

Administrative Guidelines for Learning Abroad Programs



at UW-Superior

“Yellowjackets were meant to fly!”

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- Request for Financial Aid Revision http://www.uwsuper.edu/finaid/PDF/Study_Abroad.pdf
- Budget Template (an EXCEL form will be provided online)
- Application for Faculty-led Programs
- Post-program Evaluation Forms (being developed)

Why don't they just sign up?

The short answer is that they don't see the value. The long answer is contained in the rest of this guide. It's up to you to make a case for study abroad. Here's how to do it.

Consider This...

According to research conducted by Michigan State University CIBER (Center for International Business Education and Research) report titled *Study Abroad Programs in Business Schools: Issues and Recommendations by Leading Educators-Report, 2002*:

- More effective communication increases student interest in study abroad
 - Direct communication
 - Faculty interaction with students is the most effective.
 - Then student to student interaction, word of mouth, especially with returnees
 - Other effective ways: info fairs and recruitment meetings
 - Indirect communication can be effective
 - More effective: brochures, mailings, publicity and Internet
 - Less effective: bulletin board postings, newspaper ads and videos
 - Presentations by business leaders and international students about the career value of study abroad
- Business students participate in study abroad for a variety of reasons:
 - To expand their cultural horizons (most significant motivator)
 - To further educational and professional development
 - To improve language and interpersonal communication skills
 - Other: adventure, greater recognition at home, and enhanced employment opportunities.

Study abroad programs are effective to the extent that there are clear incentives for students to participate in them. Perhaps the programs that provide the greatest incentives are those that combine study abroad coursework with internships. These offer the potential for future employment, look impressive on a student's resume, and appeal to students because of the practical applications they bring to classroom learning.

Finally, the research points to three challenges:

1. faculty and administrators in business schools do not seem to value study abroad programs;
2. business students themselves do not typically see much value in these programs; and,
3. business students are utilitarian, that is they are reluctant to invest time and effort into learning a language which is not likely to lead to immediate tangible benefits.

While research conducted for this report relates to business students, findings can be generalized to many other fields. To read the full article, see <http://ciber.msu.edu/research/books/StudyAbroadRoundtableBooklet.pdf>

Why should I bother to go through this guide?

Well, because you are about to spend *a lot of time and energy* developing your program and recruiting. But, if there isn't a perceived need for the program, if no one else in your department believes in your program enough to help you recruit, if you don't incorporate program elements which meet unit goals and work for your students... your program could be a "no-go." In addition, this guide will give an indication of the many ways to develop your program!

Introduction

This booklet, a synthesis of various materials on study abroad written in checklist format, is to be considered a guide and a helpful starting point from which you can begin to create study abroad experiences for your students. It is in no way complete and should not be the only source of information you use in your planning. Its purpose is to introduce faculty to the variety of study abroad program options available and the types of responsibilities faculty need to be aware of before setting out to create a program.

The following resources are also available to you:

Office of International Programs (OIP)

Provides support to faculty in the development and coordination of international programs. Contact: Cherie Sawinski, 715-394-8020, FAX 715-394-8363, csawinsk@uwsuper.edu Our homepage provides links to UW Superior and UW System study abroad opportunities, resources for trip preparation, and other resources.

Program Development Meetings

If you would like to begin developing a faculty-led experience for students abroad, begin by setting up an appointment for a Program Development meeting. Meetings cover the basics of developing a program, policy guidelines which pertain to international programs, and working with the Office of International Programs to successfully deliver your program to students.

UW Superior & UW System Study Abroad Destinations

<http://www.uwsuper.edu/oip/StudyAbroad/destinations/index.cfm> and
<http://www.uwsa.edu/acadaff/abroad/index.htm>

OIP Study Abroad Website <http://www.uwsuper.edu/oip/StudyAbroad/links.cfm>

Provides information on the Center for Disease Control's health care and immunization recommendations for travel abroad (the OIP also provides this information during orientation). In addition, some countries require certification of physical and mental health in order to receive a visa for full-time study abroad. Students should contact their own physician if documentation of well-being is required for their visa application.

Financial Aid

Awards, Financial Aid and UW System Grants for Study Abroad. Contact: Anne Podgorak, Old Main 110, 394-8203, apodgora@uwsuper.edu

Policies & Guidelines for the Conduct of Study Abroad Programs

The UW System and the State of Wisconsin have policies regarding international programs. Included at the end of this guide are the relevant excerpts of policies which must be followed when developing and coordinating international programs.

Major Types of Program Design

There are several ‘models’ for program design, none of which you will use exclusively. Take a few moments to familiarize yourself with these models. Later you’ll combine these models to create a completely new program design that fits the needs of your students.

As a rule, the university does not officially provide transportation to and from the off-campus site as part of the off-campus study program although sponsoring units may provide information about transportation. Any necessary exceptions, such as an international flight or programs which involve travel from one site to another, must conform to state and university contract and travel procedures which may be obtained from Suzie Bednar-Munsell, Business Office, 394-8384.

Island Programs

In this model, U.S.-style education is offered in a foreign setting. Faculty from the UW-Superior or faculty hired abroad teach courses from the UW-Superior’s campus curriculum following the UW-Superior’s own academic calendar and using rented space from a foreign institution or hotel. Students live in rented space or with host families. The *advantages* of island programs are the high degree of institutional control over the program, the academic standards for courses, and the academic calendar. In addition, students know exactly what major and/or graduation requirements will be fulfilled, the program can attract and advise large numbers of students at once, and the program will attract students who are not ready to study abroad on less structured or controlled programs. The *disadvantages* include the high level of responsibility placed on the UW-Superior for program development and coordination and the fact that the cultural impact will be low due to the un-integrated nature of the program. Examples of *modified* island program at UW Superior are the Wisconsin in Scotland Program (WIS) and The Abbey Program in Pontlevoy, France. (*WIS and The Abbey are considered modified islands since both include non-residential host families and required programs in the host culture.*)

Direct Enrollment

On the opposite end of the scale, *direct enrollment* allows students to participate in both the culture and educational system of the host country with very little interference by the UW-Superior. Direct enrollment usually requires that students remain in the host country for a semester or longer and that they follow the host institution’s academic calendar. The host institution determines admissions requirements. Courses are offered directly by the host institution and taught by overseas faculty and grades are awarded by those faculty who employ their own local standards. Housing is usually in a dormitory or apartment, although a homestay may be a possibility if the student arranges it. The main *advantage* to this type of program is that it offers the students total immersion. Additionally, students can choose from any course offered at the host institution, provided all prerequisites can be met, and are able to use the institution’s facilities. The main *disadvantage* is that students need to be fluent and functional in the target language if courses are not taught in English. Students need to have an academic background equivalent to the background of other students at the host institution in order to enroll and succeed. Academic advisors need to be extremely flexible with students while determining credit transfer since students generally are not able to register for courses before they arrive in the host country and syllabi and course outlines are often not provided (the number of credits and course titles will transfer from foreign institutions, grades will not). Students may need to take a course in the target language and may require tutoring throughout the semester. Integration is generally more difficult than expected and students may be disappointed if they are not quickly accepted into the new culture. This type of program attracts independent students who are comfortable traveling abroad on their own. This type of program also requires the participation of multiple offices on campus, including advisors, academic units, financial aid, the transcript office, and others. Direct enrollment programs will not attract a large number of students all at once and will require a great deal of advising both before and after the students’ return.

Exchange Programs

In an effort to synthesize island programs with direct enrollment so as to minimize the difficulties and maximize the advantages, U.S. institutions have begun to cooperate with foreign institutions in order to create exchanges and other special programs. The word ‘exchange’ in study abroad generally means that students from the UW-Superior travel to a host institution and vice versa. Exchanges involve reciprocity which, when *not* taken literally to mean ‘equal numbers of students going in each direction,’ can entail a clever exchange of services. This type of cooperation can allow the home and host institutions to agree upon special admissions requirements, to offer some or all courses in English, to discuss tuition options, and much more. For example, some institutions create ‘program tracks’ made up of courses offered at the host institution from which students can choose. This eliminates much of the credit transfer problem and allows students to see course equivalencies before signing up for a program. Consortial partnerships with other campuses in the UW-System to send students to programs in England, Germany, Japan and Spain and other destinations are unlimited. The UWS exchange with the Global Village Program at Yonsei University in Wonju, Korea is a good example of such an exchange.

Field Study and Experiential Programs

This model offers yet another option for study abroad opportunities. Field Study and Experiential Programs often involve research or work outside of the classroom and therefore do not require rented classrooms or cooperation with a host institution and can be flexible both in duration and dates. Faculty from the UW-Superior or faculty hired abroad lead the course, which is based on the UW-Superior’s campus curriculum and follows the UW-Superior’s own academic calendar. Students live in rented space or with host families. The *advantages* of Field Study and Experiential Programs are the high degree of institutional control over the program, over the academic standards for courses, and over the academic calendar. In addition, students know exactly what major and/or graduation requirements will be fulfilled, the program can attract and advise large numbers of students at once, and the program may attract students who are not ready to study abroad on less structured or controlled programs. The *disadvantages* include the high level of responsibility placed on the UW-Superior for program development and coordination. Social work internships abroad are a good example of an Experiential Program at UW Superior.

Synthesis of a Pre-Study Abroad Course with a Study Abroad Experience

Finally, a new and relatively unexplored medium for enhancing the study abroad experience involves the synthesis of a pre-study abroad course with a study abroad experience. The study abroad experience itself can be of any program model, with the defining feature being the required connection to a university course, taught on the home campus, before (and possibly after, also) the students embark on their study abroad experience. This pre-study abroad course is sometimes a course designed specifically to address the issues which will be faced during the experience and at other times is a course from the regular university curriculum which will help prepare students for the socio-cultural environment of their host country. This course is different from an orientation session in that it does not focus on logistics. For a more concise differentiation between pre-study abroad orientation and pre-study abroad courses, see the sample pre-study abroad orientation schedule for logistics and paperwork and for academics later in this guide. Examples in this area include both the War and Peace in Bosnia Program and the China Workshop offered during Maymester with required participation in spring semester.

Academic Service Learning Programs

Service-learning is a teaching method which combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. At UWS we call it “Academic Service-Learning (ASL)”. Its mission is to enhance academic study and deepen civic responsibility by integrating community service with directed reflection. ASL involves students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility, and commitment to the community. The benefits of ASL include:

- Experience with the economic, social, cultural and political contexts and factors that shape issues addressed by a course.
- Greater depth of understanding by connecting course work to issues and concerns in the community.
- Addresses community needs by collaboratively developing projects with community agencies/institutions
- Opportunity to contribute to the mission/purpose of a community organization
- Experience working with diverse communities
- Understanding of how the non-profit, government or educational sectors function

GLOBAL academic service-learning is a deep intercultural experience which focuses on global citizenship. Prior to and during the intercultural immersion students cover broad themes such as personal values and ethics, service in a cross-cultural context, emergent models of Global Citizenship and communicating and activating the Global service-learning experience post immersion.

Visit AMIZADE online at www.amizade.org or see the courses they offer through partnership with West Virginia University at www.globalservicelearning.org for more ideas. Another excellent resource is the International Partnership for Service Learning and Leadership at <http://www.ipsl.org/defaultIPSL.aspx#>

Getting Started--Program development and delivery

Timeline

The OIP recommends that this process begin early enough so that the application due to the Office of International Programs is completed approximately *one year* before you plan to offer the program *for the first time* (your lead time, therefore, could be as much as *fifteen~ twenty-four months!*). This will give the OIP *three months* to help market the program before giving students (and parents) approximately *nine months* to make decisions, save money and apply for financial aid/grants.

Should I complete sections of this guide in the order in which they appear below?

The order presented below is more or less the order in which most faculty members complete this process. **However, there is no requirement that you do things in this order.**

What else should I know before I get started?

Official graduation dates *may* affect the timing of your program. UW Superior students who participate in a study abroad program during their final semester at UWS must complete all coursework and receive a grade for their courses before UW Superior is required to send the official graduation list to Madison. Graduation lists, however, are not sent to Madison immediately following official graduation deadlines. The OIP will work with the Registrar's office to obtain approval for individual students who need the graduation deadline extended.

Program dates do not need to follow the official university calendar. Programs abroad can start before or end after the regular semester, interim or summer term.

Deadlines for turning in grades should *not* affect the timing of your study abroad program. Course end dates can be extended as needed. However, if you expect to recruit graduating students, check with the Registrar before choosing a course end date to be sure students will graduate on time/as expected.

STEP ONE: Do others feel the need? Will there be demand?

What, specifically, are your **department's** internationalization needs and goals? How does your proposed program fit in with these goals and address the campus' Liberal Arts Initiative?

Do colleagues in your department believe in the value of study abroad? Yes No

Do colleagues in your department promote study abroad regularly? Yes No

Who are your target students? (check all that apply)

- Educ. Leadership students
- Business students
- Fine Art Students
- Social Inquiry students
- All UW Superior students
- UW System students
- Specifically students majoring in _____
- Undergraduates
- graduates
- traditional students
- nontraditional students
- professional adults

How many students does your target group represent? _____

Does this student group already believe in the value of study abroad? Yes No

What are these students' perceived internationalization needs and goals?

What are the tentative objectives for the program you plan to propose? (check all that apply) What specifically do you wish students to gain from their learning abroad experience?

- Learn a foreign language
- Experience another culture
- Increase employment possibilities
- Travel
- Other
- Gain a better understanding of world affairs & globalization
- Gain a better understanding of students' own culture
- Gain a better understanding of international business
- Personal Growth

Given your department's internationalization needs and goals, your target audience's internationalization needs and goals and the current "study abroad culture" in your department and your tentative program objectives, what percentage of your target students do you predict might apply to study abroad on your program? NOTE: currently 8% of UW Superior students study abroad. This figure was provided by the Office of Institutional Research.

What is your personal motivation for wanting to develop a student learning abroad program? Does your motivation address the needs you outlined above?

Do the above answers make it realistic to continue planning?

STEP TWO: Realistic program characteristics for your target population

The elements included in your program will affect both academics and your target students' (and parents') decisions regarding participation.

Curriculum

There are a few things you will want to know before choosing and/or developing a course for your program:

- Check with your Department to see if official UW Superior courses can be offered abroad if approved by the Department Chair. Many study abroad courses will have special numbers.
- With the approval of the department chair, more than one course number can be used as an option for the same course. For example, students studying on a specific program all attend the same course sessions and program events, but some students enroll in a 200 level course and others in a 400 level course. The syllabi for each course are different, as do the amount/type of assignments for the course.
- If the course you plan to offer is not an existing course, you will need to submit the course for formal approval through normal channels, i.e. Academic Affairs.
- Courses offered by a host institution abroad or by another UW System institution will not have to go through the course approval procedure at UW Superior. Instead, appropriate academic units will determine course/grade equivalencies and credit transfer policies.
- Your department may have policies which address academic content in study abroad programs. If there are no such policies, you may be free to arrange the academic portion of the program in any way you like.
- You may decide to teach your course before and/or after visiting the host country or courses may be taught while in the host country. You may also elect to designate a course offered at UW Superior as a prerequisite which will prepare students for their study abroad experience.
- The OIP recommends that you offer at least one mandatory pre-travel academic session in order to familiarize students with the syllabus and academic goals of the program, explain assignments related to the program, outline expectations of students while participating in the program, and introduce students to basic cultural differences. Students appreciate the opportunity to meet one another before studying abroad and often have concerns or questions which would be best answered in a group environment. **Some faculty offer at least one Sunday afternoon session following the OIP's mandatory orientation, during which they answer questions from students and family members and give information to students which family members can later help to reinforce.**

Which of the following aspects will your program provide for students? (check all that apply)

- In-Class Academic Studies Language Study Internship/Field Experience Research
 Volunteer Work Excursions Time to Travel Academic Service Learning
 Other _____
- Events to encourage U.S. and host country students to mingle
 planned by faculty leader planned by host institution

Will the program be able to support all of the elements you hope to include in the amount of time you have chosen for the study abroad experience? Yes No

Will you be able to successfully market these elements to your target students? Yes No

Language of Study: (check one)

- English Other
- Combination (i.e. academic courses in English, language courses in target language)

Courses should apply toward... (check all that apply):

- Major Minor General Ed Requirements Elective
- Other requirements within a specific field, e.g. DPI, Business & Econ, Global Studies, etc. _____

Immersion: (check one)

- Total Immersion (Students attend classes and/or participate in activities with host country students)
- International Immersion (Students attend classes and/or participate in activities with int'l students)
- Partial Immersion (Students spend time with host country students & w/ U.S. students)
- Low Immersion (Students spend most of their time with other U.S. students)

Education Style: (check one)

- U.S. Foreign Combination

Participation Requirements

Academic Background (ideal student profile)

- Class standing _____
- Minimum G.P.A. _____
- Course prerequisites _____
- Admission to (program of study) _____
- Foreign Language Requirements _____
- Other _____

Location: (Check all that apply)

Region: _____

- More than one country
- Specific Country/Countries _____
- Developing Nation Modernized Nation
- More than one city
- Specific City/Cities _____ Any city is fine
- Large City Small City
- Modern City Traditional Village

Check U.S. State Department Country-specific Information, Travel Alerts and Travel Warnings

(<http://travel.state.gov>). Will students, their parents and your department perceive the chosen country and/or city as safe to visit? Yes No

Program Length & Dates

Academic Calendar: (check one)

- Follow the UW Superior academic calendar Follow other UW System institution calendar

Program Length: (check one)

- Less than one semester One semester
 During breaks (summer/holiday/mid-semester)
 Other _____

Dates: (check one)

- Dates are flexible 1st Choice Dates _____
 2nd Choice Dates _____

Do you have enough time to properly plan the study abroad experience before your expected program start date (OIP recommends *at least* 15 months for proper program development, paperwork and advertising)?

- Yes No

Accommodations (check all that apply)

Group A: Host Family Dormitory Apartment Hostel Other

Group B: Students should live near or with other students from the host country.
 Students should live near or with other international students.
 Students should live near or with other American students.
 Students should live apart from other international and American students.
 It does not matter.

Facilities/Classrooms (check all that apply)

- Rent from host institution Rent from hotel None needed Other

STEP THREE: Develop a program your department will support

ASK YOUR COLLEAGUES:

Developing support among and soliciting advice from colleagues is crucial. Failure to market your program sufficiently to colleagues and/or failure to solicit colleagues' advice when designing your program can lead to a program which you alone "own". While this gives you more control over how the program will run, it can also mean that, later in the process when you ask others to help spread the word, your request may lead to little enthusiasm. At best, colleagues will only be able to hand out flyers and mention that you have a program. What you really need is for everyone to believe in the program and its benefits to students. So, market your ideas to colleagues now, take the ideas of those who can help support the program into consideration, and make the program "the unit's" program rather than your own.

First, introduce your program ideas to colleagues who have already worked on developing programs abroad or who have traveled abroad. If appropriate, use their advice to refine your ideas before bringing them to colleagues who have not led programs and to unit leaders.

You may want to share your ideas informally, or you may need to develop written materials or hold meetings with specific governance groups within your unit to share your program idea with your colleagues. Consider sharing a draft program itinerary, program goals and objectives and/or the information which you put together in the steps above. Ask your colleagues what types of materials they would like to see beforehand.

ASK YOUR STUDENTS

At this point, if you have at least informal buy-in from colleagues and your department chair, give your students details about your planned program and ask them whether they would participate. Consider giving target students in your class and in colleagues' classes a simple survey to complete after introducing them to your program. Your survey could ask the following questions:

Based on the preliminary information you received about _____ (program name), which is still in the development stages, how likely would you be to participate (circle one)?

Unlikely.....Likely
0% 25% 50% 75% 100%

If you did not circle 100%, what type of information do you need and/or what program element/s would need to change to increase the likelihood that you might participate?

If you would like to be contacted with more information once this program has been developed further, please include your name and email address below.

Name

Email

If you find that you may not be able to attract a large enough group to offer this program as designed, decide whether or not it is possible and beneficial to expand your target student group or to change some aspects of your program.

STEP FOUR--Preliminary meeting with the OIP

The Office of International Programs (OIP) offers support to faculty developing and delivering programs abroad. Make an appointment with Cherie Sawinski in the OIP, csawinsk@uwsuper.edu or 394-8020. We can discuss your current plans, the Application for Faculty-led Programs, timelines for proceeding, responsibilities and PART I of the faculty orientation (an agenda is at the end of this guide).

Below, you will find a list of responsibilities which the OIP can do for you and a list of your responsibilities which you must cover. The list included here is not comprehensive, mainly because the scope and depth of responsibilities will change depending on the type of program you plan to develop. We will each certainly run into issues and obstacles that require us both to do even more ☺

OIP RESPONSIBILITIES

The OIP is primarily responsible for activities that are not academic, such as the application process, compliance with UW-Superior, system and state policies, etc. The OIP ...

- Offers study abroad information sessions each semester for students interested in all programs;
- Maintains a website with general study abroad information as well as information related specifically to each individual program;
- Advises students on study abroad in general, helps direct students to programs related to a specific major/minor and offers information on financial aid and other issues related to the study abroad experience;
- Collects program applications, signed by relevant Department Chair(s), from faculty by the designated deadline;
- Meets with faculty leaders to discuss the program and the itinerary, including logistics and budget
- Design a program-specific webpage and flyer, if requested
- Makes recommendations to the Provost for final program approval;
- Shares information and acts as liaison with the Financial Aid Office;
- Provides all students with a mandatory pre-travel orientation (see the *Orientation* section later in this guide);
- Works with students to secure visas, if required;
- Assesses non-academic elements of the study abroad program;
- Reviews the Centers for Disease Control Travel web page <http://www.cdc.gov/travel/> for information on required shots/vaccinations and other health related issues.
- Sets up cooperative agreements with institutions abroad which have been identified by the faculty leader and approved by the Provost.

FACULTY LEADER RESPONSIBILITIES

Faculty and Departments are responsible for the academic content of the program, including making arrangements related to the academic content of the program. The Faculty Leader ...

- Selects or develops an appropriate course/s for the experience abroad;
- Collects information on courses taught by institutions other than UW Superior (if needed);
- Determines program dates and length;
- Determines program prerequisites and all academic content;
- Completes the required application form with the necessary signatures and submits to the OIP;
- Maintains file with participant roster, proof of insurance, signed waiver, budget sheet, faculty contract, emergency contract information, etc. This roster is taken on the tour abroad and a copy left with the OIP and departmental program assistant.

- Develops a program budget and opens a program revenue 136 account. Note that a budget template is available from the OIP. When you publicize your program to students/other participants, you must include the entire program cost, i.e. fee, tuition, campus study abroad fee, study abroad insurance, admission fees, tips, airfare, lodging, meals, contingency fund fee, and estimated spending money.
- Submits an insurance roster to the OIP. The OIP will forward payment to the insurer and will transfer the funds from your account to the OIP account.
- Arranges for transportation to/from UW Superior and the U.S. airport;
- Arranges for transportation, housing, facilities (including classrooms, study space, technology, library resources, office space, etc.), sightseeing activities, cultural events, etc. in the host country/ies;
 - Contacts travel agents and/or airlines, hotels/hostels/universities, bus companies, etc. for bids following institutional, system and state policies.
 - Negotiates contracts with travel agents and/or airlines, hotels, bus companies, etc. and obtains approval from the Business Office;
- Contacts professionals at other institutions who could potentially be involved in the program (if needed);
- Explores possibilities for and/or arranges internships, volunteer work, job shadow experiences, research opportunities, field work, etc. related to the experience abroad (if needed);
- Visits cooperating institutions to work out program details, etc. (if needed);
- Markets the program and recruits participants. Be sure to provide some explanation/statement of the requirements/limitations especially with regard to participation by students with disabilities.
- Solicits the involvement of other faculty and/or staff members to share marketing (and possibly other) responsibilities;
- Develops/offers pre-travel *academic* sessions to prepare students for the experience abroad;
- Using UWS standard student application, reviews student applications to approve or deny
- Corresponds with students regarding all academic issues related to the program;
- Chooses/purchases gifts for contacts abroad (optional, but must be included in the original program budget).
- Provides an in-country orientation;
- Manages spending and accounting for any travel advance;
- Remains responsible for and available to students during the entire program abroad (unless special arrangements have been made in advance);
- Participates in all planned group activities (unless special arrangements have been made in advance);
- Develops an evacuation and crisis management plan and files this with the home department and OIP
- Responds in a timely manner to students in physical or mental health crisis in accordance with the mental health issues abroad emergency response plan;
- Promptly reports inappropriate student behavior in accordance with the emergency abroad response plan;
- Monitors group dynamics and activities and, if feasible, intervenes as needed;
- Grades participants (if the faculty leader is also instructor-of-record);
- Sends thank you letters to hosts, speakers, tour guides, presenters, etc. involved with the program, or assigns this task to student participants.

PARTICIPANT RESPONSIBILITIES

Financial Assistance: Students participating in a learning abroad program should apply for financial assistance early by completing the Request for Financial Aid Revision with assistance from the faculty leader or OIP. They should inform the Financial Aid Office that they are participating in a learning abroad program and their date of departure to make sure all financial assistance will be available before they leave. Students must understand that some fees will need to be paid before financial aid for the program is available. Financial aid is not available until ten days before the start of the regular term on campus.

Study Abroad Grants: Contingent on the state budget, the Wisconsin Legislature may provide a pool of money from which “study abroad grants” of \$2,000 or less may be disbursed to Wisconsin residents only. Students should be directed to contact the Financial Aid Office for availability and qualifying criteria and for information on other sources of grants.

Insurance: All UW-S students are required to purchase the UW System-negotiated and mandated study abroad insurance, regardless of whether they have other coverage on their own or through their parents. Other, full-fee paying learning abroad participants are encouraged to purchase this insurance (if allowed by System policy). Faculty and staff going in an “official” capacity are eligible and highly encouraged to purchase this insurance as well. **Students are strongly encouraged to maintain their domestic health insurance coverage, as well, since although the study abroad policy offers excellent coverage while abroad, continuing benefits are very limited once a participant returns to the U.S.**

International Program Fee: All learning abroad participants whether for credit or non-credit or whether a UWS student or not must pay the UW-S International Program Fee.

Waiver: All students must sign and return the UW System Uniform Statement of Responsibility and the University of Wisconsin Uniform Statement of Responsibility.

Code of Conduct: All students must be informed of the code of conduct and consequences for violation of the code. *The OIP has a sample Code of Conduct and Consequences but this is a document that each learning abroad leader should specially customize related to the uniqueness of her/his individual learning abroad.

STEP FIVE: Funding your Idea for a Learning Abroad Opportunity

Now that the program and any new courses that will be offered as part of UW Superior's curriculum have been approved, it's time to start working on logistics. The OIP at UW-Superior can also give suggestions and help regarding the organization of the trip itself but staffing does not permit the office to make the actual arrangements.

By the time you finish the budget process, you'll be half way through your list of responsibilities. You'll have most of the logistics for your travel and program arrangements ironed out and included in contracts.

Budget: A budget worksheet in an Excel format is available at _____. A Learning Abroad budget shall approved by the OIP before the program and program fees are advertised to students. Faculty are responsible for setting reasonable minimum recruitment goals and may include an additional reserve should cancellations cause enrollment to fall below this target.

Contingency Fee: UW System mandates that all study abroad programs must collect an emergency contingency fund. These funds may be used to cover shortfalls due to a negative fluctuation in the exchange rate or unforeseen costs not included in the budgeted program fee at the discretion of the OIP staff. A per person charge of \$50 is recommended but may be increased if deemed appropriate.

Account: The faculty leader will set up a Program Revenue (136) account.. All learning abroad funds must flow through the UW-S accounting system. All checks must be made out to UW-S. No fees shall be collected separately from the learning abroad fee.

Salary: **THIS SECTION IS UNDER DISCUSSION** .When a course is outside the normal teaching load, a teaching salary up to the limit of the currently approved rate for senior lecture faculty may be paid for a learning abroad course. This salary is contingent on there being sufficient funds in the learning abroad account. There are no other University funds to supplement learning abroad expenses. *Fringe benefits are to be included in the calculation of learning abroad budgets.

Revenue: Special course fees and tuition generated by learning abroad programs will be retained by that learning abroad program to offset program expenses (salaries, travel, lodging, board, etc.). UW-System's Policy F45 (<http://www.uwsa.edu/fadmin/fppp/fppp45.htm>) states: "*All funds generated by study abroad programs will be retained by the institution to be used exclusively for study abroad programming activities and their development.*" This means that tuition paid by students for this program is applied to the overall program fee to help pay faculty salaries and other costs associated with operating the learning abroad program.

Residual revenue generated by a learning abroad program will remain in that learning abroad program account, regardless of program leadership, for up to 3 years. If an account becomes dormant and there is no activity related to that learning abroad program for 3 years, the balance of the learning abroad account will roll into a "general fund" within the OIP and be used to help develop other learning abroad programs.

Refund/Cancellation Policy: Develop a schedule for participant withdrawal and refunds. A refund policy must be established, approved by the OIP & printed on all promotional materials. There must also be a document signed by all program participants that indicates that they understand and agree to the cancellation deadlines.

Tuition: Tuition must be paid for the term in which a student will register for a learning abroad program, regardless of whether there were/will be orientation, planning, training, and/or preliminary/post course sessions offered/required in a prior or subsequent term. Maymester, summer sessions and J-terms are separate terms by themselves. Students are required to register and pay separately. However, under Policy F45, as explained above, this amount will be applied to the student's overall program fee.

Based on your Application for Faculty-led Programs, it is important to soon begin contacting travel agencies in the U.S. and abroad, hotels, bus companies, etc. in order to develop a program budget.

Ultimately, you will need to secure either formal, written contracts which conform to institutional, system and state policies or invoices from travel agents, hotels, motor coach companies, cooperating institutions, or other third parties for all program details with budgetary implications.

If there are any details with budgetary implications which you plan to take care of yourself, you must send bids, invoices or price estimates to the Business Office *before* making any commitments. The Business Office is responsible for ensuring that all institutional, system and state policies are followed and may be able to also provide alternative estimates. If contracts need to be signed, contact the Business Office. Please keep in mind that *only* the Purchasing Agent can enter into financial contracts. **DO NOT SIGN ANY FORMAL CONTRACTS YOURSELF** as these cannot be honored!

Estimate the Cost of Your Program:

Estimate the expenses associated with your program including faculty salaries and faculty travel costs. How many students must participate in order for your program to be financially viable?

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \$ \underline{\hspace{2cm}}$$

#students credits offered in program cost/credit

OR

$$\text{Total estimated expenses} / (\text{credits offered in program} \times \text{cost/credit}) = \# \text{ students required to meet budget}$$

The OIP recommends that your completed budget include most, if not all, of the following items:

- UW-Superior study abroad Fee (\$100 for short-term programs)
- Travel Agent Package (may include airfare, accommodations, meals, travel insurance, taxes/tips, sightseeing excursions, entrance fees, motor coach services, rail passes, transfer assistance, guides, etc.)
- UW System Study Abroad Health Insurance (for medical & evacuation insurance, required per UW System policy, \$37/month—no waivers allowed)
- Accommodations (if not included in Travel Agent package)
- Meals (if not included in Travel Agent package but included in program fee)
- Sightseeing excursions, cultural events, etc. (if not included in Travel Agent package)
- Entrance Fees (if not included in Travel Agent package)
- Motor coach services (if not included in Travel Agent package)
- Rail Passes (if not included in Travel Agent package)
- Transportation to/from Minneapolis/St. Paul or other international airport (if students will be traveling to the airport as a group)
- Advertising/Marketing (including fees for room rental, postage, duplicating, stationery supplies)
- Orientation and post-learning abroad meeting costs
- Gifts for contacts/speakers abroad (optional)
- Facilities (meeting rooms, classrooms, office space abroad)
- Facility charges for library use, technology, etc.
- Faculty cost to students (include travel agent package, local transportation, meals, salary, fringe benefits, accommodations, excursions, entrance fees, etc.)
- Staff and faculty costs associated with program coordination (optional)

The faculty leader should also develop an additional budget for student expenses not covered in the program fee. Provide this information and information on financial aid (explained under 'Orientation' below) to students far enough in advance so that they can plan.

- Passport (\$100)
- Visa, if necessary
- Passport photos (approximately \$10)
- Meals (if not included above)
- Sightseeing excursions (if not included above)
- Entrance Fees (if not included above)
- Rail Passes (if not included above)
- Transportation to/from Duluth/Superior or other international airport (if not included above)
- Facility charges for library use, technology, etc. (if not included above)
- Student Books
- Taxi/bus/metro costs
- Tips (if not included in Travel Agent package)
- Personal expenses

Financial Aid Arrangements

Many students will depend on financial aid and/or UW System grants for study abroad, both administered through the Financial Aid Office, to finance their study abroad experience. Therefore, the OIP will ensure that the Financial Aid Office has up-to-date program fee information and any necessary financial aid agreements on file *before* students begin applying for aid/grants for your program.

Having realistic budget *estimates* in place at least **nine months** prior to the program dates is essential. This will give students enough time to apply for Financial Aid and, if necessary, determine whether or not they will be able to earn what will not be covered by Financial Aid before program application deadlines.

Students apply for study abroad financial aid by completing the FAFSA and the Request for Financial Aid Revision. Students will also be strongly encouraged to attend a financial aid meeting. Dates, times and locations for these meetings will be available on the web page for your program.

If students will not be enrolled in courses at UW Superior during your program, the Financial Aid Office can work with the institution offering the courses abroad to complete a consortium agreement, allowing students to use financial aid. Depending on the length of your program, the OIP may need to complete other steps to make financial aid a possibility.

STEP SIX: Complete the Application for Faculty-led Programs

The Application for Faculty-led Programs is available from _____. Complete the application, obtain the proper signatures, and return the form to the OIP by the application deadline listed at _____. If you are unsure about certain aspects of your program or would like to allow for some flexibility while developing the program, please include this information on the form. The program you ultimately deliver does not have to be exactly the same as the program you outline on this form, but significant changes will need to be approved by your Department Chair.

Why does this form need to be completed so far in advance?

The process needs to begin early enough to give the OIP *a few months* to market the program and to provide students approximately *nine months* to save money and apply for financial aid/grants.

If you have any questions when completing this form, contact the OIP.

Campus Governance--Approval by Appropriate Chairs

Once the application is complete, it is the responsibility of the Faculty Leader to secure approval from the appropriate Department Chair(s). You may be asked to complete the next step (Site Visit) before your department will make a decision.

Site Visit

If you haven't already visited the proposed study abroad location, or if further visits are required before the study abroad program can be developed, request preliminary approval of your proposed study abroad program from your department chair *before* completing a visit.

Funding for program development associated with your unit must come either from grants or from within your Department. Options may include:

- UW-Superior Office of the Provost
 - Faculty Development Program
 -
- UW System Grants (<http://www.uwsa.edu/acadaff/grants/grntprg.htm>)
 - Undergraduate Teaching and Learning Grant Program

Before finalizing the arrangements for your site visit, make an appointment with the OIP to discuss the kinds of information which you will want to bring back from your visit to share with the OIP to aid in program development later. In addition, if you receive a grant for program funding, please share a copy of your grant application with the OIP so that we can advertise the accomplishment and share this information with faculty interested in applying for grants in the future!

STEP SEVEN: Marketing and Recruitment

It is ultimately the responsibility of the faculty leading a study abroad program to market and recruit enough students to make the program a “go.” While the OIP does market study abroad in general, students tend to enroll in programs because they have heard from multiple faculty members that the experience is a valuable one. Students who hear, over the course of many months, from you and from others in your department that your program in particular is an important part of their education are more likely to enroll.

If you plan to offer a program which will run periodically, students should hear about it throughout the year. Talk to academic advisors who see the students to whom you plan to market and ask them to help students work your study abroad program into their academic plan.

Marketing options you may want to consider include:

- Mailing flyers and/or postcards to your target students’ parents’ address and asking faculty teaching in specific courses to hand them out in class (printing & mailing costs will need to be added to the study abroad budget if not covered by the department);
- Creating and hanging posters around campus, especially in buildings where your target students attend classes, eat, live, or hang out;
- Explaining the program to other faculty (including faculty on other campuses), who can then help spread the word. Sending program information/flyers directly to faculty via email or mail and asking for help distributing to their students;
- Advertising and holding information meetings (in addition to the meetings held by the OIP) for interested students.
- Visiting classes which your target students are taking, holding sessions in residence halls, and speaking during student club meetings;
- Advertising your program’s web address;
- Emailing program information directly to your target students;
- Reserving display cases in buildings around campus to advertise your programs;
- Advertising in the *Stinger* (advertising costs will need to be added to the study abroad budget); and
- Updating course descriptions in the Undergraduate/Graduate Bulletins for courses offered both on campus and abroad to include the locations where students can take the course.

Part of marketing will also include addressing the reasons students have for **NOT** choosing to participate in your study abroad experience. These reasons may include:

- **Money** ~ financial aid is available to almost everyone; study abroad grants are available to students with demonstrated need.
- **Time & Credits** ~ How might your study abroad program affect their graduation date (might they be able to graduate sooner?) and how do these courses apply to a particular major/minor or other graduation requirements?
- **Lack of Foreign Language Skills** ~ What level of fluency do students need to attain before studying abroad?
- **Benefit** ~ Why is your particular program necessary or beneficial? Will it impress future employers who see the experience on their resume? Will it help them find a job or progress in their career?

Familiarizing yourself with the Study Abroad Handbook _____ will help when it comes time to talk to students about many of these concerns.

Marketing Materials

Make sure that target students understand that program details, fees, itineraries, etc. can change and may not be exactly as originally advertised. **If you create advertising materials of your own for your**

program (print or web), you will need to include the following disclaimer: “All of the information included here is subject to change. Modifications may be required depending on the exigencies of the situation.” You will also need to send a copy to the OIP before distributing to students. The OIP is responsible for ensuring that UW Superior is in compliance with UW System policy regarding student recruitment and that all advertising materials have consistent information.

Student Orientation & Pre-travel Academic Preparation

UW Superior and UW System both have policies and guidelines regarding orientations. The OIP offers a pre-departure orientation which conforms to these policies and other best practices; student attendance is mandatory and students are welcome to invite their family members. **Faculty leaders are always welcome to attend, but are not required to do so.** All orientation materials will be shared with faculty leaders. Most of the information is also available from _____.

Following are examples of topics NOT covered in the OIP’s pre-departure orientation:

- Geography;
- The educational system;
- Language(s);
- The country’ laws and customs (aside from those outlined in the U.S. State Department’s consular information sheets);
- Gender/diversity issues, including male/female roles, norms for personal space, appropriate clothing, body language, independence; group or individual norms, minority students abroad, etc.
- Context, including political and economic systems, historical events, current national concerns, human rights, population, health & welfare, state of technology, relations with the U.S., role of the military, political unrest and terrorism, crime patterns, law enforcement and laws, patterns of daily life, etc.
- Importance of language to business/social relationships
- Cross-cultural issues, including cross-cultural communication
- Culture-general issues (time, beliefs, relationship with nature/work/other people, values, etc.) and their effects on business & society
- Culture shock: The learning curve
- Knowledge of the U.S., including history and current events which relate to the host country

Pre-travel academic sessions are not required by UW System or UW Superior policy, but your department may have policies or guidelines which cover academic preparation for study abroad. The OIP recommends that you offer at least one mandatory pre-travel academic session in order to familiarize students with the syllabus and academic goals of the program, explain assignments related to the program, outline expectations of students while participating in the program, and introduce students to basic cultural differences. Students appreciate the opportunity to meet one another before studying abroad and often have concerns or questions which would be best answered in a group environment. **Many faculty offer at least one Saturday afternoon session following the OIP’s mandatory orientation, during which they answer questions from students and family members.** Dates for these orientations are available from the OIP.

Faculty Orientation

Faculty must also attend two mandatory faculty orientations. The first (Part I) is offered informally at the beginning of the process or during the first meeting with OIP staff. The second (PART II) is a group orientation which takes places near the end of each semester. The agenda is at the end of this guide.

On Tour

Group activities vary widely from program to program, making advice in this section difficult. Feel free to discuss the activities you have planned with the OIP. We may be able to offer suggestions or helpful advice on an individual basis.

Post-Study Abroad Reentry and Program Evaluation

Complete the international program abroad cycle by offering your students a forum through which they can readjust to U.S. culture, reflect on their experiences, and then incorporate those experiences into academic and career plans and coursework in the future. You could do this by organizing a series of formal or informal meetings, by offering a post-study abroad course which deals with these issues and others, or by working with students who put together occasional activities or events for students interested in international issues.

The OIP will send program evaluations to students after the trip, but these evaluations will not focus specifically on the academic content of the program. If you would like to complete a course evaluation, you may disseminate it on your own. There is no obligation to share this with the OIP.

Faculty-led Study Abroad Program Orientation - Part I

OIP Information Sessions, website and advising

The OIP maintains a website which includes a Study Abroad Handbook, information on applying to programs and using financial aid, information on specific programs, and more. OIP staff are also available to advise students throughout the process. If a student in your office would like advising, please call the OIP at x8020 to let us know the student is on the way. If the student believes someone is waiting, it is more likely that the student will actually arrive!

Student Application and Selection Process

A standardized application developed by the OIP in collaboration with faculty leaders must be used. Faculty leaders may add sections to the application specific to their learning abroad experience. Review of applications and decisions to admit is the responsibility of the faculty leader. Once the selections are made, the faculty leader must send copies of all selected applications to the OIP.

Program Budget, Contracts & Payments, Student Payments & Financial Aid

The program budget will be based on bids, contracts, invoices and estimates secured according to institutional, system and state policies. Student payments may be made in cash, by check or by credit card (there is an additional fee for this). Each student receives an invoice from the Bursar's Office, after which the study abroad fees appear on each student's student account. It is then the student's responsibility to make payments according to the payment deadlines. All fees must be paid at the Cashier's Office on the second floor of Old Main. The OIP will not handle any of the money associated with study abroad programs. Students paying with financial aid may turn in a "Notice of Financial Aid Award for Study Abroad" form in lieu of actual payment.

Student Orientation

All students attend a mandatory OIP orientation. Family members and faculty leaders are also welcome to attend, but are not required to do so. All orientation materials will be shared with faculty leaders. Orientation materials are available from your program's web page or from_____

Academic Orientation

Faculty leaders choose and arrange for their own dates/times/locations for pre-travel academic sessions to be offered. The OIP lists this information on your program web page and requires students to list any conflicts with these dates on the study abroad application. **The OIP encourages faculty to hold a pre-travel session just after the Sunday pre-departure orientation in order to connect with family members and to disseminate information to students which family members may later be able to reinforce.** Dates for this orientation can be found by contacting the OIP.

Communicating with Students

Any communication with students on your program which is related to the academic portion of your trip must be done either directly by you or through your department PA. Depending on the arrangements you make with the OIP, the OIP will communicate with students regarding things like paperwork which is due, airline arrangements, payments, and the family orientation. The OIP communicates with students using UW Superior email addresses or via "comments" on the student's on-line study abroad application.

UW System & UW-Superior Study Abroad Policies

Read, understand and abide by all terms, conditions, policies and recommendations in the following UW System and UW-Superior policies and guidelines.

ACIS-7 (Guidelines for International Programs):

http://www.uwsa.edu/acss/acis/acis-7_revApril08.pdf

GAPP 15 (Student Services Funding):

<http://www.uwsa.edu/fadmin/gapp/gapp15.htm>

FPPP 45 (Study Abroad Programs):

<http://www.uwsa.edu/fadmin/fppp/fppp45.htm>

UW-Superior International Programs Policy

Policy Statement Study Abroad Program Cancellation

Faculty-led Study Abroad Program Orientation - Part II

Insurance

- CISI (student/faculty insurance)
- MedEx (faculty travel assistance and insurance)
 - 72-hour rule; <http://www.uwsa.edu/fadmin/medex.htm>
- Workman's compensation (faculty)
 - work-related/non-work-related illness or injury
- Coverage for spouses & dependents (of participants or faculty)
 - CISI can cover those participating on the program (i.e. students) or those who are part of the study abroad effort (i.e. faculty leading a group, etc.). Anyone else is encouraged to purchase a separate travel insurance plan. CISI's sister company, CareMed, is a provider of travel insurance plans. Insurance enrollment is accomplished via the web at the following website link with a valid credit card: <http://www.caremed-travel.com/start.php?hid=2>
 - CareMed Student Plan (available to ages 30 and under only) for 35 euros (or \$45 dollars).
 - CareMed Classic Plan for 69 euros (or \$89 dollars)

US State Department Country-specific Information & CDC

- Medical and safety concerns (CDC and country-specific info)

Finances

- Program budgets
- Travel advances for staff & students
 - you will receive one advance which includes personal meals and group expenses, each at 100% of expected total
- Student travel advances (for emergencies or if a faculty leader cannot pay entrance fees for the group)
 - **students must sign** for each individual advance or payment received
- Travel Expense Report; also available from <http://www.uwsuper.edu/wb/business/forms/>

Helpful websites

- UW Travel Policies: <http://www.uwsa.edu/fadmin/travel.htm> (meal and lodging max's, VAT, reimbursement of travel costs paid in foreign currencies and medical insurance coverage)
- System Travel Regulations (F36) Travel Advances: www.uwsa.edu/fadmin/fppp/fppp3615.htm

- System Travel Regulations (F36) Expenses not Reimbursable, especially regarding flight insurance and trip insurance : <http://www.uwsa.edu/fadmin/fppp/fppp36.htm>
- System Travel Regulations (F36) Prep & Approval of Travel Expense Form, especially claims for cash allowances provided by employees to students and foreign exchange rates: www.uwsa.edu/fadmin/fppp/fppp3624.htm

Communicating with Campus

- Email, phone or fax when you arrive
- No need to check in during the program except in cases covered in the emergency response plan

Emergencies

There are two plans:

- **Emergency Abroad Response Plan**
 - **Policy on media relations in times of crisis (within Emergency Plan)**
- **Emergency Abroad Response Plan for Mental Health Issues**

Carry the attached plans with you when you travel

Carry your emergency contact card with you when you travel

Notify the OIP of additional resources which should be used in the plan

Read the emergency contact information listed on your program's webpage carefully; review for mistakes in phone numbers, email addresses, physical addresses, etc.

For more health & safety information:

<http://www.travel.state.gov>; <http://www.cdc.gov/travel>; <http://www.secussa.nafsa.org/safetyabroad/default.html>

Confidentiality:

Please keep in mind that, as an employee of UW Superior, you **CANNOT** guarantee a student's confidentiality. You may need to share information given to you with other campus offices.

Signed statements of responsibility. Students sign statements which include the following language:

I grant the University, its employees, agents and representatives the authority to act in any attempt to safeguard and preserve my health or safety during my participation in the program including authorizing medical treatment on my behalf and at my expense and returning me to the United States at my own expense for medical treatment or in case of an emergency.

I have consulted with a medical doctor with regard to my personal medical needs and about the location(s) where the Program is to be offered. There are no health-related reasons or problems that preclude or restrict my

participation in this Program. I am aware of all applicable personal medical needs. I have arranged, through insurance or otherwise, to meet any and all needs for payment of medical costs while I participate in the Program. I recognize that the University is not obligated to attend to any of my medical or medication needs, and I assume all risk and responsibility therefore. If I require medical treatment or hospital care, in a foreign country or in the United States, during the Program, the University is not responsible for the cost or quality of such treatment or care. I understand that the insurance available to me through the UW System policy offers only basic coverage for emergency medical care abroad and repatriation/evacuation during my program.

I affirm that there are no mental health-related reasons or problems that preclude my participation on this Program.

The following paragraph applies only if you have consulted with a mental health professional in the past.

I have consulted with a psychiatrist, medical provider and/or mental health professional with regard to my mental health needs. I affirm that I am stable on my current medications and that my doctor is willing to prescribe enough medication to last for the duration of my planned program abroad. I agree to take all prescribed medications exactly as prescribed by my doctor and that I will carry both the original prescription with me and a note from my doctor explaining the situations in which I can self-regulate dosages. I have arranged, through insurance or otherwise, to meet any and all needs for payment of mental health care, if needed, while I participate in the Program. I recognize that neither the University nor my hosts abroad are obligated to attend to any of my mental health needs, and I assume all risk and responsibility therefore. If I require treatment or hospital care, in a foreign country or in the United States, during the Program, the University is not responsible for the cost or quality of such treatment or care. I understand that the insurance available to me through the UW System policy may not cover expenses for mental health care. I understand that I will be withdrawn from the program abroad and required to return home, at my own expense, if I do not take my medication as prescribed or if my mental health negatively affects my own stability, other students, my hosts, or, if on a faculty-led program, the ability of the group leader/s to teach courses and attend to the group. I understand and agree that the UW Superior Dean's Council will become involved if I exhibit symptoms of mental health problems.

I understand that staff at UW Superior may contact my emergency contact/s in the event of an emergency abroad, in the event that I require hospitalization or medical/mental health care, to inform them of my itinerary and/or accommodation changes, or in the event that staff determine that I am making decisions or behaving in a way that may jeopardize my own safety or mental health or the safety of others. In the event that I require medical or mental health care and cannot make decisions on my own, staff will make every effort to contact my emergency contact/s. If this is not possible, I authorize representatives of the University of Wisconsin Superior and/or my host institution to make decisions about my medical or mental health on my behalf. I agree to assume all financial responsibility for such care to the extent that it is not covered by health insurance.

On-site Orientation

You must provide an on-site orientation (required per UW System policy as of summer 2007)

Your orientation must include:

- Handing out/discussion of wallet-size emergency cards
 - help students write in emergency numbers on these cards (info avail from guide books)
in some countries the emergency numbers are different for land lines and mobile phones
- On-site orientation will be evaluated at the end of the program.

You may also want to include the following in pre-travel orientation

- information on culture shock and homesickness

Gifts

Purchases can be made at the University Bookstore for study abroad program gifts (for the purposes of marketing UW Superior) at a 35% discount on full-priced items. This would not include clearance items.

Post-travel Evaluation

The OIP will send out evaluations related to the OIP's role in your program. We will NOT evaluate the academic portion of the trip. This can be done separately by individual faculty if desired.

Managing Student Behavior

All applicants sign statements which include the following:

I agree to conform to all applicable policies, rules, regulations and standards of conduct as established by the University, any sponsoring institution and/or foreign affiliates, as well as program requirements, to insure the best interest, harmony, comfort and welfare of the program.

I accept termination of my participation in the program by the University with no refund of fees and accept responsibility for transportation costs home if I fail to maintain acceptable standards of conduct as established by the University, the sponsoring institution and/or foreign affiliates. I understand that to receive academic credit, I must participate in all pre- and post-travel orientations and academic sessions, attend all scheduled events, complete all course requirements and meet the faculty leader's expectations as a participant.

I agree to maintain a high standard of conduct throughout the program abroad, including, but not limited to, obeying all local laws and ordinances, behaving ethically and professionally in my relationship with others and in my approach to coursework, showing up on time for all scheduled events, and complying with the UW Superior student discipline code. Failure to adhere to these standards may result in immediate dismissal per the "University Of Wisconsin System Uniform Statement of Responsibility". If participating on a faculty-led program, UW Superior is responsible only for transporting me to the nearest form of public transportation. In all other cases, I am responsible for departing the program site and making all further arrangements on my own.

I authorize the University of Wisconsin Superior Dean of Students' Office (or the equivalent office on my home campus for participants who are not UW Superior students) to disclose information, documents, etc. contained in my education record and pertaining to my conduct on campus, in residence halls and off campus to the Office of International Programs for the purpose of determining my eligibility to participate in a UW Superior-sponsored study abroad program. I understand that information contained in my record may disqualify me from participation on this program.

In order to help make the statements above “**stick**”, it is highly advisable that faculty develop and disseminate, in writing, expectations for participants and consequences for not meeting them. These can be incorporated into the syllabus or distributed as a separate document. Some faculty have student “participation” as part of the grade. Some faculty have a behavior agreement which all students sign before traveling. It’s up to you how you want to handle this.

- Behavior Contracts
- Student Discipline Code

Group Management Techniques

Give students a schedule, including daily activities, departure times & locations and activity locations. The more accurate the schedule is, the more likely students will be on time in the right place.

Spend time each day on daily briefings. Tell students of any schedule changes coming up and talk about activities which you have already done.

Ask students for feedback at the end of each activity or day to help students remain focused on program goals; this gives a good reason for everyone to come together at the end of the day.

If your group is large, organize teams so that it is easier to determine whether everyone is present.

Rights, Responsibilities & Personal Liability

The University, its employees, agents and representatives have certain legal responsibilities, including the obligation to exercise reasonable care in the performance of all their official duties.

A faculty member's official duties are determined partially by the purpose or location of a specific program; verbal and written representations made about the program and the responsibilities of the program leader by the OIP, through the professor, through the department, etc.; group size; age of participants; verbal/written agreements with students on student responsibilities, etc.

Avoiding Personal Risk

- Provide clear, written statements related to responsibility of participants, level of supervision provided (including general statements related to when supervision will not be provided), etc.
- Monitor the local environment and your participants for health & safety issues; follow the Emergency Planning & Management document or Mental Health Planning & Management document
- Take responsibility for responding appropriately to student concerns.

The Student Discipline code, the OIP’s written statements of responsibility (signed by all program participants) and any written codes of conduct provided by individual program leaders apply to students while on study abroad programs; these also provide guidance for program leaders when determining the limits of appropriate student behavior and what their obligations are in relation to student conduct.

It's your reputation! Protect it!!

How would you react to these situations:

“I announced in classes that ‘I will accompany the group’ and that there will be ‘time for students to enjoy the local night-life.’ I do not give participants information on where my supervisory responsibilities end. I do not accompany students to the local bar”. A female student leaves the bar intoxicated, makes poor decisions related to her personal safety, and is held up in an alley.

“I accompany the group to the local bar to enjoy the local night-life. One student is a recovering alcoholic, bends to “peer pressure” and drinks anyway. Upon return home, parents accuse the faculty leader of being involved in “pressuring” the student to drink by organizing a university event at a bar.”

Keep in mind... The University of Wisconsin System and the University of Wisconsin Superior prohibit the unlawful possession, use, distribution, manufacture, or dispensing of illicit drugs and alcohol by students and employees on University property or as part of University activities. Neither the University of Wisconsin System nor the University of Wisconsin Superior say whose laws you should be following. Your students may be of age in the country you are visiting, but what if they aren't of age in the U.S.?

Don't...

PURCHASE MEDICATIONS FOR STUDENTS. You may help students purchase medications as long as you do not give recommendations; you can tell students what symptoms particular medications alleviate, but you can't recommend a particular medication. Work directly with a pharmacist, with you acting as interpreter, if necessary. The pharmacist will know what questions to ask and can give a proper recommendation.