GeoBlue can provide referrals to reputable clinicians in the program area.

Thereafter, the Faculty Leader should inform the Director of Education Abroad of the student's condition on a frequent and regular basis and consult with them about the feasibility of the student's remaining in the program and—if the student does remain in the program—what may be required in terms of the student's medical treatment and behavior.

Attempted Suicide

If a student attempts suicide, or makes a gesture that appears knowingly self-destructive even if not lethal (taking prescription or over-the-counter medication well over the recommended dose, combining medications with alcohol, cutting oneself while under the influence of drugs or alcohol), the student's participation in the program ordinarily will be terminated once he or she has received necessary medical attention and been stabilized. In such circumstances, the Faculty Leader should notify obtain immediate medical care from a hospital or psychiatric facility and then contact the Director of Education Abroad. GeoBlue can provide referrals to reputable clinicians in the program area.

After Your Program

Faculty Responsibilities

Both the Faculty Leader and the Education Abroad office have responsibilities to complete after departure. These include the following:

Division of Responsibilities

Faculty Leader	Education Abroad office
Submits travel expense form, documents & receipts to the Education Abroad office within 14 days of program end date to reconcile the account for the budget office	Reconciles program accounting
Submits student grades to the Education Abroad office within 2 weeks of course end date	Organize a re-entry conference for education abroad returnees (conducted each fall)
Submits program report to Education Abroad office within 30 days of program end date.	Disseminate, collect, and analyze student program evaluations
←-Other duties as necessary for program success→	

Upon Return, the Faculty Leader is expected to:

Submit Grade Reports: Grades for short-term faculty led programs are due via an emailed excel sheet to your EA Program Coordinator within 2 weeks of the course's end date.

Receipts for Reimbursement of Program Expenses: As Faculty Leader you will be expected to account for all program funds disbursed to them throughout the program. Within two weeks of the program's end, the Faculty Leader meets the Director of Education Abroad to submit receipts for the cash advance and travel card (if applicable). Receipts or documentation are required for all other expenses and should be kept track of during the program duration. Faculty Leaders who do not return to Albany following their program should make arrangements to submit receipts and reconcile expenses electronically.

Faculty Leader's Program Report: After the program ends, the Faculty Leader will submit a written program report to the Director of Education Abroad within four weeks of the end of the program. After the Faculty Leader's report has been submitted and the student program evaluations have been received, the Director of Education Abroad and Faculty Leader will meet to review the evaluations and the program experience. At this debriefing session, it is important to follow up on any remaining program details and discuss suggestions for future programs. The Faculty Leader's report, as well as the student evaluations and course instructor surveys, serve as useful references for planning future programs.

Financial Processes

The following items must be submitted to the Education Abroad office at the end of your program:

Receipts: Within fourteen (14) days of your return, you must submit all receipts and spending logs to the Education Abroad office. Receipts for expenses not included in the budget will be denied for reimbursement.

Refunding CIEGS: Excess advance monies must be repaid within 30 days of the trip return date.

Please submit all required documents to:

Renee DeCelle, Director of Education Abroad

Email: rdecelle@albany.edu

Phone: 518-591-8172

Center for International Education and Global Strategy

Science Library G40

1400 Washington Avenue

Albany, NY, 12222

The Director of Education Abroad will facilitate handoff of financial matters to the CIEGS Director of Business Operations.

Program Evaluations

All students on Faculty-Led programs complete a Program Evaluation upon their return. This survey addresses the following topics, among others:

- **ACADEMICS:** topics include whether academic objectives were met, whether learning and subject interest were stimulated, and whether course requirements were clear.
- **EXCURSIONS AND ACTIVITIES:** topics include whether the excursions and activities were organized and interesting, and whether they contributed to learning.
- **ORIENTATIONS:** topics include whether orientations were held, whether they were thorough, and what should have been included that was not.
- **BUDGET:** topics include whether students were aware of the program price in advance and whether they believed the program to be a good value.
- **FACULTY:** topics include whether faculty made students feel safe and comfortable, whether faculty were engaged and involved with students, and whether there are suggestions for future improvement.

Resources

EDUCATION ABROAD STUDENT APPLICATION PORTAL/PROGRAM INFORMATION	
Education Abroad Programs	www.albany.edu/studyabroad
FINANCES	
Scholarship and Fellowship Opportunities	www.albany.edu/studyabroad/scholarships-grants.php
UAlbany Financial Aid	www.albany.edu/student-services/
UAlbany Faculty/Staff Travel Policies	www.albany.edu/accounting/travel.php
UAlbany Student Accounts: tuition rates	www.albany.edu/studentaccounts/tuition.php
Currency Converter	www.oanda.com/converter/travel
HEALTH AND SAFETY	
GeoBlue Insurance	geobluestudents.com/
Dept. of State Travel Information	travel.state.gov/
Centers for Disease Control and Prevention (CDC)	www.cdc.gov
U.S. Embassies	usembassy.state.gov embassyworld.com/embassy/directory.htm
CIA The World Fact Book	www.cia.gov/library/publications/the-world-factbook/
Association for Safe International Road Travel (ASIRT)	www.asirt.org/
APPLICATIONS	
UAlbany Education Abroad Application (Terra Dotta)	www.albany.edu/studyabroad/howtoapply.php
GENERAL TRAVEL TIPS	
Study, Work, Travel Abroad Resources	www.transitionsabroad.com
U.S. Passport and Visa Information	travel.state.gov/content/passports/en/passports.html
Voltage and Electrical Conversion Info	www.voltagevalet.com/idx.html
FREE COMMUNICATIONS (REQUIRES INTERNET SERVICE—WIFI)	
Skype	www.Skype.com
Viber	www.Viber.com
What's App!	www.Whatsapp.com
MagicJack!	www.Magicjack.com
Google Voice	www.Google.com/voice
SPECIAL INTEREST GROUPS	
Travel Magazine for Women	www.journeywoman.com
Resources and Information for Gay, Lesbian and Bisexual Students	www.rainbowsig.org
Resources for Travelers with Disabilities	www.miusa.org
STUDENT INVOLVEMENT AT UALBANY	
UAlbany International Representatives (AIRS)	www.albany.edu/studyabroad/alumni-connection.php

Arco, Ann. Ed. Unofficial Guide to Studying Abroad. MacMillan Press, 2000.

Althen, Gary. Ed. Learning Across Cultures. NAFSA Publications, 1994.

Austin, Clyde. Ed. Cross-Cultural Reentry: A Book of Readings. Abilene, TX: Abilene Christian University, 1986.

Axtell, Roger & Fornwald, Mike. Dos and Taboos Around the World. John Wiley and Sons, 1993. See also Dos and Taboos of Body Language Around the World, 1998.

Bezruchka, Stephen. The Pocket Doctor: A Passport to Healthy Travel, 3rd Edition. Mountaineers Books, 1999.

Daniel, J. Studying Abroad/Learning Abroad. Yarmouth, ME: Intercultural Press, 1997.

Hubbs, Clayton, Ed. Alternative Travel Directory: The Complete Guide to Work, Study, and Travel Overseas. Transitions Abroad Publishing, 2000.

Kohls, L. Robert. Survival Kit for Living Overseas. Yarmouth, ME: Intercultural Press, 1984.

Layton, Marilyn. Intercultural Journeys through Reading and Writing. New York, NY: Harper- Collins Publishers, Inc. 1991.

Nwanna, Gladson. Americans Traveling Abroad: What You Should Know Before You Go (2nd ed). World Travel Institute, 1996.

Piet-Pelon, Nancy and Hornby, Barbara. Women's Guide to Overseas Living. Yarmouth, ME: Intercultural Press, 1992.

Rabe, Monica. Cultural adjustment. Graphic Arts Publishing Co., 1997.

Cultural adjustment is also a series of books written about individual cultures. Check to see if your country is in their series.

Samovar, Larry & Porter, Richard. Intercultural Communication: A Reader. Wadsworth Publishing CO., 1999.

Storti, Craig. The Art of Crossing Cultures. Yarmouth, ME: Intercultural Press, 1990.

Storti, Craig. Cross-Cultural Dialogues: 74 Brief Encounters with Cultural Difference. Yarmouth, ME: Intercultural Press, 1994.

Summerfield, Ellen. Survival Kit for Multicultural Living. Yarmouth, ME: Intercultural Press, 1997.

Let's Go and Lonely Planet series of travel books. You can find these books for regions all over the world in bookstores and on line.

Appendix A: On-Site Emergency Protocol

In the event of serious illness, serious injury, psychological or psychiatric trauma, sexual harassment, assault or rape, missing person, arrest, hostage situation, political emergency or natural/man-made disaster, or death of a program participant:

1. Attend to the immediate needs of the participant(s) involved
2. Remove the individual(s) from danger
3. Secure the safety/security of any students/staff involved in the event
4. Contact, as appropriate, local medical emergency officials, law enforcement officials, nearest U.S. Embassy/Consulate to the program site (www.usembassy.gov), on-site health and or/counseling provider to begin local action necessary to assist in mitigation efforts concerning the situation.
5. Contact accordingly:

During Business Hours:

CIEGS Education Abroad
1-518-591-8172

Emergency Contact Information

Nights and Weekends:

University at Albany Police
1-518-442-3131

GeoBlue Insurance

Outside of the U.S.	1-610-254-8771
Inside the U.S.	1-610-257-4823
Email	globalhealth@geo-blue.com

6. Begin an incident report

Inquiries from the press should be referred to UAlbany Media Relations at 1-518-956-8150

Appendix B: Education Abroad Incident Report Form

Please fill out this form as completely as possible. In the event of any legal action, this form will serve as the basic official UAlbany record of what transpired, and what actions were taken by responsible university officials at the scene of the incident. Attach extra sheets as necessary and any documentary evidence. Email a copy to studyabroad@albany.edu as soon as possible. Submit the complete original report and all supporting materials to the Director of Education Abroad upon your return to the United States.

Emergency Contact Information

During Business Hours:*CIEGS Education Abroad*

1-518-591-8172

Nights and Weekends:*University at Albany Police*

1-518-442-3131

DATE OF INCIDENT:

TIME OF INCIDENT:

LOCATION OF INCIDENT:

DESCRIBE THE TYPE OF INCIDENT: (Natural disaster, medical, legal, etc.)

NAME OF PERSON COMPLETING THIS REPORT:

NAME OF FACULTY-LED PROGRAM:

DATES OF FACULTY-LED PROGRAM:

NAME/CONTACT OF STUDENT(S) / FACULTY INVOLVED: (Please use a separate form for each student).

NAMES OF OTHERS INVOLVED:

BRIEF DESCRIPTION OF WHAT HAPPENED:

WHO PROVIDED THIS DESCRIPTION IF YOU WERE NOT A WITNESS? (Please list all names)

Education Abroad Incident Report Form (p.2)

IF YOU WERE NOT PRESENT, WHEN WERE YOU INFORMED?

WHAT ACTIONS DID YOU TAKE?

IF THE STUDENT/FACULTY WAS TRANSPORTED TO A HOSPITAL OR CLINIC, PLEASE PROVIDE THE COMPLETE NAME OF THE FACILITY, PHONE AND FAX NUMBERS, AND COMPLETE ADDRESS:

Name of Facility:

Telephone:

Fax:

Physical Address:

City:

Country:

Zip Code:

NAMES AND PHONE NUMBERS OF ALL PHYSICIANS WHO EXAMINED OR TREATED THE STUDENT OR FACULTY:

Physician:

Telephone:

Physician:

Telephone:

Physician:

Telephone:

EXACT NAMES OF ANY MEDICATIONS PRESCRIBED TO THE STUDENT (Please keep all packaging/inserts)

Rx:

Rx:

Rx:

Rx:

WAS THE STUDENT CONSCIOUS AND CAPABLE OF MAKING INFORMED JUDGEMENTS ABOUT HIS OR HER MEDICAL TREATMENT?

Education Abroad Incident Report Form (p.3)

IF THE STUDENT WAS NOT CAPABLE OF MAKING MEDICAL DECISIONS, WHO MADE THE DECISIONS?

WHAT, IF ANY, FOLLOW-UP CARE WAS RECOMMENDED?

WERE THE POLICE OR LEGAL AUTHORITIES NOTIFIED OF THE INCIDENT OR PRESENT AT THE SCENE?

NAMES AND PHONE NUMBERS OF RESPONSIBLE LEGAL AUTHORITIES IN CHARGE OF THE CASE:

Name:

Telephone:

CASE NUMBER:

WAS THE U.S. OR RELEVANT EMBASSY NOTIFIED? NAME, ADDRESS, AND NUMBER OF RESPONSIBLE CONSULAR OFFICIALS INVOLVED IN THIS INCIDENT:

Name of Embassy/Consulate:

Name: Telephone:

Name: Telephone:

DATES/TIMES OF CONTACT WITH THE UALBANY CENTER FOR INTERNATIONAL EDUCATION AND/OR PARENTS:

CIEGS Contact Name

Date:

Time:

Parent Name:

Date:

Time:

Parent Name:

Date:

Time:

SIGNATURE OF PERSON COMPLETING THIS FORM:

TITLE:

DATE:

TIME:

Appendix C: Faculty Forms to Complete

**These forms should be returned to the Education Abroad office at least three weeks prior to departure*

1. Faculty Contact Information
2. Program Itinerary
3. Program Emergency Plan
4. Accompanying Family Member Policy
5. CIEGS Faculty Leader Appointment Letter (available once your program is confirmed as operating)

Appendix D: Program Emergency Plan

What is the most likely potential crisis situation at your location? _____

In the event of a crisis, where is your primary meeting point? _____

In the event of a crisis, where is your secondary meeting point? _____

What is the method of transportation to be used to get to your meeting points? _____

What will be the method of communication you will use to reach your students? _____

Please provide the contact information for someone on the ground who could assist in an emergency.

Name: _____

Phone (include country code): _____

Email: _____

Who should we contact in your department in case of an emergency?

Name: _____

Position in Department: _____

Phone: _____

Email: _____

In the event that you could not complete your program, who could teach the remainder of the course?

(Faculty should be prepared for someone else to take over their program in case of illness or family emergency.)

Name: _____

Position in Department: _____

Phone: _____

Email: _____

Please add any other information you think relevant: _____

Appendix E: Faculty Contact Information

Program Name _____ Program Department _____

Program Location _____ Program Dates _____
City, Country

Faculty Leader One

Full Name _____

U.S. Cell Phone # _____ - _____ - _____

International Cell Phone # 011 + (_____) - _____ - _____ (indicate if purchasing on arrival)
country code

Work Email _____

Home Email _____

Faculty Leader Two

Full Name _____

U.S. Cell Phone # _____ - _____ - _____

International Cell Phone # 011 + (_____) - _____ - _____ (indicate if purchasing on arrival)
country code

Work Email _____

Home Email _____

Appendix F: Program Itinerary Template

You may construct your itinerary as appropriate for your program. Be sure to include the following details:

- Each Arrival and Departure date and time
- Day-by-day breakdowns of the following:
 - Each method of ground transportation
 - Date and time
 - Transportation operator contact details (name, address, phone, email)
 - Each hotel
 - Dates
 - Hotel contact details (name, address, phone, email)
 - Each excursion
 - Dates and times
 - Excursion names and contact information (name, address, phone, email)
- Notes and additional items

Sample of a Successful Program Itinerary

Monday, June 6: Paris, France

Hotel Odéon St-Germaine, 13 rue Saint Sulpice 75006 Paris. Phone: 01 43 25 70 11

- 7:00 am: Group meets for breakfast at hotel café.
- 8:00 am: Discussion of the history of the Bastille in hotel lounge.
- 10:30 am: Group walks to Odeon Metro station and travels by Metro to the Bastille for a 2-hour tour (tickets pre-booked).
- 1:00 pm: Group goes to a local café together for lunch: either Le Marsangy or Le Temps en Temps.
- 3:00 pm: Group returns via Metro to the hotel, convenes in hotel lounge for a lecture on the history and significance of Versailles
- 5:00 pm: Students have free time, during which they can explore the city with a partner. Students are encouraged to look for examples of the history and architecture discussed today, so that we can discuss these examples as a group tomorrow.
- 8:00 pm: Group meets at a local restaurant for dinner together. We will choose a restaurant close to the hotel so that students can choose to depart from there or remain at the hotel for the evening.
- After dinner: Students are free to explore the neighborhood with a partner.

Appendix G: Accompanying Family Member Policy

The faculty leader of a short-term program abroad wears many hats: professor, chaperone, academic advisor, counselor, resident advisor, money manager and tour guide. Due to the unique nature of a faculty-led program, the workload, while rewarding, is often more demanding than that of a typical on-campus course. For this reason, even experienced faculty directors are encouraged to carefully weigh the pros and cons of having family accompany them abroad. While tempting, a family vacation at the conclusion of the study abroad program may be best. Faculty leaders must remember that their first priority is to be available to their students in any potential emergency (or perceived emergency) 24 hours a day, 7 days a week for the duration of the program. Non-involved visitors and family demands may add additional “hats” that can be distracting to the faculty member and to the group dynamic. So while it is **strongly discouraged**, Faculty are allowed to bring a family member on the program with the understanding that:

- Accompanying family members, if not enrolled as full participants in the program, are not considered in any way to be affiliated with the program or representatives of the University at Albany.
- It is UAlbany policy that faculty directors will not be reimbursed for any travel expenses incurred on behalf of the family member. Careful records must be maintained by the faculty director to ensure separation of expenses of any family member from the reimbursable expenses of official travelers. The family member is responsible for paying all fees and expenses incurred overseas. If a family member attends an excursion (on a space-available basis) with the program participants, he/she must pay any fees or expenses involved. If a group meal is arranged, the additional participant will have to pay for their individual meal. In summary, this member is solely responsible for all costs such as meals, lodging (unless sharing a room with faculty at same cost), transportation, insurance, excursions, entrance fees...etc.
- Family members will not be reflected on the program participant list, and therefore will not receive program mailings or be invited to the program orientations. Faculty leaders are encouraged to share information with their family member about the country, anticipated activities, and the risks involved. In whatever way possible, family members/companions should investigate the safety issues related to the trip.
- Although the family member is not an official participant in the program, they are expected to abide by the program policies and restrictions that are imposed for safety reasons. The family member should be aware that their personal behavior must not in any way affect the quality of the program or the experience of the participants, and that their involvement in group activities may be prohibited if deemed necessary.
- The family member may not have any official duties (chaperone, driver, assistant, etc.). This person is not protected by UAlbany liability insurance for any actions taken abroad, and is urged to discuss applicable liability protection with an insurance agent to ensure that adequate coverage is in place for his/her overseas activities.
- The family member is personally responsible for securing adequate medical insurance coverage for their term abroad.

All Faculty that wish to bring a family member abroad should make this request clear to the program organizer(s) from the beginning.

I _____ hereby acknowledge the receipt of the Accompanying Family Member Policy document.
name

I ☐ will ☐ will not bring a family member abroad on this faculty led program.

Signature

Print Name

Date