

MARYMOUNT UNIVERSITY
CENTER FOR GLOBAL EDUCATION
FACULTY & STAFF HANDBOOK



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I. THE CENTER FOR GLOBAL EDUCATION

OVERVIEW & MISSION

As part of our mission, the Center for Global Education (CGE) at Marymount University works to provide academically-based international programming for our students that fosters the development of the skills, knowledge, and attitudes needed to be active, informed, and culturally sensitive citizens in the global community. Leading a short-term faculty-led or global classroom program will give you the opportunity to engage with students in new ways and teach them outside of the walls of the classroom. By sharing this experience abroad with your students, you will have the opportunity to help Marymount students gain a global perspective and advance one of the three pillars of Marymount University.

The Center for Global Education at Marymount administers all programs abroad offered to our students for academic credit. Any faculty member who wishes to direct a program overseas that carries academic credit must work with the CGE. The Center for Global Education provides guidance and support to Marymount students and faculty who wish to participate in or lead credit-bearing programs abroad. The CGE also provides orientation workshops for students going abroad, and a network of support services for our students overseas.

This handbook is intended for Faculty Directors and Faculty/Staff Assistants who accompany and teach students abroad. It is designed to provide you with general assistance as you propose, develop, and lead a Marymount University short-term or Global Classroom study abroad program. In this handbook, you will find information outlining the responsibilities of the faculty director and faculty/staff assistants, travel guidelines, suggestions for dealing with behavioral problems, procedures to follow in the event of an emergency, and other important topics.

IMPORTANT CONTACT NUMBERS

Center for Global Education: 703-284-6474

Victor Betancourt Cell (for emergencies only): 571-265-7295

Marymount University Police: 703-284-1600

Marymount University Title IX Office: 703-526-6940

STAFF

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II. GUIDELINES FOR FACULTY-LED AND GLOBAL CLASSROOM PROGRAMS

PROGRAM MODELS

Faculty-led study abroad programs vary widely in terms of program itineraries, disciplinary focus, duration, inclusions, and scope. The program might be a course(s) taught almost entirely abroad with just a small number of meetings or assignments prior to departure or upon return (i.e. Short-Term Faculty-Led models). It might feature a short overseas component embedded in a larger course taught on the MU campus during the regular term (i.e. Global Classroom Model). Faculty are encouraged to consult with the Center for Global Education in order to select a program model that will be most appropriate for the course and the desired learning outcomes.

Academic delivery can also take on many forms including:

- faculty member(s) teaching in a classroom space and/or on site (museum, cultural locale, etc.);
- lectures by guest speakers and local experts; class(es) taught by non-MU faculty (e.g. language institute, or host institution);
- service-learning components integrating community service with guided instruction and reflection by the faculty member or contracted local instructor;
- research components or projects;
- and language acquisition.

The Center for Global Education will work with an on-site provider or travel agent to help arrange on-site logistics. Accommodation may include hotels, youth hostels, apartments, university housing, host families, etc. Most programs include group welcome and farewell dinners but others may include most or all meals depending on the location. While in-country transportation options range from public (metro, bus, train), to walking, and/or private (vans, coaches, flights). Programs typically include airport pick-up and drop-off.

The courses associated with the program can range from existing MU course(s) with student learning goals and assignments adjusted to reflect and incorporate location to the development of new courses approved through the University Curriculum Committee.

Leading a study abroad program allows you to explore alternate teaching pedagogies and practices, so don't be afraid to think outside the box!

GLOBAL CLASSROOM PROGRAM

The Global Classroom Program model describes a program in which a semester-long course contains a short (typically one-week) embedded international experience. The embedded international experience

often takes place over the spring break; however, occasionally the experience may be front-loaded prior to the course, as well.

The international experience of the program does not add to the contact hours of the course, and the course must continue to run throughout the entirety of the semester. The course must also be able to run without the international experience, in the event that the travel is not possible.

Global Classroom courses are a part of a student's standard semester course load. Students pay their standard semester tuition, as well as an additional fixed fee that is determined for all Global Classroom programs. The fixed program fee will typically cover standard inclusions, such as roundtrip airfare, accommodation, excursions, and some meals. Faculty directors are not paid more for the Global Classroom Program course unless they are teaching an overload.

SHORT-TERM FACULTY-LED PROGRAM

Short-term faculty-led courses are study abroad programs in which students receive credit for a course and travel abroad for a short period of time, typically between 2 and 3 weeks for a 3-credit course. Most of the content for the course will take place abroad, with a few class meetings taking place before and/or after the international experience. Short-term faculty-led programs for undergraduate students typically take place during the summer term.

At the graduate level, programs are typically between 1 and 2 weeks, with class meetings prior to and/or after the program return. Graduate programs can run over the summer, fall, or winter terms.

The fee structure for short-term programs varies. Students will pay their standard Marymount tuition per credit hour (undergraduate or graduate tuition, as appropriate), plus an additional program fee that can range by program location, length of program, and number of participants.

STUDY ABROAD FORMS AND PROCEDURES

The following guidelines apply to all Marymount faculty-led study abroad programs. These guidelines and procedures are designed to ensure the academic integrity and thoroughness of preparation for all study abroad courses. All MU study abroad forms, guidelines, and procedures are approved and authorized by the Provost's Office. No study abroad program will have the approval of the University unless all procedures have been followed and the responsible faculty member has been informed that the proposed program has been approved by the Center for Global Education. Faculty-led study abroad is a group experience involving considerable travel to a location(s) away from the campus, both inside and outside the United States. Such experiences may constitute the whole or part of a credit-bearing course. Whatever the case, study abroad is a University-sanctioned activity and requires completion of the MU Study Abroad forms and compliance with procedures as outlined in this guide.

STUDY ABROAD FORMS

SHORT-TERM FACULTY-LED AND GLOBAL CLASSROOM PROGRAM PROPOSAL

In order to direct a short-term study abroad program or a Global Classroom Program, the “Marymount University Faculty-Led Proposal Form” must be submitted to the Marymount University Center for Global Education Office along with supporting documentation **by the following dates, in the year prior to the proposed terms:**

Spring Break: January 15

Summer: February 15

Fall/Winter: August 15

REPEAT PROGRAMS

Faculty members who would like to propose a repeat program must submit the “Marymount University Faculty-Led Program Renewal Proposal Form” by the above deadlines with the necessary signatures by their department chairs and dean. Faculty must re-sign the faculty contract, as well.

FACULTY CONTRACT FOR MU STUDY ABROAD PROGRAMS

The faculty member and any accompanying non-participant family members or companions are required to complete and submit this form to the Center for Global Education Office prior to departure.

PROGRAM REPORT/DEBRIEF

All faculty members leading a short-term study abroad program or global classroom program must submit a program report according to the stated guidelines **no later than 60 days after the conclusion of the program.**

EXPENSE REPORT AND REIMBURSEMENT

The Faculty Director/Assistant must reconcile their travel expenses with all appropriate receipts **within two weeks after the conclusion of the program.**

STUDY ABROAD EVALUATION

Students will be instructed to complete an online evaluation shortly after the program concludes. Results will be shared with the Faculty Director(s) and their department chairperson(s) to aid the planning of future programs.

FACULTY-LED STUDY ABROAD PROGRAM PROPOSALS/ RENEWAL PROPOSALS

All faculty-led credit-bearing programs are administered by the MU Center for Global Education in partnership with MU academic departments and schools. Any faculty member who wishes to lead a program overseas that carries academic credit must submit a proposal and be approved by Center for Global Education and adhere to the policies and procedures regarding faculty-led programs.

Academic departments and schools are responsible for reviewing and endorsing all academic components of the proposed program including course subject matter, instructional methods, and syllabi prior to submission to the review committee.

Faculty members within the same department and/or college can submit multiple proposals. However, ***competition between programs and an assessment of student demand will be taken into account when selecting programs for each cycle.*** Department chairs and deans are encouraged to consult with the Center for Global Education in advance of the deadline if multiple proposals are being submitted or to discuss departmental or college strategies for faculty-led and global classroom programming.

Interdisciplinary programs are encouraged as they increase the learning outcomes for the students and the marketability of the program. Please note that if multiple departments are included, each department chair and corresponding dean must sign off on the proposal.

PROPOSAL REVIEW AND SELECTION

All proposals and renewal proposals are reviewed by the Center for Global Education. Faculty members will be notified within one month of the submission deadline regarding the outcome of their proposal. If your program is approved to run, the Center for Global Education will work with you to develop your program during which changes may be made as needed. Any changes to the academic content, course offerings, and/or faculty directors must be made in consultation with the academic department(s) and school(s). Other changes may include (but are not limited to) program dates, program length, housing, and cultural activities.

ACADEMIC REQUIREMENTS

For short-term faculty-led programs, the CGE requires that syllabi for all courses associated with the study abroad program be submitted as part of the program proposal. Syllabi should include a timeline or tentative program schedule, learning and cultural activities, and learning outcomes. For Global Classroom Program, the syllabi for the course may be useful in helping the CGE and the on-site program provider organize course appropriate learning activities and excursions.

LEARNING OBJECTIVES

Courses being taught on faculty-led programs must meet the learning objectives indicated in the university-approved syllabus. Adaptations to the course outline, learning activities, and assignments may be made with the approval of the department chair(s) and college dean(s) to reflect the international context in which it will be taught and to ensure the content is applicable to the host country/region. The proposal should indicate how the proposed learning activities meet the course objectives.

The host country/region selected for the international field experience must be appropriate to the course topic and content. Program proposals for countries with elevated U.S. Department of State Travel Advisories will only be assessed on a case-by-case basis. Additional information may be required.

PARTICIPANT NUMBERS

Target minimum and maximum enrollment numbers will be determined during the program development phase and will depend on budget and the program parameters. Program minimums can vary, but typically range from 14-18 minimum students. Programs will not exceed 25 participants.

PROGRAM STRUCTURE

All Marymount University Faculty-led and Global Classroom Programs are completely self-supporting, meaning that the entire costs of the program are covered by a percentage of the tuition and program fee charged to the student. Unless a student is receiving a specific scholarship offered by the Center for Global Education, the CGE Education does not subsidize the cost of programs.

III. GUIDELINES FOR FACULTY DIRECTORS & STAFF/FACULTY ASSISTANTS

FACULTY DIRECTORS

A program will typically have one primary Faculty Director responsible for all academic components of the program. If the program is associated with two or more discrete courses, a second Faculty Director may be considered if they will be teaching two separate courses.

Additionally, there may be instances where faculty will co-teach a course. In these cases, faculty will split salary. In cases where there are two faculty directors or co-faculty directors, there will not be an additional staff/ faculty assistant assigned for the program in order to keep the cost of the program down for students.

Faculty directors are responsible for the academic content of the program; however, they are not responsible for organizing logistics, making reservations, or making significant payments to the program provider or travel agent. Faculty directors should not make arrangements or program changes with the program provider directly. The Center for Global Education should be included or copied on all program-related communication.

More information on faculty director responsibilities prior to, during, and after the program will be discussed later in this handbook.

STAFF/FACULTY ASSISTANTS

For short-term faculty-led programs and Global Classroom Programs, two Marymount staff will accompany students whenever possible and appropriate. In cases where there is 24/7 support from a program partner on the ground, the representative from the program partner may take on the role of the staff assistant on the ground.

In cases where there is only one Faculty Director or in cases where participant numbers deem it necessary, the Center for Global Education will assign a Staff/Faculty Assistant (in consultation with the faculty director) to support Global Classroom Programs and Short-term Faculty-led programs, as necessary. While the CGE will consider any suggestions or requests made by faculty directors, the CGE has the right to assign staff assistants at their discretion in order to ensure program success and student safety.

If a faculty is serving in this assistant role, it should be noted that they would not be responsible for any teaching or academic matters related to the course. The course will not be considered part of their teaching load.

The Center for Global Education will obtain approvals from staff supervisors and school deans, as appropriate.

The faculty or staff assistant will not receive additional salary or compensation; however all program related expenses will be covered, including airfare, accommodation, and all program activities. Additionally, the faculty or staff assistant will receive a per diem for meals and incidentals while in country.

IV. POLICIES & GUIDELINES FOR ACCOMPANYING FAMILY MEMBERS

The Faculty Director of a study abroad program wears many hats: professor, chaperone, advisor, counselor, guide, and so forth. The workload for programs abroad is thus much different, and often more demanding, than that of teaching a similar course on the Marymount campus. For this reason, we strongly encourage you to carefully weigh the pros and cons of having family members or other companions accompany you abroad during the time the program is in session. Faculty Directors must remember that their first priority is to be available to the 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/or the demands of family responsibilities can be a distraction and an unwelcome source of additional stress for the faculty member, causing conflicts that can be to the serious detriment of the program.

The Executive Director of the Center for Global Education must approve all requests for accompanying family members. Accompanying family members are often not approved for first-time Faculty Directors.

Faculty Directors or Staff/Faculty Assistants intending to have accompanying persons on the program must inform the Center for Global Education Office during the development phase of the program. All accompanying nonparticipants and the faculty member are required to sign and submit the Faculty-Led Study Abroad Program Accompanying Family Member/Companion Agreement to the CGE Office at least four weeks prior to departure and must agree to adhere to the relevant policies outlined in this section of the handbook.

Accompanying family members or companions, if not enrolled as full participants in the program, are not considered in any way to be affiliated with the program or representatives of Marymount University. Accordingly, the following issues must be considered prior to the program.

MINOR CHILDREN

Children under the age of 18 must be under the supervision of an adult other than the Faculty Director or Staff/Faculty Assistant at all times. Supervision of minor children is the sole responsibility of the parent(s). At no time should a program participant be asked to care for or supervise a child of a faculty member.

FAMILY MEMBERS'/COMPANIONS' PREPARATIONS FOR THE TRIP

Family members/companions will not be reflected on the program participant list, and therefore will not receive program communications or be invited to the program orientations or meetings. Faculty Directors are encouraged to share information with their family members/companions about the

country, anticipated activities, and the risks involved. In whatever way possible, family members/companions should investigate the health and safety issues related to the program.

PROGRAM RESTRICTIONS

Although family members/companions are not participants in the program, they are expected to abide by the program policies and restrictions that are imposed for safety and liability reasons. Family members/companions 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 by the CGE or on-site provider if deemed necessary.

FEES AND EXPENSES

Family members/companions are responsible for paying all fees and expenses incurred overseas according to conditions pre-arranged by the CGE Office. If a family member/companion attends a class or excursion with the program participants, he/she must pay any fees or expenses involved. Family members/companions may only attend classes or excursions on a space-available basis, and with the permission of the instructor, local coordinating agency/organization, and the CGE Office.

TRAVEL EXPENSES

It is Marymount policy that faculty directors will not be reimbursed for any travel expenses incurred on behalf of family members/companions. Careful records must be maintained by the Faculty Director to ensure separation of expenses of any family members/companions from the reimbursable expenses of official travelers. Any additional costs incurred for the convenience of the family members/companions will be borne entirely by the Faculty Director.

PROGRAM-RELATED DUTIES

Family members/companions may not have any official duties (chaperone, driver, assistant, etc.). Family members/companions are not protected by Marymount University liability insurance for any actions taken abroad, and are urged to discuss applicable liability protection with an insurance agent to ensure that adequate coverage is in place for his/her overseas activities.

MEDICAL INSURANCE

Family members/companions must have their own medical insurance coverage for the period of the program.

V. PROGRAM PROPOSAL AND PLANNING PROCEDURES

Once the faculty-led program proposal is approved, the Faculty Director will work with the Center for Global Education to discuss the planning and implementation of the program. Program development begins at least 12-18 months prior to the program departure. By agreeing to direct a program abroad, faculty will have the opportunity to enjoy many of the benefits of overseas travel, but along with these are responsibilities that are not usually a part of regular teaching duties on campus. The following highlights the responsibilities of the Faculty Director of a short-term study abroad or Global Classroom program as well as the services the CGE provides to support these efforts.

FACULTY DIRECTOR RESPONSIBILITIES

PROGRAM DESIGN

- Identify appropriate course(s) and corresponding number of credits with the academic department(s) and school(s)
- Set admissions criteria and prerequisites in consultation with the CGE Office
- Work with the CGE to determine host institution/provider abroad and provide CGE Office with contacts on the ground (if any)
- Work with CGE Office to determine program itinerary and excursions, including possible experiential learning opportunities and service-learning

RECRUITING

Recruiting participants for the program is one of the primary responsibilities of the Faculty Director. A minimum number of participants (per the program budget) must be enrolled in the course for the program to run. CGE staff are available to assist you with recruitment efforts, as well.

- Recruit participants on-campus through the Study Abroad Fair, information sessions, and through colleagues, student clubs, etc.
- Utilize marketing materials created by the CGE Office and refer students to the program brochure on the Study Abroad Portal
- Communicate with prospective and admitted students in lead up to program
- Respond to admission related requests from CGE Office in timely fashion (if applicable)

NOTE: Due to the critical role the Faculty Director plays in recruitment for the program, faculty who will be absent from campus (sabbatical, extended leave, etc.) for any part of the academic year prior to the proposed program may not be eligible to propose a program. Please contact the CGE for more information prior to submitting a proposal.

PRE-DEPARTURE PLANNING

- With support from the CGE, help to ensure that students are prepared for the cultural experience in host country
- Read and be familiar with the contents of this handbook
- Participate in Faculty Director training arranged by the CGE
- Participate in any planning calls with the CGE and/or program provider or on-site support
- Participate in pre-departure student orientation arranged by the CGE Office at predetermined date, time, and location (optional)
- Make arrangements for academic (e.g. note takers, recording devices, etc.) and/or other accommodations prior to departure, if requested by students in consultation with Student Access Services and the CGE
- Pick up Travel Advance, if applicable
- Sign the Faculty Director contract

WHILE ABROAD

- Confirm the group's safe arrival with the CGE by email or phone
- Accompany students, participating in all scheduled activities
- Teach/coordinate with any overseas faculty/lecturers
- Oversee the overall wellbeing of students, with support from on-site staff and MU staff
- Resolve any housing or other issues that may arise on-site
- Hold regular "office hours"/meeting times with students
- Ensure the onsite cooperating institution/organization is delivering services according to the contract. If problems arise, the Faculty Director should alert the CGE Office immediately so any discrepancies can be resolved in a timely manner.
- Facilitate intercultural learning and reflection on site
- Evaluate the students' work, as appropriate
- Communicate with the CGE Office regarding any incidents, necessary changes to the program, etc. throughout the program
- Report any incidents or issues in accordance with Title IX regulations
- Report any crimes in accordance with the Clery Act (in their capacity as temporary designated Campus Security Authorities for the duration of the program abroad)

UPON RETURN

- Submit a program report and debrief with the Center for Global Education
- Reconcile travel expenses within two weeks of the program return date

CENTER FOR GLOBAL EDUCATION RESPONSIBILITY & SERVICES

PROGRAM DESIGN

- Investigate and evaluate program location, proposed activities, security situation, on-site provider
- Serve as resource for Faculty Director on all issues relating to the study abroad program
- Consult on risk issues such as student health, insurance, and safety
- Prepare program budget
- Negotiate contract and program changes with third party provider/ travel agent (the faculty director should not be involved directly with this process)
- Set up course sections with the Registrar
- Register and bill students for study abroad programs under term in which program takes place
- Arrange training session for all new Faculty Directors and Faculty/Staff Assistants

RECRUITING

- Create program brochure in the Study Abroad Portal
- Provide print and digital marketing materials to Faculty Directors
- Supplement student recruiting through typical CGE recruiting mechanisms online and in print
- Prepare financial aid budgets for students as requested
- Collect and evaluate online student applications based on established admission criteria
- Send out admission emails to students
- Collect medical information and accommodations requests from students and share with Faculty Director(s)

PRE-DEPARTURE PLANNING

- Meet with Faculty Directors & Staff/Faculty Assistants to aid and prepare them for their overseas programs
- Finalize arrangements at host site regarding logistics such as housing, meals, ground transport, etc. (often in coordination with on-site agency/organization or third party provider and Faculty Director)
- Identify group flight to program destination in consultation with Faculty Director
- Share flight itinerary and arrival information with admitted students
- Arrange mandatory pre-departure orientation session at a predetermined date, time, and location
- Assist with arrangements for academic (e.g. note takers, recording devices, etc.) and/or other accommodations as needed prior to departure if requested by students
- Enroll Faculty Director, Staff/ Faculty Assistant, and students in U.S. State Department Smart Traveler Enrollment Program (registering with U.S. embassy)
- Enroll students and Faculty Directors & Staff/Faculty Assistants in Marymount Emergency Travel Assistance program
- Arrange for all program payments to provider

WHILE ABROAD

- Serves as University communications contact while students and Faculty Director are overseas; CGE staff member reachable for emergencies at all times
- Report any sexual harassment complaints in accordance with Title IX regulations and university policy
- Report any crimes in accordance with the Clery Act (in their capacity as permanent designated Campus Security Authorities) and university policy

UPON RETURN

- Collect, collate, and distribute evaluation data from students
- Debrief with the Faculty Director upon return to discuss program improvements, challenges, successes, etc.
- Assist faculty and staff with reconciling all receipts and travel expenses

VI. APPLICATION AND ADMISSION PROCEDURES

APPLICATIONS

- The Center for Global Education has a standard online application for all faculty-led programs
- If Faculty Directors establish specific eligibility requirements (e.g. specific prerequisites, GPA higher than 2.5, etc.) they should discuss it with the CGE when developing the program. All requests must be approved by the CGE.
- Applications must be received by the deadlines established by the CGE. Occasionally, deadlines can and will be extended if the timeline for making bookings and reservations allow.
- The CGE will communicate directly with faculty directors to provide periodic updates and let them know which students have applied to their program. The CGE cannot accommodate daily requests for this information and will not relay the details of applicants to students or other faculty and staff not directly involved with the program.

ADMISSION PROCESS

- Applications are processed by the CGE. Faculty directors should not make any verbal or written promises of admission to students.
- Applications will not be processed until all items are received. Spaces cannot be 'held' for students.
- Complete applications will be reviewed by the CGE in consultation with the Faculty Director based on the admission criteria agreed upon at the time of program development and approved by the CGE. Any eligibility requirements or preferences must be stated on the program page.
- The CGE will send out admission decisions (i.e. Accepted, Denied, Waitlisted) to students via email.
- Students will then be given a date by which they must commit to the program through the Study Abroad Portal.
- Should the student wish to withdraw from the program for any reason after committing to the program, only recoverable expenses may be refunded. Marymount University standard withdrawal/drop/add deadlines do not apply. The student must submit his/her intention to withdraw in writing to the CGE. Email notification is acceptable. If a student indicates possible intention to withdraw from the program at any time, please notify the CGE immediately.

REGISTRATION

- THE CGE will register students for all short-term faculty-led and Global Classroom courses.

- Upon registration, the student will be billed for the program fee by Marymount University. Payment schedules and deadlines follow the University calendar for that particular term.

VII. FACULTY DIRECTOR PRE-DEPARTURE RESPONSIBILITIES

PRE-DEPARTURE PREPARATION FOR STUDENTS

Program orientation begins when students first see a program flyer or visit the program brochure and continues throughout the pre-departure process. Because of this – and also because all materials and oral presentations can constitute contractual agreements – all distributed information about the program needs to be clear and accurate.

A pre-departure orientation meeting will be held in conjunction with the Center for Global Education after the participants for programs have been selected. This date, time, and location will be determined in advance by the CGE Office.

The CGE Office will facilitate a session covering logistical and administrative matters such as billing, registration, health insurance, money, general health and safety abroad, travel documentation, travel arrangements, modes for communication, and cultural adjustment issues.

Faculty Directors should also set aside additional class time or arrange for class meetings to further discuss program specific details with the group including the course syllabus and assignments; academic and behavioral expectations; program itinerary; packing (what to bring and what not to bring); safety, health, legal, environmental, cultural, and religious conditions in the host country; potential health and safety risks in the host country; and appropriate emergency response measures.

The CGE Office will provide each student (and Faculty Director and Staff/Faculty Assistant) a study abroad orientation packet which contains general information on these issues, as well as on the host site for their program.

SETTING ACADEMIC AND BEHAVIORAL EXPECTATIONS FOR THE GROUP

On faculty-led study abroad programs, students are required to attend all course-related activities and all excursions which are a part of the program itinerary. The only acceptable excuse for missing a class or an excursion is illness. Faculty Directors should take attendance at all classes and excursions, and are encouraged to reduce the grade of any student who is late or absent from a class or required excursion.

Participants are expected to serve as ambassadors for both Marymount and the United States. It is often difficult for students to understand what is expected of them in this regard, so it is important for Faculty Directors to stress these issues in the class meetings prior to departure. Students need to be aware that behaviors with minimal or no consequences at Marymount may have major implications on the study abroad program. Students are bound by the Marymount University Community Standards while overseas and any breach of the code may result in ramifications upon return to campus.

These topics should be presented repeatedly to students – not just at the pre-departure orientation but also in class meetings and after arrival in the host country. Topics include:

- Appropriate dress
- Culturally-appropriate behavior
- Local laws and customs
- Local mobility (which neighborhoods in the area are safe)
- Gender dynamics
- Youth/elder relationships
- Food and meal etiquette
- Safe behavior

It is also very important for Faculty Directors and Staff/Faculty Assistants to model culturally-appropriate behavior and lead by example. Remember to practice what you preach, and remember that students will often follow your lead.

ACADEMIC AND OTHER STUDENT ACCOMMODATIONS

Students are asked to self-disclose any disability (chronic medical or psychological condition, learning disability, ADHD, an autism spectrum disorder, or a mobility, vision or hearing disability, etc.) to the Center for Global Education as early as possible after admission to their program. This information is collected in the ‘Post-Acceptance’ section of their application in the Study Abroad Portal. Our office will also share this information with the Faculty Director as it becomes available.

Sometimes students are reluctant to disclose information formally to our office or may feel more comfortable self-reporting to their Faculty Director. If a student approaches you to discuss special needs or particular accommodations related to their study abroad program, please notify the CGE so that we can work together to address their needs. Our office does not meet with most faculty-led program applicants in person so if you have any concerns or questions pertaining to a participant, please let us know.

To request accommodations for study abroad, students must appropriate documentation from Student Access Services and submit a copy to our office. Appropriate arrangements will be made to the extent possible including, but not limited to, housing, transportation, field trips, excursions, cultural activities, and classroom or test accommodations. If a student does not provide appropriate SAS documentation, accommodations may not be provided on the basis of a disability.

Arrangements for most academic accommodations (note taking services, recording devices, smart pens, extended testing time, etc.) are typically made by the Faculty Director just as if you were teaching a standard course on campus. If special circumstances unique to the study abroad program make providing these accommodations difficult, please let us know so we can consult SAS regarding possible alternate arrangements. Accommodations pertaining to nonacademic components of the program

(housing, transportation, additional on-site support) will be assessed and organized by the CGE Office in consultation with SAS, the student, the Faculty Director, and the on-site provider (if applicable).

Don't forget that information related to a student's disability is confidential and protected under FERPA. The student should be afforded the opportunity to meet with you and/or our office privately to discuss disability-related matters.

HEALTH AND SAFETY ISSUES

To support a healthy and safe experience, Marymount University provides a comprehensive emergency travel assistance plan to all students as well as faculty participating on MU administered study abroad programs. This is not an optional benefit – every participant on a Marymount University administered study abroad program will be covered by the MU Emergency Travel Assistance policy and the cost is included in the program fee. Faculty Directors, Staff/Faculty Assistants, students, and parents are strongly advised to become familiar with the plan's benefits and features, which the CGE will distribute to all program participants electronically.

Note: The Emergency Travel Assistance program is a blanket policy for emergencies, but should not replace comprehensive insurance coverage. All participants are required to maintain insurance coverage according to Marymount University policy. Students, faculty, and staff will be automatically enrolled in the Emergency Travel Assistance program and will have access to an ID card that includes contact information for plan services. Participants on Marymount University study abroad programs do not need to sign up for the Emergency Travel Assistance plan.

Certain behaviors and activities cannot be condoned or implicitly supported by Marymount University because they carry potential unacceptable risk both to the individual and to the University. Participants need to be alerted to the dangers of such activities during orientation and as necessary throughout the program. Because neither the University nor the Faculty Director can control the actions of any individual, Faculty Directors must ask students who intend to engage in any risky activities to sign a statement to the effect that they are doing so outside the auspices of the Marymount University study abroad program. The signed statement thus documents that the student was informed of the potential risks of his/her behavior. Such activities include, but are not limited to:

- Bungee jumping
- Participating in political demonstrations
- Scuba diving
- Renting and operating motor vehicles of any type
- Solitary travel
- Other 'extreme sports'

COMMUNITY BUILDING

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

To begin, Faculty Directors should reinforce the message that study abroad is an **academic experience** and that academic responsibilities take priority over personal interests. Planting this idea helps to combat the occasional notion that study abroad is simply a travel opportunity. Also, Faculty Directors should try to refrain from referring to the experience as a “trip” and instead use the word “program,” as it denotes a difference between study abroad and a vacation. The concept of students as “**cultural ambassadors**” should be reinforced, emphasizing that their conduct will be seen as representative of the United States as well as the state of Virginia and Marymount University. Students need to be reminded that while the consequences of poor behavior at MU reflect solely on themselves, their misconduct abroad will be attributed to the entire group. In addition, violations of Marymount University Community Standards, may also have ramifications when they return to campus.

Most importantly, participants need to understand that the viability of a program rests in their hands. Offensive or indifferent behavior resulting in negative evaluations by colleagues abroad could lead to the discontinuation of a program in the future.

The Faculty Director might consider creating a “**student-faculty**” contract, specifically tailored to their program. This can be created in advance, or employed by a method of community building similar to that used in residence halls. Ask students to identify acceptable and unacceptable behaviors from which the group can agree upon and create a “contract” that the students sign prior to departure or on-site. In addition to the expected, “don’t be late for bus departures,” ask students to decide on actions to avoid such situations. For example, students can agree to check that everyone is awake at a certain time. The students may also agree upon consequences and/or group response to repeated offenses. Likewise, students should be informed of the procedure to follow if they experience the consequences (for instance, if they are left behind because they missed the field trip departure).

It may be more important to emphasize what the students should do, rather than what they should *not* do. This applies to bystander behavior. For instance, if one student sees another student displaying inappropriate behavior, that student should step forward to stop it. Faculty Directors should encourage this type of response, as well as the peer pressure that students with leadership skills can provide.

Faculty Directors can ask students to discuss how personality conflicts can undermine the atmosphere of the program. Faculty Directors should require students to determine procedures and methods for dealing with personality conflicts. Although it may seem like common sense, students may need to be regularly reminded to:

- Be polite and listen to one another

- Respect each other, leaders, and local people affiliated with the program
- Honor diversity and differences within the group
- Look for compromises

Faculty Directors should address any concerns about alcohol misuse and abuse up front. 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, Faculty Directors not only inform students of their concerns, but also alert them to possible past problems that have had a negative effect on the program. Many study abroad Faculty Directors state that this proactive approach has been successful in reducing the number of alcohol-related problems.

To begin this discussion, it is helpful to ask students to discuss the consequences of alcohol misuse, such as the following:

- Tardiness or poor attendance at classes and activities
- Negative student interactions as a result of alcohol-induced “bad” behavior
- Animosity/break down of community among members due to such behavior
- Poor reflection of group to local community/faculty/contacts
- Undue stress to Faculty Director/local coordinator that requires excessive attention and time

It can be useful to brainstorm with students on their **perception of alcohol use in the host culture**, comparing and/or contrasting with alcohol use in the United States, then sharing knowledge of alcohol use in the host culture, comparing and/or contrasting this with the students’ perceptions. In addition, students should be reminded 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/addiction in most cultures.

Lastly, this conversation should be reviewed **before and after arrival** on-site. Faculty Directors should be alert to group dynamics and address any concerns they may perceive. Don’t make light of incidents of abuse (such as joking about hangovers). Make sure stated consequences are followed up on. Follow previously stated guidelines if students violate agreed-upon rules.

PROGRAM FINANCES

PROGRAM EXPENSES

Program expenses and Faculty Director and Staff/Faculty Assistant allowances, including the per diem stipend, are determined by the program budget. **Standard state per diem rates do not apply**. Faculty Directors and Staff/Faculty Assistants cannot be compensated for any monies spent that were not previously authorized in the program budget except in case of emergency.

Faculty Directors and Staff/Faculty Assistants will receive a breakdown of allowable program expenses prior to departure from the CGE Office.

Faculty Directors and Staff/Faculty Assistants may be eligible to get an advance for certain program expenses, including per diem. Faculty and staff with the CGE to facilitate this process prior to departure.

EXPENSE RECONCILIATION

IMPORTANT: Faculty Directors and Staff/Faculty Assistants are responsible for reconciling all program related expenses in a timely fashion. Receipts must be turned in to the Center for Global Education and are required for ALL expenses EXCEPT for the meals and incidentals stipend. Non-receipted expenses cannot be reimbursed.

VIII. ON-SITE RESPONSIBILITIES

The Faculty Director should fulfill the following duties on-site:

- Contact the Center for Global Education upon arrival to confirm all participants are safe and accounted for
- Provide an initial on-site orientation to introduce the students to the host site and culture (may be in conjunction with on-site program organizer)
- Be responsible for the academic integrity of the course and coordinating class activities
- Cooperate with other on-site faculty members, staff, or program provider or travel guides regarding the program objectives
- Act as liaison between the students and any individuals or entities providing services to the program
- Ensure the onsite cooperating institution/organization is delivering services according to the contract. If problems arise, the Faculty Director should alert the Center for Global Education immediately so any discrepancies can be resolved in a timely manner.
- Enforce the policy that non-program participants are not allowed to accompany the participants on program sponsored excursions or activities
- Communicate academic and disciplinary roles clearly to the students.
- Respond to any emergency situations or serious incidents which may arise (e.g. illness, accident, crime involving participant(s), severe behavioral issues, natural disaster, political uprising) and **notify the CGE Office as soon as possible by email or phone** (see section on Emergencies)
- Report any sexual harassment complaints in accordance with Title IX regulations and university policy
- Report any crimes in accordance with the Clery Act (in their capacity as permanent designated Campus Security Authorities) and university policy
- If a sexual harassment, crime, or other health and safety incident should occur, faculty must complete a CGE Incident Report
- Save receipts that you will need to submit for reconciliation upon return to the U.S. **Never loan students program or personal funds unless it is an extreme emergency.** Faculty Directors will not be reimbursed by the University for loaning money to participants unless authorized in advance by the Center for Global Education.

With the help of the staff/faculty assistant, try to meet with students regularly throughout the program to discuss non-academic issues. Topics for discussion may include cross-cultural adjustment, personal activities, inappropriate behavior, etc. These sessions build group cohesiveness and alleviate possible student issues.

Be aware of possible indicators of culture shock. These can include: feelings of helplessness, loneliness, alienation, sleeping more than usual, depression, getting angry easily, decline in flexibility, stereotyping of host culture, increase of physical ailments, eating problems, inability to concentrate, and mood

swings. Most, though not all, students experience some level of culture shock. The concrete indicators of culture shock vary greatly from individual to individual.

SAFETY AND SECURITY ISSUES

Safety is a primary concern of all who are involved in study abroad programs – participants, their families, advisers, Marymount University, the host institutions, Faculty Directors, Center for Global Education staff and any other Marymount personnel associated with our programs. It is generally considered that study in a foreign country is no more dangerous than study in the United States. On the other hand, there are risks that are 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.

The provisions of the Family Rights and Privacy Act (FERPA) often come into conflict with (a) the CGE Office and leaders' needs to have full information about the participants we serve, and (b) the desire of parents and the CGE Office/MU to be briefed fully when something goes wrong. This conflict is not unique to study abroad – the issue is faced continually on campus – but it does pose a more delicate challenge in study abroad situations because of the heightened sensitivities and the distance involved. When filling out their application to study abroad, Marymount students are given the option to waive their FERPA rights; however, we must still be careful with whom we share information and what information we share.

If students or parents should inquire about **how Marymount University deals with safety and security issues**, the following information should be provided:

“Marymount is dedicated to offering a wide variety of study abroad opportunities to meet the needs of a diverse student population and is committed to maintaining a safe and secure environment for its students. Marymount recognizes the importance of establishing policies and procedures in the effort to protect the safety and well-being of study abroad participants, while acknowledging that no single plan can address all contingencies. Listed below are a few of the ways that Marymount strives to keep study abroad opportunities as safe as possible:

- The CGE regularly and responsibly monitors safety issues in each of our program locations. A review of all study abroad programs is conducted in which safety, security, and overall quality are measured.
- All participants are required to attend a pre-departure orientation session that stress safety issues and understanding cultural differences.
- Emergency procedures are in place, including medical and general emergency evacuation procedures. In any emergency, the CGE will be in contact with faculty and students abroad as necessary.
- Marymount University provides emergency travel assistance plan to all students participating on Marymount University Study Abroad Programs.”

Country-specific information is also included in the program orientation packet. Additionally, the Study Abroad Office enrolls all MU program participants in the U.S. State Department Smart Traveler Enrollment Program (STEP) for the respective host country prior to departure. It is the Faculty Director's responsibility to be familiar with the U.S. State Department website (<http://travel.state.gov>) regarding safety and security updates pertaining to the program destination. The CGE will notify of any updates occurring while programs are abroad.

Students should be advised to avoid travel to or through any location where tensions exist and travel may be dangerous. Travel to countries (or areas within countries) with elevated U.S. Department of State Travel Advisories is prohibited unless specific pre-authorization has been granted. Students will be required to sign a waiver confirming they have reviewed the U.S. Department of State Travel Advisory for the host country(ies) as a component of the online application.

ON-SITE SAFETY

The Faculty Director is responsible for communicating applicable codes of conduct and the consequences of noncompliance to participants. In the event there are U.S. State Department public announcements, worldwide cautions, changes in travel advisories, the CGE will communicate with Faculty Directors abroad, program participants, and emergency contacts (if appropriate). Faculty Directors should relay any applicable information to group participants and the on-site provider.

In the event of a local, regional or global crisis, Faculty Directors should maintain contact with the local U.S. Embassy or Consulate for updated security information. If a crisis should occur, they must review precautions with participants so they can better secure their safety. Also, in emergency situations the Faculty Directors must contact the CGE as soon as possible to confirm the wellbeing of the group and discuss appropriate actions as needed.

Faculty Directors must also brief students on safe behavior, depending on the local situation and culture. This may include advising students to maintain a low profile, avoid crowds and protest groups, restaurants, and locations where Americans are known to frequent.

Students should keep up with local news through online media outlets, radio, and television and, in the event of disturbances or protests, NOT get involved. Students should be asked to use common sense and caution when divulging information to strangers about themselves, the program, and their fellow students.

In cases of serious health problems, injury, or other significant health and safety circumstances, Faculty Directors must follow the emergency procedures as indicated in this handbook.

SEXUAL HARASSMENT AND TITLE IX

In accordance with university policy and Title IX regulations, Study Abroad Faculty Directors and Staff/Faculty Assistants are required to report any sexual harassment complaints.

CLERY ACT CRIME REPORTING REQUIREMENTS

In accordance with university policy and the Clery Act, Study Abroad Faculty Directors and Staff/Faculty Assistants are required to report any crimes that occur during the course of the program.

Note: If a sexual harassment, crime, or other health and safety incident should occur, faculty must complete a CGE Incident Report.

TRAVELING AND VEHICLE SAFETY

Use of automobiles driven by faculty and students should be avoided. All risks associated with travel in the U.S. are present, as well as difficulties involving cars, roads, laws and traffic, all of which will, to varying extents, be governed by customs and rules different from those found in the United States. While these risks may be managed with experience, obtaining valid and effective insurance in the countries being visited may be problematic.

When traveling on program-related activities, participants should be transported via public transportation or in vehicles rented by MU for that purpose and driven by professional, hired drivers.

EMERGENCIES ABROAD

The safety and wellbeing of students and faculty participating in a Marymount University study abroad program is of utmost concern. Faculty Directors of a short-term program abroad may find themselves facing an emergency involving one of more of the students who are in their care, or an emergency of their own. Participants can and do become ill, suffer accidents, are the victims of muggings, thefts, and assaults, find themselves caught up in potentially violent political situations, or fail to return on time to programs after a weekend away. While it is impossible to plan for all contingencies, the CGE needs to follow procedures that will allow for reaction in a responsible and levelheaded way when emergencies do arise. The CGE is responsible for coordinating the University's management of emergencies affecting participants in Marymount University Study Abroad Programs. **It is the responsibility of Faculty Directors of a Marymount University program to follow the procedures outlined below and to be sure to inform students about these procedures upon arrival on-site.**

WHAT IS AN EMERGENCY?

For study abroad purposes, an emergency is any circumstance that poses a genuine risk to, or that has already disturbed, the safety and well-being of the program participants. Emergencies include, though are not limited to, the following:

- Physical assault
- Disappearance or kidnapping of a student
- Robbery
- Sexual assault or rape
- Serious illness, physical or emotional
- Significant accident and/or injury

- Hospitalization for any reason
- Terrorist threat or attack
- Local political crisis that could affect the students' safety and well being
- Arrests or questioning by police or other security forces
- Any legal action involving a student

HOW TO PREPARE FOR EMERGENCIES

The CGE registers all participants in the U.S. State Department Smart Traveler Enrollment Program (STEP). Once on site, students should be informed of the location of the nearest U.S. Embassy. Health and medical care are important topics to be discussed with students and should be incorporated into the orientations and discussed at other points throughout the program. Students should be reminded to notify the Faculty Director immediately about any health problems that may arise. The need for hospitalization can often be prevented by prompt treatment.

If the students are to be housed with local families, the families should be informed that they are required to notify the Faculty Director immediately of any emergency involving the student(s) in their care. If the students are housed in a residence system or other rented facility, the local housing supervisor must be similarly informed. If the Faculty Director is not being housed in the same hotel/residence as the students, the students must be given the address and phone number of where they are staying. They should carry this with them at all times.

ON-SITE BRIEFING FOR STUDENTS

Faculty Directors should explain to the students that they are required to inform them about any emergency, and they will in turn contact the CGE as soon as possible in order to report the emergency. Faculty Directors should assure students that this information will be treated with the strictest confidentiality, and that it will be shared only on a "need to know" basis. Participants should also be informed that if a crisis involving a student is serious enough to jeopardize his or her safety or wellbeing, the emergency contact given on the affected student's application will be informed.

Faculty Directors should discuss preventable accidents with participants, such as traffic patterns, pub and drinking culture, drug laws, unsafe swimming, and the type of things that can happen when walking down a street alone at night in a foreign city. It's helpful to get very specific about safe and unsafe behavior.

Participants should be instructed where to go in case of a terrorist attack. Unless movement will jeopardize their safety, it is suggested that all students meet at their place of residence to be accounted for and to receive further instructions.

Faculty Directors, in conjunction with local program coordinators (if applicable), must provide students with a list of names and phone numbers for:

1. 24-hour emergency contact
2. Nearest U.S. Embassy

3. Law enforcement/police department
4. Nearest hospital/emergency facility and English-speaking doctors and/or health care providers

The CGE provides all participants with a wallet-sized “EMERGENCY CONTACT CARD” with space on the back to include local contact numbers.

RESPONDING TO EMERGENCIES

Emergencies range from the irritating but benign (a lost or stolen passport, for example) to the imminently dangerous (motor vehicle accidents; political coups). Each situation must be assessed in its own context. In all cases, Faculty Directors must complete an CGE Incident Report for each occurrence. Faculty Directors must maintain daily contact with the CGE and with host country informants when emergencies arise. Members of the host culture may be best able to assess the seriousness of any given situation and provide excellent advice.

In an emergency, the Faculty Director’s first responsibility is to safeguard the safety and wellbeing of the program participants. They should do whatever is necessary to ensure this, whether this means obtaining prompt and appropriate medical attention, U.S. Embassy intervention, or police protection. All expenses relating to the management of a reported emergency will be covered or reimbursed.

When all has been done to reasonably ensure the students’ wellbeing, **the CGE should be notified as soon as possible to be fully informed about the situation** (an e-mail is sufficient if no further action is needed). During an ongoing crisis, Faculty Directors must keep the CGE informed on a regular basis through telephone or e-mail until the crisis has passed.

Faculty Directors should notify the local U.S. Embassy or Consulate about the crisis, and follow whatever procedures they may require. If there is a continuing risk to the students (during a terrorist threat, for example), they should ask the appropriate Embassy or Consulate official to advise on a regular basis about the evolution of the crisis, and about how the Faculty Director and the students should respond.

In any other sort of emergency, the Faculty Director should notify the local police about the situation, if they and the Embassy feel it is appropriate; then follow the procedures the police may require of them and/or the student.

During a political crisis or some other emergency during which foreigners in general or U.S. citizens in particular may be at risk, students should be told to keep a low profile. They should avoid demonstrations, avoid behavior that could call attention to themselves, and avoid places where Americans are known to congregate.

It is highly unlikely that participants will need to be evacuated from a site abroad. In many situations, it is much safer to lie low than to draw attention to the group through an evacuation process. The CGE will, however, bring students and Faculty Directors home if a situation was to deteriorate to the point where the degree of potential risk to participants was deemed unacceptable. If this unlikely event were to happen, the Executive Director of the CGE, in consultation with CHUBB/ACE, the Faculty Director, and the U.S. Embassy and State Department, would develop an evacuation plan in as much detail as

possible. The plan would be communicated to the Faculty Director in confidence, and officials on the home campus would work closely with the Faculty Director throughout the evacuation process.

In general, Faculty Directors must follow these guidelines when communicating with the students during an emergency situation:

- **Share information:** Give students as much, and as accurate, information as possible. Document the situation and communicate with the CGE on an ongoing basis.
- **Assess the situation:** How long will it last? Is it an inconvenience or a threat?
- **Keep calm, and keep others calm:** Do not panic. Discourage students from gossiping and thus escalating the situation.

MEDICAL EMERGENCIES

If case of a medical emergency, if the Faculty Director is not available, participants should be instructed to call the CHUBB/ACE Emergency Travel Assistance Program collect line, as soon as (or even prior to) a student seeks medical treatment. In addition to assisting with treatment, they may be able to arrange direct payment.

Chubb Travel Assistance Program
1-800-243-6124 (Inside the USA)
1-202-659-7803 (Outside the USA Call Collect)
OPS@europassistance-usa.com

Details of the policy plan and the specific inclusions should be reviewed prior to participation in the program.

DISCIPLINARY PROBLEMS

If the Faculty Director experiences disciplinary or behavior problems with students, they should be dealt with immediately. If allowed to continue, they may adversely affect the atmosphere and morale of the entire group. Depending on the circumstances, the Faculty Director may wish to discuss the problem individually with the student(s) concerned, or discuss it openly during a general non-academic meeting with the group. If the behavior persists after discussion, put into writing the expected change and the consequences if the behavior does not change. Have the students sign this, and email a copy to the CGE. Should the inappropriate behavior persist, the CGE will fully support a decision to dismiss the student(s) from the program.

The CGE should be notified immediately about any serious disciplinary problems with any student on the program, whether or not arrest is involved. In less serious cases, mediation by the CGE may be required. In serious cases, the student may be dismissed from the program and sent home with no credit awarded and no refund. Damage control may be necessary at the host site and within the local community. The Faculty Director should make amends for inappropriate behavior in a culturally appropriate way.

In cases of arrest, MU assumes no financial responsibility for legal aid to students. However, it is appropriate for the Faculty Director, with the CGE, to assist students in contacting their families and appropriate government offices.

Students using or selling illegal substances will be immediately dismissed from the program, with no credit awarded and no refund.

ALCOHOL USE

Laws concerning alcoholic beverages vary greatly from country to country and in many countries abroad it is perfectly legal for university students to purchase and consume alcohol. In general, it is wise to follow these guidelines:

- Students should be educated about legally and culturally appropriate behavior regarding alcohol, as well as the consequences of inappropriate behavior.
- Be aware that alcohol abuse is not tolerated anywhere in the world and will not be tolerated on Marymount Study Abroad programs. Violation of local laws and/or Marymount policy may result in immediate dismissal from the program.
- Responsible use of alcohol is required on the part of the Faculty Director as well as each program participant.

Responsible use of alcohol includes the following:

- Abiding by the laws of the country visited
- Not missing scheduled events because of the effects of alcohol consumption
- Not becoming ill due to the effects of alcohol consumption
- Being respectful of others sharing the same housing, and avoid congregating in loud groups for social purposes
- Not engaging in inappropriate behavior towards others as a result of alcohol consumption
- Not engaging in behavior that is destructive of property as a result of alcohol consumption
- Not engaging in behavior that causes embarrassment to the other members of the group and the in-country hosts as a result of alcohol consumption
- Not facilitating, encouraging, or ignoring a fellow participant who is abusing alcohol.
- Not transporting quantities of alcohol to program sites with the intent of sharing it with the other members of the group

SENDING STUDENTS HOME

Severely problematic students (threatening the safety of themselves or other participants, or causing general disruption to the group) may need to return to the U.S. early. Faculty Directors may decide to send individual students home in response to:

- Criminal activity on the part of the individual: arrest, drug use, physical or sexual assault, etc.
- Inappropriate behavior on the part of the individual: a continuing pattern of culturally inappropriate behavior which does not improve with advising and which endangers the

- program's relationship with the host institution and/or community; or behavior which is insensitive to other group members and/or damaging to the group's morale
- An emotional crisis which greatly affects the individual: death of a program participant, or death or serious illness in the family
 - Serious illness, either physical or psychological

The Faculty Director, in consultation with the CGE, may decide to cancel the program in response to:

- Death of a program participant
- Kidnapping of a program participant
- An outbreak of highly infectious disease at the host site
- A natural disaster
- A political or civil emergency
- A terrorist attack or significant threat

The decision to send students home, even when made for the best reasons, may result in negative responses, including lawsuits instigated by the students or their families and difficulty in re-establishing the program in future. It is therefore essential when contemplating an expulsion or an evacuation to consult immediately with the CGE who will, in turn, consult with other appropriate offices on the MU campus.

FERPA/BUCKLEY AMENDMENT

FERPA (the Buckley Amendment) regarding the privacy of student records may conflict with the desire of parents and others to be fully briefed on both student progress and on-site emergencies. Students participating in MU programs are given the opportunity to sign a release form which recognizes that program staff will disclose information to their families in the case of a medical emergency. If the Faculty Director believes that certain information must be disclosed for a participant's wellbeing without his/he consent, they should first contact the CGE Executive Director. In rare cases when that is not possible – in cases of serious and urgent medical emergency, for example – the best guideline is to act in the way which will be of most benefit to the student. Remember to document all emergencies thoroughly on the CGE Incident Report form and to communicate with the Center for Global Education about the situation as soon as possible.

It is inappropriate to communicate with parents about a particular student's grades, personal relationships, or cultural adaptation without prior permission from the student.

IX. POST-PROGRAM RESPONSIBILITIES

The Faculty Director is responsible for reconciling all program related expenses within two weeks after the program return date. Faculty Directors must also submit a program report to the CGE within 60 days after the program ends. This Faculty Director report is critical to the program process, as insights, suggestions, and lessons learned are incorporated into the planning for future programs.

Finally, we ask that the Faculty Director assist the CGE in encouraging students to complete the program evaluation. Again, this student feedback helps us to improve programs in the future, and provides important data on student learning and program impact.

Many Faculty Directors maintain contact with their students following the program either formally or informally. (If the program is a Global Classroom model, class must continue following the international travel component of the program). This continued student contact can help to assist them with their readjustment and possible reverse culture shock. Reassure them that it can be just as difficult to adjust to returning home as it was adapting to a new culture. Remind them to take time to re-acclimatize. Student alumni can also be asked to help recruit for future study abroad programs – remember they can be the best advocates!