



study abroad
explorations
at Baldwin-Wallace College

Faculty-Led Trip Policies and Procedures Handbook

Explorations/Study Abroad
Baldwin Wallace University

B·W
BALDWIN
WALLACE
COLLEGE

Updated February 2012

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Baldwin Wallace University approves students to study abroad based on established eligibility criteria regardless of sex, age, race, color, religion, disability, and national or ethnic origin.

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GRATEFUL ACKNOWLEDGEMENT IS MADE TO COLLEAGUES AT ASHLAND UNIVERSITY, WHOSE COMMENTS AND DOCUMENTS WERE HEAVILY DRAWN UPON.

PART I: CREATING STUDY ABROAD OPPORTUNITIES

“The idea of traveling to other countries as part of one’s higher education is nothing new. Scholars have been enriching their higher education through travel for centuries. What is different today is that study abroad is no longer a luxury for the rich, but instead, a reality for students who want to become prepared for the challenge of the twenty-first century.” –Bill Hoffa

Baldwin Wallace University provides a variety of study abroad options to help students meet their different needs. The options assure that programs serve different student populations, are offered in different locations, provide different styles and models for learning, and involve a range of faculty.

The primary focus of the Office for Study Abroad is promotion of programs of academic study with academic credit. Having the opportunity to encounter the world as a classroom only enriches the learning experience and creates lasting connections to the knowledge gained.

Criteria and Procedures for Program Approval and Evaluation

Purpose:

These guidelines should be followed by any faculty leader who seeks approval to lead a study away tour (ex. Seminar in Europe) which offers Baldwin Wallace academic credit for the participants. The following criteria have been designed to assist with realistic and successful planning.

Criteria influencing the approval process:

Purpose of the Program: relationship of the content of the program to the BW curriculum and BW’s mission.

- **Academic Component:** Clear academic learning objectives, including how those objectives will be met and assessed.
- **Safety:** Consideration of health, safety, and liability issues related to location and activities of the seminar.
- **Program Balance:** Decisions about choosing and scheduling programs will be made to ensure that there is multiplicity of program destinations, academic disciplines, and faculty involvement, in a way that is responsive to student interest and the University mission.
- **Demonstrated success:** If this is a repeat program, does it have a track record of adequate enrollments, student satisfaction, on-target budgets, etc?
- **Resources:** Explorations staffing, marketability/student interest and program cost are all factors.

Explorations/Study Abroad Faculty Led Program Definition: Explorations/Study Abroad Programs are those in which students and professors travel off-campus together, in or outside the U.S., for an extended period of time and includes any one of the following:

- Four or more nights off-campus
- International, excluding locations in Canada

The off-campus portion of the program must be an integral, essential component of the course material. The off-campus content cannot be replicated on campus at BW. No matter the academic discipline, the content of a Study Abroad Program should stress the distinctive culture and physical characteristics of the region, encouraging a greater breadth and depth of understanding than could be obtained at BW. Student participation is a requirement for the course.

Study Abroad Programs at Baldwin Wallace University promote learning through experience. They encompass meaningful contacts with cultures that are different from our own or exploration of unique physical characteristics of a particular location. These programs should expose students to diverse perspectives made more striking by first-hand encounters with the environments that produce them. Students should be encouraged to understand what it means to be visitors, guests, and aliens in communities where customs and rules may be quite different than those at home. It is our hope that these experiences enable students to return home, and to BW, as more intellectually curious, observant, tolerant, enlightened human beings.

While experiential learning is the primary goal of these programs, there can be no assurance such learning will occur without careful planning. Each program will have different goals; some specific to a subject area or discipline, others more integrated—reflecting an interdisciplinary approach. Regardless of individual program goals, each should meet the primary goal of providing meaningful experiential learning with a rigorous academic component.

What are the types of faculty led off-campus programs and how is teaching credit awarded for each?

Faculty leading off-campus programs/field trips are responsible for a full range of teaching and administrative responsibilities associated with the experience (including logistics of program, academic content for courses, budget, enrollment criteria, orientation, financial reporting, on site issues, liability/safety, risk management, marketing/recruitment and assessment). Details for each type of Explorations program are listed below.

Semester Long Explorations Program. These programs offer students credit in more than one course and in more than one academic discipline. The travel portion is central to the course and the program is open to students campus-wide.

- Teaching credit for faculty leaders leading off campus semester long programs is 12 credits and at least 3 course preparations for the semester. This will allow faculty leaders to meet load requirements and allow time to fulfill the administrative responsibilities associated with the program.
- If a faculty leader leading an Explorations semester long program is also teaching additional courses which are not a part of the Explorations program during that semester, additional credits for the Explorations responsibilities will be granted as necessary to bring total teaching credit for the semester to 12.

- For example, if a faculty leader is teaching a 4-credit course on campus in addition to involvement in a semester long Explorations program, the faculty leader would receive 8 credits for Explorations responsibilities.
- Faculty will be responsible for working out the division of pre-planning, administrative and teaching responsibilities based on the nature of the program.
- Faculty will not be granted more than 12 credits for the semester in which they are part of an Explorations program. No release time will be granted for pre-planning the program.
- Just as an on-campus course, the student/faculty ratio must be a minimum of 10:1.

Immersion Explorations Program. These programs usually run between one and three weeks in duration and offer credit for one course in a single academic discipline. The travel portion is central to course content and may or may not be accompanied by classes on campus.

- The program must occur during the semester, during the May Term or within 14 days before the beginning or after the end of the semester.
- Faculty leading the program will count the course(s) as part of their load for that semester and receive no additional compensation. No release time is available.
- All expenses of the trip will be covered by student fees. Faculty/staff travel costs will be divided among the students participating.
- Distribution of the costs will be based on the minimum number of students attending each individual program (at least a 10:1 student to faculty ratio).

How long are the programs and how much academic credit is offered?

- Off Campus Programs of 2 weeks or less: Between 1- 4 credit courses can be offered. If the second faculty/staff member on the trip does not teach, he/she will not be credited with teaching the course but will have all expenses covered and receive a stipend of \$250. Although not teaching, the second faculty/staff member must have official University responsibilities (i.e. logistics, budget, etc).
- Off Campus Programs of 3 – 6 weeks: No more than two 3 or 4 credit courses may be offered. If one faculty/staff member does not teach a course, then he/she will not receive teaching credit but will have all expenses covered and receive a stipend of \$500. Although not teaching, the second faculty/staff member must have official University responsibilities (i.e. logistics, budget, etc).

BEGINNING THE PROPOSAL PROCESS (2-YEARS IN ADVANCE)

It is the responsibility of the participating faculty to prepare a proposal using the guidelines below:

1. Speak with the Director of Explorations/Study Abroad for advice about how best to frame the proposal to meet the Explorations Advisory Council's criteria for Purpose, Academic Components, Safety, Program Balance, and Resources. Faculty should begin this process at least 2 years before the prospective date of travel.
2. Draft the proposal and obtain approval from all department/division heads of the disciplines involved in the prospective program.
3. If new courses are being developed for this program or if they include existing courses being modified for I or D designation, obtain approval from the appropriate Curriculum Committee for all of those courses. Programs cannot be submitted for Explorations/Study Abroad Advisory Council approval until new courses have been approved by the appropriate committee.
4. Submit the completed proposal to the Explorations Advisory Council for discussion, recommendations, approval, and if/when approved, scheduling. Proposals are due 2 years in advance by the following deadlines:
 - SPRING PROGRAMS: **MARCH 1** (I.E. APPLICATIONS FOR SPRING 2013 PROGRAMS ARE DUE NO LATER THAN MARCH 1 OF 2011).
 - FALL PROGRAMS: **OCTOBER 1** (I.E. APPLICATIONS FOR FALL 2013 PROGRAMS ARE DUE NO LATER THAN OCTOBER 1 OF 2011).

APPLICATIONS WILL NOT BE REVIEWED UNTIL THE DEADLINES ABOVE (SO ALL APPLICATIONS/ PROPOSALS CAN BE REVIEWED AS A WHOLE).

Pre-existing programs that are traveling during the application deadline:

1. Pre-existing programs must resubmit an updated application and proposal *at least 2-years in advance (approval process will be the same as above)*. This also includes long standing programs, where structure and systems do not change on a regular basis. Programs that are traveling during the above deadlines must notify the Director of Explorations of intent to resubmit proposal prior to departure, so that it can be included in the vetting process for that semester. If a program is on a 2-year rotation schedule (and traveling during the above deadline), evaluations and proposal must be submitted within 60 days of return.
 - A May 2012 term program that wishes to repeat in 2-years for May 2014 will have a proposal deadline of August 1, 2012.

- A Fall 2012 program that wishes to repeat in 2-years for Fall 2014 will have a proposal deadline of March 1, 2013.
2. After any off-campus program is offered, the faculty leader(s) must submit a comprehensive written summary and evaluations from all student participants to the Explorations/Study Abroad Advisory Council. Program Directors must also complete the Explorations Faculty Survey upon return.

Why is such a long lead time necessary?

Students need to plan their schedules at least 2-years in advance (i.e. the Action Plan). Just as departments develop courses in advance, Explorations needs to have programs/courses planned far in advance (so that students can preplan their schedules). Students need to look at and discuss all the options with advisors and choose what best fits his/her needs. It also takes approximately 2 years to market/recruit for a program. Explorations/Study Abroad begins promoting during freshman summer orientation for programs that will take place in 2-3 years.

Note: Once an application has been approved, all Explorations Directors must attend an Emergency Preparedness/Risk Management Workshop.

Some language has been borrowed with permission from the Hiram College's Study Abroad Office.

SEE APPENDIX FOR PROPOSAL AND BUDGET INFORMATION.

Is there any additional funding to support a pre-site visit or preplanning activities?

It is essential that at least one of the Program Directors has traveled to the location before the program begins. This pre-site visit will help faculty determine what is/is not feasible, will allow the faculty leader to meet colleagues on-site, make reservations, see lodging, etc. Therefore, Explorations/Study Abroad has \$4000 available annually through the Exploratory Funding Grant to support pre-site visits (note: this is not per person, the total funding is \$4000 per year). There is also other grant funding available through the Faculty Affairs Advisory Council: Gigax and Al Grey funds.

How often can I lead a program?

In order to diversify sites and faculty leaders, the recommendation is that a faculty leader should only lead a program in alternate years.

Can my partner/family go? It depends.

Unofficial Capacity: Most partners travel without responsibility and will be on their own. The partner will not have any official duties. Please note, the program will act as a "classroom on the road," so there will not be much time for family. Also, presence of a partner can sometimes change dynamics of the program (i.e. students may not feel comfortable approaching a faculty

leader in evenings, etc). Under some circumstances children may travel with the group (although this is not usually advised). The partner will be solely responsible for the children's care. The faculty leader will be busy with student/program responsibilities and will not be able to take on childcare responsibilities.

Faculty leaders must carefully consider the impact of taking children on these programs. Partners and children accompanying a program should not compromise the planned academic program in any way. This includes interfering with the faculty leader's attendance in or leading of field trips or other academic elements of the program, disrupting class or field trips, or preventing students or other faculty leaders from engaging fully in the academic program. Partners cannot, in any way, impair the operation and administration of group activities associated with the study abroad program or otherwise infringe on other program participants.

Official capacity: Under certain circumstances, if no other faculty/staff are available, and the partner is qualified and approval has been granted from the Academic Dean, a partner may travel as a part of the leadership of the program. If a partner is qualified and approved to go with assigned duties, then appropriate compensation can be considered. If the partner is going in an official role, then a portion of program costs might be covered by student fees (depending on level of responsibilities).

How much financial aid do students get towards a faculty led program?

Based on financial need, program participants may be eligible for an Explorations grant of 25% off the total program fee. Therefore, if a program fee is \$4000, a student who shows financial need, will qualify for a \$1000 Explorations grant.

WHAT KIND OF FINANCIAL SUPPORT DO PROGRAMS RECEIVE?

- The University realizes the benefits of semester long programs, and therefore financially subsidizes semester long costs by \$1500 per student. This means that instead of a program cost of \$5000, it would be \$3500. Students in semester programs may also be eligible for the Explorations grant.
- Semester long programs are currently allocated a portion of room and board fees to be utilized towards the program budget (i.e. if traveling for 8 weeks, then 8 weeks of room and board can be used towards room and board towards the seminar).
- Shorter programs are not subsidized; however, students may be eligible for the Explorations grant.

What is the minimum faculty/staff ratio required? Number of programs offered need to match demand, i.e. programs which do not meet the 10:1 student/faculty ratio do not provide sufficient numbers of students to fulfill the teaching load for faculty or cover the faculty leader's travel costs.

Other alternatives:

If there is only one faculty leader leading a program, it may be possible to:

- Have a contact abroad (exchange school, etc) provide support. In some cases this may allow for a reduced faculty/student ratio but needs to be planned well in advance and costs must be provided for in the budget.

If there are two faculty leaders leading the program:

- The 2nd faculty leader will not receive course credit or a staff member/qualified partner might go as the 2nd person.

PART II: UNIVERSITY POLICIES AND STUDENT CONDUCT

STUDENT CONDUCT WHILE PARTICIPATING

Program participants are adults and responsible for their own behavior. It is the program leader's responsibility to advise students when they are offending the norms of the host country. Class time, both before departure and when in the country, should include discussion of these norms and typical ways in which travelers may violate them. Participants need to be advised that they are subject to both the laws of the host country, the rules and regulations of BW, and all policies as published in the *Student Handbook*.

Despite the dynamic nature of the program, it does remain a University-sponsored program. Accordingly, students are expected to fully comply with ALL institutional policies as outlined in the Student Handbook. Policies include, but are not limited to the following:

Disruption or obstruction of teaching, research, administration, conduct proceedings, or other University activities, including its public-service functions on or off campus, or other authorized non-University activities, when the act occurs on University premises.

Physical abuse, verbal abuse, threats, intimidation, harassment, coercion and/or other conduct that threatens or endangers the health or safety of any person.

Violation of federal, state or local law on University premises or at University sponsored or supervised activities.

Students must be reminded that they serve as a Baldwin Wallace representative throughout their travels. Their actions and attitude will reflect upon themselves, the group, and the institution.

BW expects high moral and ethical conduct from participating students. The responsibility of maintaining this level of behavior is shared equally by all members of the traveling community. If violations of the Standards of Student Conduct do occur, trip leaders reserve the right to file the appropriate documentation with the University. If one's behavior is highly disruptive to the educational objectives and/or well-being (physical or emotional) of others, the student may be immediately removed from the program. In addition to being disruptive, if the student fails to attend mandatory activities for whatever reason, removal from the program may also occur. This decision is at the discretion of the trip leaders. Should this occur, transportation to the airport will be arranged and the next possible flight to Cleveland will be booked (and charged to the student's Baldwin Wallace account). The Deans office and the student's parents/legal guardians will be notified of the student's removal from the program and provided with a return flight itinerary.

STUDY ABROAD ALCOHOL POLICY

Message for faculty to deliver to students participating in the tour:

Students need to exercise responsible decision making. If their decisions ever affect their behavior on the program (example: hung over, late, sick, disruptive, and/or inappropriate behavior), there will be consequences affecting their grade. The student will also be processed through student conduct once he/she returns to campus. Students need to observe the rules of good behavior on the program and understand that they remain at all times subject to the rules and regulations of Baldwin Wallace University. BW reserves the right to withdraw any student on account of unsatisfactory academic performance or unacceptable behavior. BW may discipline a student or dismiss him/her from the program for other discipline problems or behavior detrimental to the program. In such cases, no refund will be made of any tuition, program fees, or any costs associated with departure from the program. Any extra expenses associated with early withdrawal from the program due to dismissal are the responsibility of the student.

Message to faculty/staff members leading tours:

Baldwin Wallace University does not pay for alcohol beverages. No alcohol should be served at a BW affiliated event such as all group dinners that are included as part of the itinerary. Students and faculty cannot personally pay for alcohol at group dinners. At the time of the meal, if students are not paying (example: pre-paid as part of the tour package), then no alcohol can be served. Baldwin Wallace expects all faculty leaders to act with the utmost discretion.

CELL PHONE POLICY

BW requires that all faculty/staff members leading international tours have an international cell phone. Explorations has one international phone that can be used, however phone rates are very high (\$1.50-\$5.00 per minute). Therefore it should only be used for emergencies only. If the phone is being used by another program and is not available, then faculty will need to rent a phone/use their own. All cell-phone expenses must be included in the tour budget. The program account will be charged for any calls.

BW CREDIT CARD POLICY

A BW credit card will be issued for each program director. This card should only be used for program expenses. Receipts are needed for every charge and the Director of Explorations will approve all charges. If a receipt is not submitted, the leader may be personally responsible for the charges. Once the program is over, the credit card must be returned to Baldwin Wallace's purchasing office.

- **BALDWIN WALLACE UNIVERSITY POLICY REGARDING STUDY ABROAD PROGRAMS IN DANGEROUS LOCATIONS**

The United States Department of State provides information and recommendations for Americans traveling abroad. These recommendations may take several forms:

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

Public Announcements are a means to disseminate information about terrorist threats and other relatively short-term and/or trans-national conditions posing significant risks to the security of American travelers. They are made any time there is a perceived threat and usually have Americans as a particular target group.

Consular Information Sheets are available for every country of the world and include basic information and recommendations for United States citizens traveling to that country. Consular Information Sheets may also include warnings or recommendations To avoid travel to particular regions or areas within a country, even if there is no Recommendation or warning issued for the country as a whole.

The safety of our students and the quality of the educational experience are the first priorities of the Explorations Office at Baldwin Wallace. Due to concerns for the safety of our community abroad, BW will not sponsor or affiliate with programs in the locations where a United States Department of State Travel Warning has been issued.

The Explorations Office will not encourage or provide support or sponsorship to students who want to study in a country where a Travel Warning is in effect. The Registrar will not process Transient Student Permission Forms for those countries, and the Financial Aid Office will not authorize the use of financial aid for students enrolling in such programs.

Decisions about sending or withdrawing students from areas where “public announcements” have been issued by the United States Department of State will be made in the context of current world situations and after consulting with responsible officials of foreign host universities or study abroad providers, the United States Department of State, Baldwin Wallace administration, and other experts who are well-informed on issues related to the region in question.

Any decision to cancel a study abroad program in countries other than those named by the United States Department of State will be the decision of the Director of the Study Abroad Office in conjunction with the Dean’s office.

Factors to be considered in these deliberations are the presence of United States government warnings and reports, the practice and recommendation of peers and academics, the level of violence and unrest, and the recommendation of foreign host institutions.

PLANNING AND IMPLEMENTING AN INTERNATIONAL SHORT TERM PROGRAM

Study abroad programs are planned, implemented, and administered through cooperation between the faculty leader, his or her department, and the Explorations Office. Each of these entities has specific roles. Below are listed some of the roles and duties that the faculty director should consider in planning a new study abroad program.

Role of the Faculty Director

You will be wearing multiple hats. Although Explorations/Study Abroad will assist you, your main responsibilities will be:

Before the Trip

- Meet with Explorations/Study Abroad to discuss the proposed program.
- Customize course for the chosen destination including, academic content, learning objectives and assessment.
- Ensure courses are listed in the Course Catalogue through department.
- Logistics of program (including working with a contact abroad or with a professional travel agency/3rd party provider to create itinerary, accommodations, flights, ground transportation, etc). Airline travel must be arranged through a reputable travel agency (tickets cannot be purchased online).
- Faculty must disclose “Risks” of program to Explorations/Study Abroad, so that a risk addendum can be created and signed by each participant.
- Discuss plans with Department Chair and follow the guidelines for program approval.
- Enrollment criteria
- Complete the Faculty-Led Program Proposal, including budget at least 2-years in advance
- Market and recruit, include attending summer orientation, study abroad fair and COL 101 courses.
- Manage budget and program expenses.
- Hold group meetings to discuss logistics, policies, expectations, cultural norms, etc.
- Contact the Director of Explorations to schedule a time for Explorations to deliver the mandatory pre-departure orientation to program participants.
- Learn language or make sure you have access to someone who knows the language.
- Work with the Director of Explorations to ensure that each program participant has completed all necessary forms.
- Explorations will distribute Pre-Test on knowledge, skills and attitudes to students on-line.
- Create Blackboard site for program
- Attend an Emergency Preparedness/Risk Management Workshop.

During the Trip

- Provide in-country orientation (how to get around, exchange money, use a phone, etc.).
- Check in with Explorations/Study Abroad upon arrival in country, via e-mail.
- Oversee academic portion of program.
- Participate in group excursions and events.
- Be responsible for group safety and security.
- Respond to students in crisis (accident, illness, family problems at home, etc); contact Explorations/Study Abroad about serious cases.
- Monitor group dynamics and activities.
- Document any inappropriate student behavior and report to Explorations/Study Abroad.
- Budget and monitor program spending.
- Keep accurate records and receipts of all program expenses.

After the Trip

- Return the international cell phone and BW credit card to appropriate offices.
- Submit an Expense Report, along with all receipts, to Explorations/Study Abroad 30 days after the date of the Faculty Director's return to the U.S.
- Coordinate a "re-entry" meeting for students; discuss changed attitudes, the value of the study abroad experience and suggestions for improvement.
- Write an evaluation of the program and submit to Director of Explorations.
- Students and Faculty to complete post-evaluation online.
- Submit grades for all students to the Office of the Registrar.
- Consider contacting University Relations and write a press release.
- Meet with the Director of Explorations to review program, budget issues, and evaluations.

Role of Explorations/Study Abroad

- Faculty leaders should request a meeting with the Director of Explorations as soon as they decide to pursue the development of a new study abroad program.
- Explorations serves as liaison between the faculty leader, prospective participants, the Business Office, Financial Aid Office, and other campus departments in the planning and implementation of study abroad programs.
- Faculty Directors are responsible for arranging flights, hotel accommodations, site visits, excursions, and meals for all program participants; however Explorations will pre-pay deposits and costs.
- Explorations collects and processes all student applications, deposits and waivers to ensure that program participants meet the University's criteria for students desiring to study abroad.
- Explorations provides a **mandatory** pre-departure orientation, covering health and safety, traveling abroad, helpful tips, etc. for all students participating in study abroad programs. The Faculty Director should talk with the Director of Explorations regarding when the pre-

departure orientation should be held for program participants.

- All Explorations students are required to complete a pre and post evaluation. Explorations will develop both evaluations and compile results. Both are given on-line.
- Program Directors are required to take an online post-evaluation.
- The Office for Study Abroad will assist the Faculty Director by providing the following services:

Marketing:

- Create, purchase and post brochures, flyers and posters
- Design and post campus flyers
- Share information with Hall Directors and Resident Assistants
- Add program information to Explorations webpage
- Coordinate campus wide information meetings with Faculty Director
- Display table tents
- Work with the Public Relations Department on press releases
- Advertise at summer orientation, the study abroad fair and COL 101 courses.

Administrative:

- Oversee completion of *Application to Study Abroad* and all necessary forms and waivers
- Arranges and pre-pays for required International Health Insurance
- Maintain necessary files on all tour participants and collect program deposits
- Arrange billing for participants and work with financial aid to ensure financial aid is applied
- Work with Registration to ensure participants are registered
- Deliver, in collaboration with the Faculty Director, a **mandatory** pre-departure orientation
- Provide emergency card to all participants at time of departure
- Compile an emergency folder for Faculty Director which includes: emergency contacts for all students, health information, passport copies, Student Accident Form and Incident Report Form
- Explorations will supply Program Directors with a First Aid Kit.

PART III: BUILDING A BUDGET

Faculty Directors must develop a program budget that documents all projected expenses, in accordance with the Explorations Center's Study Tour Budget, Form B showing all costs for students and faculty. While it may be difficult to obtain exact costs two years in advance (lodging, airfare, etc), it is necessary to develop an estimate. Current prices plus 10% is recommended. The program expenses should never exceed the advertised price. It should never be necessary to request additional funds from students. Program events should be cut before requesting more money from participants. A \$100 emergency contingency per participant must also be included in the program fee as well. Things to consider:

Transportation - Air	
Transportation - Rail	
Transportation - Other (shuttles, tour buses, parking fees, etc).	
Lodging for entire trip– hotel, etc.	
Meals provided by program	
Events – tickets, admissions, special tours, etc.	
Gifts for speakers, tips, etc.	
Cell Phone/internet connectivity	
International Health Insurance	
Classroom or site rental	
Miscellaneous-Contingency fee	\$100

See Appendix for Budget Sheet.

DEPOSITS WILL BE RECEIVED BY THE EXPLORATIONS/STUDY ABROAD AND ALL BILLING WILL BE ARRANGED BY THE EXPLORATIONS CENTER AND THE BURSAR'S OFFICE.

- **WHAT DO I NEED TO CONSIDER IN PLANNING AN EXPLORATIONS PROGRAM?**

See Appendix 1 for a checklist to follow.

1. Destination Site

The instructor should be familiar with the site and prepare a site safety plan to present to participants. The instructor should determine whether immunizations are required, what skills are necessary, what students should do to acquire those skills, and how competency will be evaluated prior to the trip. Lodging premises and locations should be reasonably safe or written documentation provided concerning associated risks (i.e. inner-city accommodations in high crime area). Orientation for participants should include any procedures for a “buddy system” (Buddy System-groups of THREE, so if something happens, someone can stay with person injured and someone can go for help) and information on known risks as well as local cultural, custom and legal requirements.

2. Emergency Planning

The type of program also dictates the level of emergency planning needed. If the trip location is remote, it is strongly recommended that at least two persons on the trip have first aid skills, a first aid kit and a cell phone or appropriate means of communication in the event emergency aid is needed. Confirmation that cell phones will operate from the site should be made in advance so that alternative arrangements can be made if needed. Also determine a protocol for circumstances that may necessitate the Director leaving the group to accompany an injured/ill student.

Copies of passports, health form and emergency contact forms must be kept with the Director, while copies will be maintained within Explorations/Study Abroad. Students should be reminded to carry ID and medical insurance cards. Program Directors should carry emergency phone numbers to reach BW; however, all participants should know how to contact the institution from the site, find and use the first aid kit, find and use the cell phone and what to do if separated from the group.

3. Trip Contingencies

Even with the best planning effort, things can still go wrong. Try to anticipate what complications could arise, and then develop contingency plans in advance. Examples include: a student needs to leave early because of a personal emergency; a student violates established rules; weather or transportation delays or cancellations. Understand any contract limitations or restrictions. Any unused portion of pre-paid trip expenses is not refundable.

4. Compliance with University Policies

All participants must understand that University policies for faculty, staff and students apply to Explorations regardless of the location. Instructional activities and settings should be consistent with BW policies including but not limited to policies on alcohol and drug use, vehicle use,

student misconduct, principles of academic freedom, policy on sexual harassment and consensual relationships.

5. Certificates of Insurance

Sometimes the program destination, organization, or establishment will require a Certificate of Insurance from Baldwin Wallace University prior to use of their facility or event participation. If asked to provide this document, the Purchasing Department can obtain a Certificate of Insurance for other parties.

6. Records and Documentation

Faculty Directors should consider the nature of the program and review documentation to ensure that language is clear and accurate when providing information to participants or preparing informed consent forms or release statements. The following are written records that should be obtained in advance of the field trip and easily accessible. We recommend that the field trip leader have copies, as well as maintain a back-up record in the academic departmental office.

- Department Authorization. Ensure documentation exists at the departmental level indicating that the trip is a University authorized program, and retain a list of who is authorized to be involved in the trip. The department should also have a copy of the itinerary and contact information, including phone numbers for hotel.
- Roster of Participants. Take a list of participating student, with the participant's name and date of birth. All participating students should be accounted for on a daily basis.
- Emergency contact information, Behavior Contract, Medical History forms and Passport Copies need to be carried with you at all times. Parent signatures for minors (17 years or younger) are required.

- GETTING FUNDS OVERSEAS

There are several ways of accessing funds while the program is in progress. In general, Faculty Directors should have multiple means to access funds in case of difficulty with any particular system.

CASH

It is not recommended to travel with a lot of cash, since it can be stolen/lost easily

TRAVELER'S CHECKS

These are available at your local bank.

Advantages: widely accepted, easily cashed in major cities, and replaced if lost or stolen.

Disadvantages: may be difficult to cash without paying a commission or difficult to cash in small cities.

AAA VISA TRAVEL-MONEY CARD

This is a Visa card available to AAA members. The Faculty Director puts money on the card and it works as a debit card.

Advantages: widely accepted in major cities and replaced if lost or stolen.

Disadvantages: money needs to be deposited in the US and there could be withdrawal fees.

ATM OR DEBIT CARDS

ATM or Debit Cards provide access to cash. Call your bank to let them know that your card will be used abroad so that your account is not frozen due to suspicious activity.

During the call, make sure your destination is not blocked by a bank imposed fraud alert.

Advantages: excellent exchange rates for withdrawals, 24-hour access.

Disadvantages: check with your bank on daily withdrawal limits and transaction fees.

Computer downtime can limit access. Make sure your PIN code is no more than 4 digits.

CREDIT CARDS

Visa and MasterCard are widely accepted almost anywhere in the world. Call your credit card company to let them know that your card will be used abroad so that your account is not frozen due to suspicious activity. BW issue Directors credit cards, however the card must only be used for program expenses and receipts are required upon return.

Advantages: widely accepted, easily replaced if lost or stolen.

Disadvantages: transaction fees. Cash Advances are not recommended because of fees.

It is strongly recommended that program leaders have more than one way to access cash, and that they carry a BACK UP Visa or MasterCard (I.E. A PERSONAL CARD) for emergencies.

PART IV: PROGRAM RECRUITMENT

As the faculty leader(s), you are the primary recruiters. It is your responsibility to promote within your division, as well as throughout campus. Explorations will assist in every way possible with marketing (creating brochures, posters, etc). We will arrange lunch time tables and promotional sessions. However, it is your responsibility to be visible on campus, attend class meetings and be available for discussion with interested students.

VENUES

Major venues for program publicity include:

- Program brochure
- Office for Study Abroad website
- The Study Abroad Fair
- Freshman Summer Orientation
- Program announcement in appropriate or targeted classes
- Program announcement to student organizations
- Poster and flyer distribution at key campus locations
- Information sessions for interested students
- Advertisements in *The Exponent*
- Table tents in the Union
- E-mail to targeted majors and minors
- E-mail to the Campus Bulletin (the daily information email to students)

TIMING

- It is extremely important that you begin publicizing your program as early as possible and CONTINUE publicizing it in many different venues throughout the year until the application deadline.
- Students usually discuss travel plans with their parents. Therefore, you will see good results from publicity pushes during freshman summer orientation and just prior to summer break, Thanksgiving, Christmas, and Spring Break.

CLASSROOM VISITS

- Visiting classes are one of the most effective ways of informing students about your program. Ask your faculty colleagues if you can visit for five minutes at the beginning or end of their class(es) to tell students about your program.
- -Another great recruitment opportunity available every fall is the College 101 courses. These serve as an opportunity for students to become acclimated to the BW experience and exposed to all campus has to offer. This is a good way to reach potential participants.

BROCHURES , ADVERTISEMENTS, FLYERS, AND ANNOUNCEMENTS

We in the Explorations office will develop brochures and advertisements to assist in your recruitment needs. These will include all relevant information, such as a description of location, dates, academic credit, cost, application deadline, and contact information.

A responsibility for the Faculty Coordinator is to properly announce the trip to different constituents. Examples of this would be departmental newsletters or e-mail lists for a program that satisfies a major or minor requirement, outreach to student organizations which have a connection to your course content, or on-campus cultural and academic events related to the geographic area or content of your program.

INFORMATION SESSIONS

- Generally, the students who make the effort to attend scheduled information sessions for a particular program are seriously interested in your program. The content of the session should contain very specific information. A PowerPoint presentation is recommended.
- For programs that have been offered in the past, the participation of returnees (and their photo albums) can be a great draw. Theme sessions (i.e. tea and biscuits for England programs) can also be a good approach. FREE food of any kind is a good draw and should be prominently mentioned in advertisements.

GENERAL HINTS

- If your program is targeted at a particular field of study, it is important to stress in your materials other academic requirements the course will meet.
- Maintaining contact with students who have expressed interest is critical. Keep lists of names, box numbers, and email addresses.
- Blackboard serves as an excellent tool. You can contact John DiGennaro to create a blackboard group for your trip. You can enroll students that are interested and send out email information to them. This will also allow you to upload important documents and information

PART V: HEALTH AND SAFETY

As program leader, you will find that your responsibilities do not end in the classroom. Students will rely on you for all types of extra-curricular assistance as they adjust to a new and sometimes stressful environment.

IMMUNIZATIONS

Please direct participants to the following website for information on immunizations:

- CENTER FOR DISEASE CONTROL: www.cdc.gov/travel
- CLEVELAND CLINIC TRAVEL CENTER: 800.223.2273
http://my.clevelandclinic.org/medicine/international_travel_clinics.aspx
- PASSPORT HEALTH: 216-295-9400
- BW HEALTH CENTER

Participants should check with their policy provider so that they understand what their primary insurance will or will not cover. Students are also required to have international health insurance. This cost must be included in your budget.

HEALTH CARE PRIOR TO DEPARTURE

Good preventative health care prior to departure is among the most important things participants can do to assure a successful study abroad experience. It is imperative that certain health issues be covered in the pre-departure orientation program. These topics will vary by country, depending on the level of health care delivery system. As a rule, however, the following areas should be discussed:

1. Basic hygiene
2. Water & food issues
3. Alcohol & drugs (legal & illegal)
4. Personal responsibility & health status
 - existing conditions, special care needs
 - prescriptions
 - eyewear
5. Sexuality & relationships
6. Accident & injury prevention
7. Health care availability abroad
8. Diseases
9. Psychological issues
10. Common sense

Depending on the location abroad, a variety of sources can be utilized to answer questions related to these topics. Baldwin Wallace Student Health Center can provide information not only on immunizations, but also how you can respond to students' simple health care needs (upset stomachs, cold and flu symptoms, as well as homesickness)

SPECIAL CONSIDERATIONS FOR PARTICIPANTS WITH DISABILITIES

Under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with disabilities who are otherwise qualified to participate in a study program may not be rejected solely on the basis of their disability. We encourage study abroad experiences for all BW students and we work hard to ensure these opportunities are rewarding.

If a student reports having a disability and contacts you to discuss participation in your program, discuss the need for that student to disclose to Disability Services for Students and make the appropriate referral. If a student has a disability, a discussion regarding potential accommodation(s) abroad should occur. It is the student's responsibility to disclose their disability to DSS and provide documentation prior to departure. If accommodations are needed, students must also complete an accommodation request form. Once the documentation is on file, DSS, the student, Explorations/Study Abroad office and any faculty leading the program will work collaboratively on finding appropriate accommodations. Without appropriate planning, a student's disability could have a negative impact on the study-abroad experience. The choice to use accommodations is entirely up to the student. However, if refusing accommodations while studying abroad poses a threat to the student's or others' safety, the student will likely be denied participation in the selected study-abroad program. The choice to participate rests with the student.

There are also websites pertaining to people with disabilities studying overseas for further information:

MOBILITY INTERNATIONAL

www.misua.org

ACCESS ABROAD

www.umabroad.umn.edu/access/index.html

HEALTH CARE WHILE TRAVELING ABROAD

As the program director, no one expects you to also function as the group medic or nurse. However, it will make your life much simpler if you are able to provide some direction and respond to basic requests for health care.

One first aid kit will be provided for each faculty-led program. It is the responsibility of one of the faculty leaders to inform students of the location and contents.

1. Be Familiar with the Local Health Care Delivery System (HTH, BW's international health insurance provider will also provide this information).

Where is the local clinic?

Hours of operation?

Will the clinic treat foreigners?

What is the method of payment?

2. Establish a Medical Emergency Plan

Where do you find “after hours” health care?

How do you get someone out of the country quickly?

3. Refrain from Distributing Medicine to Participants

Even over-the-counter medicines can be lethal for some people. Consequently, it is better to insist that participants bring their own supply of pain relievers, anti-diarrhea drugs, antacids, etc.

You should know where the local pharmacy is, but be cautious by informing participants that drugs sold over-the-counter in other countries may often contain stronger doses than are used in the US (as well as drugs that require prescriptions in the US).

INSURANCE

Participants should be advised to discuss their insurance coverage with their primary provider so they fully understand what their primary insurance will and will not cover while overseas. All students and faculty leaders participating in a short-term program are **required** to have the HTH International Insurance available through the Explorations/Study Abroad Center. This cost must be figured into the budget.

FACULTY LIABILITY

Baldwin Wallace University is insured by the Travelers Insurance Company. If a claim or suit is presented on the account of wrongful death, personal injury, or property damage as a result of negligence on the part of the University, Travelers Insurance will investigate and defend as necessary within the coverage terms and conditions.

Under the definition of “Who is Insured”, employees are covered but only for acts within the scope of their employment or while performing duties related to the conduct of BW business.

- **Negligence** - *Failure of one who owed a duty of care to another to fulfill that duty, resulting in injury to the party owed the duty of care.* Negligence can occur both by doing something that a reasonable, prudent person **would not** do in a particular situation or from failure to do what a reasonable, prudent person **would** do in a certain circumstance.
- **Duty and Risk** - *Duty to invitees (i.e. students) to discover and correct any unreasonable dangerous condition or to warn of its existence.* Duty and risk liability usually takes into account that in certain situations potential dangers are obvious to all participants. Sponsorship of an activity (i.e. field trips, intercollegiate athletics) creates a special relationship and heightens the obligation of University employees to supervise and prepare students for the foreseeable hazards that they might encounter during the field trip.
- **Duty to Warn/Educate Participants** - *A duty to warn field trip participants of known hazards and prepare students for the foreseeable hazards they might encounter during the field trip.* When faculty or staff are aware of conditions that may pose an

unreasonable risk to a field trip participant, especially those hazards that may be unclear to a casual observer, there is greater potential for institutional liability.

- **Duty to Use Reasonable Care** - *A duty to provide reasonably safe conditions for participation in a field trip.* There is an obligation to provide a reasonably safe environment for students when field trip coordinators know or should have known of a potentially dangerous situation. Good judgment is required by all field trip organizers in exercising this responsibility to use reasonable care in planning and implementing a field trip.
- **Assumption of Risk** – In many situations students assume the obvious and inherent risks associated with a field trip activity that cannot be eliminated by the exercise of reasonable care. The student is required to act responsibly and not be negligent.

What Can I Do to Minimize Risks and Liability?

It is impossible to eliminate all risks entirely. However, advance planning can help minimize the exposures to you, your students, and Baldwin Wallace University. The following information is designed to serve as a guide to assist BW faculty and staff in making a reasonable effort to ensure a safe educational experience for students participating in off-campus programs under their guidance.

Most claims against colleges and universities associated with field trips can be attributed to the following:

- Lack of planning
- Lack of supervision
- Failure to enforce policies or rules
- Failure to provide proper or well-maintained equipment
- An unsuitable site

Are the institutional roles and responsibilities clearly defined? Are there “inherent” risks on the program? Be sure to provide these points in writing and require that participants sign a form indicating that they have read and understood the information.

Keep the institutional responsibility to a minimum. Do not promise “the moon” because the more responsibility you accept, the more liable you become.

In case of an international incident, the on-site Faculty Director should ascertain the real danger to program participants and staff considering such factors as:

- the event’s proximity to students and staff
- its impact on the availability of food, water, and medical supplies
- the target of unrest
- the intensity of the emergency or of the political unrest
- the presence of military or emergency personnel
- the feasibility of continuing classes
- the ability of students and faculty/staff to travel in the country
- advice of the nearest U.S. embassy or consulate

PART VI: EMERGENCY PROCEDURES AND CONTACTS

IMPORTANT EMERGENCY INFORMATION AND CONTACTS

In the months prior to departure, it is important to monitor the security status of the destination country by reading U.S. Department of State Travel Advisories on the Internet (<http://travel.state.gov>). Prior to departure, pre-register your group with the U.S. Department of State. This is done through their website. By registering, the Embassy or Consulate personnel can contact your group in case of emergency.

Advise participants regarding potential risks of the program. The participant is reminded of the risks when they sign the Explorations Waiver of Responsibility and Faculty-led Addendum. It is especially important to respond to risks discussed in public forums such as State Department travel advisories, and to let students know why you think this risk does not necessitate canceling or changing the program.

Under the Family Educational Rights and Privacy Act (FERPA), it is illegal for University employees, including faculty leaders, to contact a student's parent or guardian regarding medical conditions or emergencies unless express written permission has been obtained. Consult with Explorations for additional details on what information can or cannot be released.

Safety and Security (emergency): 440-826-2000
Safety and Security (non-emergency): 440-826- 2336
Office of Student Activities: 440-826-8114
Purchasing Department: 440-826-2444
Student Affairs: 440-826-2111
Student Life Center: 440-826-2356
Health Center/Services: 440-826-2178
Academic Affairs: 440-826-2251
Explorations/Study Abroad: 440-826-2231
Disability Services: 440-826-5936
University Main Line (Switchboard): 440-826-2900

EXPLORATIONS/STUDY ABROAD EMERGENCY OPERATIONS PLAN

No faculty advisor needs to feel alone in handling an emergency. There are local personnel (medical, security) who may be called upon to assist. Explorations, as well as the others at BW, may also need to be involved. Contact Safety Services, 440 826 2000, who is available 24/7, and will contact Explorations and whoever else necessary. It is important to determine the level of severity of the emergency and then decide upon appropriate action. Three levels are summarized as follows:

LEVEL I EMERGENCIES

Type of Response: Initial response and recovery can be resolved with existing University resources and limited outside assistance (if needed). A Level I emergency does not have an immediate and significant impact on the normal operations of the study abroad trip, or the entire group of participants. These events or situations, while part of the Study Abroad Emergency Operations Plan, will be referred to the Director for Study Abroad.

Level I Incidents: Acts of Intolerance, Assaults, Crimes, Fire – Contained, Medical – Single Victim, Situation Requiring Legal Counsel, and Suspicious Person/Activity.

LEVEL II EMERGENCIES

Type of Response: A Level II emergency will impact a sizable portion of the study abroad participants and may require non-University resources. The primary contact will be to the Director for Study Abroad. Level II emergencies include, major fire, civil unrest, medical emergencies involving multiple people, bomb threats, “Severe Condition” (Red) advisory issued by the U.S. Department of Homeland security, etc. After evaluation the circumstances involving a Level II emergency, the Director for Study Abroad will work with the both Deans, Faculty Directors and anyone else necessary to determine a plan of action.

Level II Incidents: Aggravated Assaults, Bomb Threat, Civil Unrest, Death, Fire – Serious Damage, Inclement Weather, Medical – Communicable Disease/Food Poisoning, Missing Person, Power Outage – Extended, Red/Severe Condition Advisory, Sexual Assault, Student Arrest, Suicide Ideation, Threats, and Attempts.

LEVEL III EMERGENCIES

Type of Response: Level III emergency events and situations have an immediate and significant impact on all of the study abroad participants and will require outside resources (if available). Level III emergencies include natural (or man made) disasters and local, regional or national acts of terrorism directly affecting BW students, faculty, and staff members. These emergencies may include casualties and significant property loss. The Director of Explorations will work with both Deans, the President, Faculty Directors and anyone else necessary to determine a plan of action.

Level III Incidents: Armed Intruder, Earthquake, Explosion, Tornado/Severe Weather Recovery, Acts of Terrorism.

- GENERAL GUIDELINES FOR ALL EMERGENCY PROCEDURES

In the event of an emergency, Directors should attend to the injured and then determine what condition(s) or act(s) caused the injury or illness. The supervisor should initiate any steps that are necessary to prevent similar incidents in the future. Things to look for are:

- Ensure physical and emotional needs of participant(s) and make arrangements with medical or counseling personnel if needed.
- Specific sequence of events that led to the emergency situation.
- Notify authorities (in the case of sexual assault, ask the victim how he/she wants to proceed after having all legal information – remember that BW’s policies on sexual assault will be applied to this incident. Others in the group may be informed only with victim’s written consent).
- Conditions that may have contributed to the emergency situation.
- Statements from eyewitnesses, if available.
- After determining the safety of ALL participants, caution them against speculative communication sent home.
- After consulting with Explorations on issues of confidentiality, call a meeting of the group and tell them measures being taken to resolve issue. Listen to concerns of group.

For Level II & III Emergencies, you must also:

1. Contact the U.S. Embassy/Consulate
2. If contacted by media, do NOT give the names of students and refer all media to the University Relations.
3. If there is potential for anti-American feelings, remove any signs that indicate U.S. affiliation or citizenship.

The faculty Directors should contact the Explorations/Study Abroad Office as soon as possible. Once it is possible to document the incident, complete the Student Accident form or Student Incident Report (see Appendix). A copy should also be submitted by email or fax to Explorations/Study Abroad (fax: 440 826 3021) as soon as possible.

In case of an emergency, use these phone numbers. Keep a written record of all steps taken.

Important Telephone Numbers

**Baldwin Wallace Safety & Security (available 24/7)
440-826-2000**

**Christie King Shrefler, Director of Explorations & Explorations
440-826-2231 (Cell phone will be provided at time of departure).**

PART VII: SEXUAL HARASSMENT

By the College of Utah Office of Equal Opportunity and Affirmative Action
“Advocates for Fairness”

WHAT IS SEXUAL HARASSMENT?

Sexual Harassment is unwanted, unwelcome behavior of a sexual nature. It is usually repeated behavior, but could be one serious incident.

While we agree that no one should be sexually harassed, many people have trouble deciding what constitutes sexual harassment. Basically, sexual harassment falls into two categories:

- Unwelcome advances and requests for sexual favors that affect or could affect decisions about grades, promotions or raises (otherwise known as “quid pro quo”); and
- A “hostile” environment created by behaviors such as sexual jokes or remarks, unwelcome physical contact or sexually explicit pictures.

Sexual harassment usually occurs in situations where one person has power over another but it can also occur between equals (e.g. students). Both men and women can be sexually harassed. Sexual harassment can also occur between members of the same sex.

SEXUAL HARASSMENT IS ILLEGAL

Sexual harassment violates Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments Act of 1972, the Civil Rights Act of 1991, as well as University policy.

Facts to Remember

- Sexual harassment is primarily an issue of power, not sex.
- Sexual harassment is a form of discrimination. It can occur between men and women, men and other men or women and other women.
- The largest percentage of sexual harassment cases involves verbal rather than physical behavior.
- The problem of sexual harassment does not go away by avoiding the harasser or ignoring the behavior.

SEXUAL HARASSMENT AND ACADEMIC FREEDOM

Academic freedom requires an environment in which no person is intimidated, exploited or coerced. Sexual harassment, in any of its many guises, hinders academic freedom. The University policies and procedures for dealing with sexual harassment have been designed to ensure the academic freedom of everyone while protecting the rights of all.

WHAT CAN YOU DO ABOUT SEXUAL HARASSMENT?

As a **faculty leader**, make sure you are aware of how classroom behavior and interaction with students may constitute, or be construed as, sexual harassment. Discuss the issue with your colleagues, perhaps with your students.

As a **supervisor**, you have a special legal responsibility to stop sexual harassment. In the University, supervisors include department chairs and directors, administrators and any other person who is responsible for the work of another employee. Supervisors must deal with any harassing behaviors they become aware of. The courts have found that employers may be responsible if either they knew, **or should have known**, about sexual harassment.

If a student or employee reports harassment to you, listen carefully, explain the University's sexual harassment policy and encourage the person to contact the Human Resources Office as soon as possible. Even if the person chooses not to pursue the complaint, it is important that you advise the Office of Student Affairs of the situation.

As an **employee**, you should report any harassment you become aware of and you should be sensitive to how others view what you say and do.

AVOIDING CHARGES OF SEXUAL HARASSMENT

If you are in a position of authority and are uncertain as to what is appropriate interaction in a professional or academic environment, the following questions may help guide your behavior:

- Would you behave in such a way if your child, partner or a significant other were present?
- Would you want your child, partner or a significant other treated in such a way?
- Do you and the other person have equal authority?
- Are you aware that you may be offending unintentionally?
- Does the other person initiate similar behavior?

As a general rule, any time you are in a position of authority, dating an employee or student or even physical contact beyond a professional handshake leaves you vulnerable to charges of sexual harassment. That can mean civil lawsuits for you and your employer in the hundreds of thousands of dollars, not to mention public embarrassment and damage to your professional reputation. If you have doubts about your behavior, it's not worth the risk.

Should a student come forward with a complaint about another student, you as a faculty leader should address the situation immediately. This should entail documenting the complaint and having a discussion with both students individually. Should this situation continue to occur it may be necessary to separate the students and report the activity back to the University.

TO REPORT VIOLATIONS OF SEXUAL HARASSMENT

To report violations of the University's Sexual Harassment Policy, please contact any of the of the Sexual Harassment Officers.

PART VIII: CULTURE SHOCK

Recognizing Culture Shock: Coping with Cultural Transitions

By Brian C. Riedesel, Ph.D., College of Utah, Counseling Center

Culture Shock, or the anxiety resulting from moving or traveling to a new environment, is a natural process. Each person experiences it a bit differently depending on distance traveled, amount of cross-cultural experience, familiarity with the new cultural environment, personality type, and/or the current state of the person's mental health. Initially there is excitement with the novelty, but disillusionment and disintegration may follow.

- Signs and symptoms of culture shock include a wide range from:
 - Upset stomach to intense alienation & disorientation
 - Homesickness, loss of self-confidence, sleep disturbance
 - Moodiness, depression, anxiety, impatience, forgetfulness
 - Physical complaints (fatigue, diarrhea, nausea, aches)
 - Confusion, distorted thinking, impaired decision-making
 - Withdrawal, hyper-vigilance, alcohol & drug abuse
- General remedies include:
 - Direct, task-oriented strategies (planning and active coping)
 - Appropriate humor
 - Fore-knowledge of the new environment
 - Accepting it as normal and a passing process
- Specific suggestions for dealing with culture shock:
 - Before you leave home learn as much as you can about where you are going.
 - Look at the "unknown" and new things you must learn as challenging adventures requiring commitment and flexibility on your part.
 - Communicate with other people going through similar experiences.
 - Be prepared for periods of homesickness, loneliness and related feelings of alienation. Have a plan to deal with these times.
 - Despite the excitement and opportunities for new experiences, keep a semblance of a regular schedule of rest, nutrition and exercise.
 - At times you may feel helpless, resentful and/or stupid. Remember these are usually normal aspects of "culture shock".
 - Don't leave home on bad terms with important people in your life.
 - Remember we all carry a ton of "cultural baggage" with us to other countries. Tripping over it is one of the best ways to learn what our cultural baggage is. This is ok. Have two positive thoughts for every negative one. This is a healthy ratio.
 - Keep your sense of humor. It may be your greatest ally.
 - Keep in mind that returning home may bring about "reverse culture shock".
 - Be careful to not assume that what you meant is what was understood.
 - On the other hand don't automatically assume that the message you heard is the one the sender intended. Enjoy yourself and make space for moments of wonder and awe.

PART IX: APPENDIX



FACULTY-LED EXPLORATIONS/STUDY ABROAD: PROPOSAL GUIDELINES

Purpose:

These guidelines should be followed by any faculty leader who seeks approval to lead a study away tour (ex. Seminar in Europe) which offers Baldwin Wallace academic credit for the participants. The following criteria have been designed to assist with realistic and successful planning.

Criteria for Reviewing Proposals

Criteria influencing the approval process:

- **Purpose of the Program:** relationship of the content of the program to the BW curriculum and BW's mission.
- **Academic Component:** Clear academic learning objectives, including how those objectives will be met and assessed.
- **Safety:** Consideration of health, safety, and liability issues related to location and activities of the seminar.
- **Program Balance:** Decisions about choosing and scheduling programs will be made to ensure that there is multiplicity of program destinations, academic disciplines, and faculty involvement, in a way that is responsive to student interest and the University mission.
- **Demonstrated success:** If this is a repeat program, does it have a track record of adequate enrollments, student satisfaction, on-target budgets, etc?
- **Resources:** Explorations staffing, marketability/student interest and program cost are all factors.

Explorations/Study Abroad Faculty Led Program Definition: Explorations/Study Abroad Programs are those in which students and professors travel off-campus together, in or outside the U.S., for an extended period of time and includes any one of the following:

- Four or more nights off-campus
- International, excluding locations in Canada.

The off-campus portion of the program must be an integral, essential component of the course material. The off-campus content cannot be replicated on campus at BW. No matter the academic discipline, the content of a Study Abroad Program should stress the distinctive culture and physical characteristics of the region, encouraging a greater breadth and depth of understanding than could be obtained at BW. Student participation is a requirement for the course.

Study Abroad Programs at Baldwin Wallace University promote learning through experience. They encompass meaningful contacts with cultures that are different from our own or exploration of unique physical characteristics of a particular location. These programs should expose students to diverse perspectives made more striking by first-hand encounters with the environments that produce them. Students should be encouraged to understand what it means to be visitors, guests, and aliens in communities where customs and rules may be quite different than those at home. It is our hope that these experiences enable students to return home, and to BW, as more intellectually curious, observant, tolerant, enlightened human beings.

While experiential learning is the primary goal of these programs, there can be no assurance such learning will occur without careful planning. Each program will have different goals; some specific to a subject area or discipline, others more integrated—reflecting an interdisciplinary approach. Regardless of individual program goals, each should meet the primary goal of providing meaningful experiential learning with a rigorous academic component.

BEGINNING THE PROPOSAL PROCESS (AT LEAST 2-YEARS IN ADVANCE)-

It is the responsibility of the participating faculty to prepare a proposal using the guidelines below:

1. Speak with the Director of Explorations/Study Abroad for advice about how best to frame the proposal to meet the Explorations Advisory Council's criteria for Purpose, Academic Components, Safety, Program Balance, and Resources. Faculty should begin this process *at least 2 years* before the prospective date of travel.

2. Draft the proposal and obtain approval from all department/division heads of the disciplines involved in the prospective program.

3. If new courses are being developed for this program or if they include existing courses being modified for I or D designation, obtain approval from the appropriate Curriculum Committee for all of those courses. **Programs cannot be submitted for Explorations/Study Abroad Advisory Council approval until new courses have been approved by the appropriate committee.**

4) Submit the completed proposal to the Explorations Advisory Council for discussion, recommendations, approval, and if/when approved, scheduling. Proposals are due 2 years in advance by the following deadlines:

- SPRING PROGRAMS: **MARCH 1** (I.E. APPLICATIONS FOR SPRING 2013 PROGRAMS ARE DUE NO LATER THAN MARCH 1 OF 2011).
- FALL PROGRAMS: **OCTOBER 1** (I.E. APPLICATIONS FOR FALL 2013 PROGRAMS ARE DUE NO LATER THAN OCTOBER 1 OF 2011).

PRE-EXISTING PROGRAM APPROVAL

1. After any off-campus program is offered, the faculty leader(s) must submit a comprehensive written summary and evaluations from all student participants to the Explorations/Study Abroad Advisory Council.
2. Pre-existing programs must resubmit an updated application and proposal *at least 2-years in advance (approval process will be the same as above)*. This also includes long standing programs, where structure and systems do not change on a regular basis. Programs that are traveling during the above deadlines must notify the Director of Explorations of intent to resubmit proposal prior to departure, so that it can be included in the vetting process for that semester. If a program is on a 2-year rotation schedule (and traveling during the above deadline), evaluations and proposal must be submitted within 60 days of return. **For example:**
 - **A May 2009 term program that wishes to repeat in 2-years for May 2011 will have a proposal deadline of July 30, 2009.**
 - **A Fall 2009 program that wishes to repeat in 2-years for Fall 2011 will have a proposal deadline of February 28, 2010.**

Some language has been borrowed with permission from the Hiram College's Study Abroad Office.



Faculty-Led Explorations/Study Abroad Program
FORM A-COVER SHEET

Today's Date: _____

FACULTY PROFILE:

Faculty Leader: _____ Department: _____

Co-Leader: _____ Department: _____

Have either of you led an Explorations/Study Abroad program previously? Yes _____ No _____

If yes; When? _____ Where? _____

PROGRAM DESCRIPTION:

Program Name: _____ Program Dates: _____

Destination(s): _____

Brief Description/Goals of the program: _____

ACADEMIC CONTENT:

Number of credits to be offered: _____ Is this a new course? Has it been approved by Curriculum and Intercultural Affairs? If so, when? _____

Students will receive credit for the following Baldwin Wallace University Courses:

<i>Dept.</i>	<i>Course Number</i>	<i>Title</i>	<i>Credits</i>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

* Contracts should not be signed and deposits should not be made before final approval is granted.

To the best of my knowledge, the information in this proposal is correct and complete. I understand that while accompanying students abroad, I shall be subject to all rules, standards and instructions set forth in the Baldwin Wallace University handbook. I understand that as the faculty leader responsible for students abroad, I am charged with the planning and oversight of the following aspects of the program: academic program, physical arrangements/student support services, enforcing student regulations, and the formation of a crisis management plan.

*Email approval may be sent to chking@bw.edu.

Signature, Lead-Faculty: _____ Date: _____

Signature, Co-Leader: _____ Date: _____

Signature, Department/Program Chair (s): _____ Date: _____

Proposal for Explorations/Study Abroad and Supporting Documentation

THE PROPOSAL SHOULD INCLUDE COMPLETION OF FORM A (COVERSHEET) AND FORM B (BUDGET), AS WELL AS RESPONSES FOR THE FOLLOWING:

General Program Information:

- Name(s) and purpose/description of the program.
- Program location and dates.
- A tentative itinerary.
- Eligibility requirements for participation.
- Delineation of responsibilities (Faculty, Explorations, Department). See Explorations FAQ's for more information.

Department Chair Approval

- A statement of support from the department chair for each faculty leader, plus an explanation of how the faculty leader's on-campus duties will be covered during the tour.

Faculty Leader(s)

- Qualifications of the leader(s) in leading this program (including any site specific information).

Academics

- How is this Explorations program related to the BW mission? How does it contribute to department/division/program goals?
- What are the academic and cultural learning objectives for this Explorations Program? How does studying off-campus enhance these objectives? Include an explanation of how this experience is central to the course content. Include descriptions of specific assignments to incorporate the culture and/or distinctiveness into the course content.
- Do the courses count for core and/or major, minor credit?
- How will you evaluate the academic/program success of your program? (Explorations can assist you with this).
- Please attach a syllabus for each course (if available). Should include: learning objectives (how will these courses be enhanced by their setting off-campus), schedule, contact hours off-campus, topics covered, assignments, etc.
-

Site Specific Information/Risk Management/Liability

- Description of travel plans. What is your timeline for making and confirming reservations for transportation?
- What sort of accommodations are you arranging and what is your timeline for confirming reservations?
- Detailed budget, in accordance with the Explorations Center's Study Tour Budget, Form B, showing all costs for students and faculty. While it may be difficult to obtain exact costs two years in advance (lodging, airfare, etc), it is necessary to develop an estimate. Current prices plus 10% is recommended.
- When will orientation sessions be held and what will be discussed? Please note, Explorations/Study Abroad will also meet with the course before departure to discuss behavior, safety, risks, etc.
- Indicate any health, safety, and liability issues that may be related to the location and activities. Are there conditions that might pose a hazard for participants, if so what precautions will you take to minimize any risks?

FORM B: STUDY TOUR BUDGET

(NOTE-Contracts should not be signed and deposits should not be made before final approval is granted.). See Explorations for Excel version.

Program Name: _____

Faculty leader(s) _____ Program Dates: _____

Determine costs based upon a minimum of 15 & 20 student participants unless another minimum has been agreed upon.

A. Student expenses	Unit Cost	Total cost (10 students)	Total cost (20 students)
Transportation - Air			
Transportation - Rail			
Transportation - Other (shuttles, tour buses, parking fees, etc).			
Lodging for entire trip– hotel, etc.			
Meals provided by program*			
Events – tickets, admissions, special tours, etc.			
Gifts for speakers, tips, etc.			
Books and materials			
Tuition for academic credit if not included in fall or spring semester			
Cell Phone/internet connectivity			
International Health Insurance			
Classroom or site rental			
Miscellaneous-Contingency fee	\$100	1000	2000
Total student expenses			
B. Expenses for Leaders			
Transportation - Air			
Transportation - Rail			
Transportation - Other (shuttles, tour buses, parking fees, etc).			
Lodging for entire trip– hotel, etc.			
Meals provided by program*			
Events – tickets, admissions, special tours, etc.			
Gifts for speakers, tips, etc.			
Support personnel compensation			
Phone/internet connectivity			
Classroom or site rental			
Promo material: brochures, etc.			
Miscellaneous	\$200		
Total instructor expenses			

*Please include on a separate sheet which meals are not included?

Divide total instructor expenses by 10 & 20 (or other agreed minimum number of students) and add that amount to the per student cost to arrive at the total to be charged to each student participant.

Total to be charged to each student: \$ _____

If possible, estimate of personal expenses per student*: \$ _____

Submitted by: _____ Date: _____

Emergency Contact Information

This form is to be completed at least four weeks prior to departure with a copy given to the Explorations/Study Abroad Center. Please distribute hotel information to all participants at least four weeks prior to departure. The Program Leader should carry this form at all times during the trip.

Program Title:

Program Site (city and country):

Program Leader:

Program Dates:

Organization	Address	Phone Number from USA	Phone Number within Country
In Country Emergency Phone Number (i.e. 911)			
Lodging/Hotel/Apartment			
Local Police			
Local Hospital			
Local Embassy			

STUDENT ACCIDENT REPORT FORM



THE INJURED STUDENT OR DEPARTMENT REPRESENTATIVE SHOULD FILL OUT THIS FORM

Name: _____ Program: _____
 ID #: _____ Phone: _____
 Address: _____ Witness: _____
 Date: _____ Time accident occurred: _____
 Sex: Male or Female(circle one) Age: _____
 Where accident occurred (i.e. room): _____

Description of Accident: Please describe how the accident happened. What was the student doing? List any specific acts by individuals or conditions that led to the accident. (Include any tools, machinery or instrument involved.)

Nature of Injury			Part of Body Injured		
<input type="checkbox"/> Abrasion	<input type="checkbox"/> Cut	<input type="checkbox"/> Scratch	<input type="checkbox"/> Abdomen	<input type="checkbox"/> Face	<input type="checkbox"/> Leg
<input type="checkbox"/> Amputation	<input type="checkbox"/> Dislocation	<input type="checkbox"/> Shock	<input type="checkbox"/> Ankle	<input type="checkbox"/> Finger	<input type="checkbox"/> Mouth
<input type="checkbox"/> Asphyxiation	<input type="checkbox"/> Fracture	<input type="checkbox"/> Sprain	<input type="checkbox"/> Back	<input type="checkbox"/> Foot	<input type="checkbox"/> Nose
<input type="checkbox"/> Bite	<input type="checkbox"/> Laceration	<input type="checkbox"/> Splinter	<input type="checkbox"/> Chest	<input type="checkbox"/> Forearm	<input type="checkbox"/> Shoulder
<input type="checkbox"/> Bruise	<input type="checkbox"/> Poisoning	<input type="checkbox"/> Strain	<input type="checkbox"/> Ear	<input type="checkbox"/> Hand	<input type="checkbox"/> Teeth
<input type="checkbox"/> Burn	<input type="checkbox"/> Puncture		<input type="checkbox"/> Elbow	<input type="checkbox"/> Head	<input type="checkbox"/> Wrist
<input type="checkbox"/> Concussion	<input type="checkbox"/> Repetitive Stress Injury		<input type="checkbox"/> Eye	<input type="checkbox"/> Knee	
Other (specify) _____			Other (specify) _____		
_____			_____		
_____			_____		

Did accident occur during class event/time? Y or N If yes, provide when: _____
 Was first aid administered? Y or N
 Did you go to the hospital/doctor? Y or N
 Name of physician/hospital: _____
 What recommendations do you have for preventing other accidents of this type? _____

Signed: _____ Student _____ Program Representative

