California State University | Center for GLOBAL ENGAGEMENT | CHANNEL ISLANDS

Faculty-led Study Abroad Program Leader Handbook

Note: As of November 2025, the Emergency Protocols are still under review with the Provost and then the Interim President and are therefore not final. However, there were no standardized existing protocols that they replace so please consider them best practices for now, based on similarity to other CSU programs.

The information provided in this document is subject to change. Information may be changed or updated at any point. The CGE may also make improvements and/or changes in the protocols, policies and/or the programs described in this handbook at any time. The CGE will strive to provide timely notice of any and all changes as they occur.

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Center for Global Engagement Mission

The Center for International Affairs (now Center for Global Engagement) was established in 2004 in Senate Policy 3-28. The primary mission of the Center for Global Engagement is to internationalize the CSU Channel Islands educational experience. Thus, the Center supports the University Mission to prepare students for our international, multicultural society.

The Center for Global Engagement promotes and supports efforts to internationalize the curriculum, affords students the opportunity to study abroad, increases the number and diversity of international students on campus, supports international faculty collaboration, and fosters links with higher education institutions around the world.

The goals of the CGE Advisory Committee are to:

- design and implement policies and programs that promote cross-cultural and global understanding in all fields of study, as agreed upon by the committee;
- assist faculty in developing the global dimension of their teaching, scholarship, and service activities via International Faculty Development Grants, Language Enrichment Grants; Virtual Exchange/COIL grants and others created by the CGE, when resources are available;
- coordinate activities that enhance campus global awareness and augment the international life of the campus and local community;
- oversee application, selection, and conduct of faculty-led study abroad courses and other global experiences in accord with CO Policy on Exchanges and Campus Activities Abroad and any subsequent Chancellor's Office policy;
- facilitate and develop academic and scholarly international exchanges and partnerships for students and faculty;
- recruit and support CSUCI students for Study Abroad opportunities (outbound); and
- diversify the student body to include outstanding students who represent a broad range of financial and cultural backgrounds to participate in outgoing study abroad activities.

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Study Abroad Learning Outcomes

The CGE strongly believes in the role that a study abroad experience can have in a student's academic, personal and professional development. Through participating in a study abroad program, our students will develop knowledge, skills and attitudes that foster personal and professional growth, develop intercultural competencies, and prepare them to be dynamic and productive global citizens who are deeply cognizant of living in a connected and interdependent world. Specifically, students will be able to accomplish outcomes in the following areas as a result of their study abroad experience:

Personal Growth and Development

- Demonstrate awareness of their own values and identities
- Develop critical thinking skills, specifically the ability to learn through observation, analysis, interpretation, reflection, evaluation, inference, explanation, problem solving and decision making

Intercultural Competence

- Describe, interpret, and demonstrate an appreciation for the differences and similarities between their home and host cultures, and within their own communities and peers' experiences
- Recognize cultural differences in verbal and nonverbal communication and begin to participate in creating a shared understanding based on those differences
- Evaluate the value of diverse perspectives and increase their understanding of others' worldviews and experiences
- Develop an awareness of one's own identities, privilege, biases and cultural values and how those shape their experiences in the world and interactions with others

Career Readiness

- Develop skills that are essential for participating in a global workforce, including problem solving, flexibility and collaborating with individuals from diverse cultures, experiences and perspectives
- Identify the knowledge, skills and attitudes gained during their study abroad experience that are relevant to the NACE career competencies and articulate them within their professional documents and career search
- Reflect on how to integrate their study abroad experience into their professional development and future careers

Global Citizenship and Community Engagement

- Demonstrate an increased understanding of global issues and how they connect with their local realities
- Develop the skills required to be active global citizens who engage with community and reflect on social justice issues
- Develop an understanding of the realities of privilege, inequality and diversity in relation to one's personal experience and within a global context

Global Opportunities for Faculty

The CGE works to create global opportunities for CSUCI faculty such as

- Leading a Faculty-Led study abroad program (FLP), as a UNIV 392 course or UNIV 390 with a disciplinary course
- Integrating a Virtual Exchange or Collaborative Online International Learning (COIL) experience into a course(s)
- Participating in international research and collaborations
- Serving as a CSU International Programs Resident Director
- Serving on the CGE Advisory Committee (an Academic Senate committee)
- Working with the CGE to champion existing and establish new exchange programs with international institutions.

The next section describes a few of the different types of programs in which faculty may be involved.

Short-Term Study Abroad Models

Faculty-Led Study Abroad (FLSA)

The first type of short-term study abroad program model is a traditional model, where the faculty travels with a cohort of participants and teaches a CSUCI course on-site. In this model, faculty and participants live in the same accommodations, participate in group excursions, and travel from site to site as a group. Faculty travel expenses are paid for by student fees and/or grants for travel. Faculty usually teach the course as part of their assigned WTUs from their program. This is the model we follow. Faculty can collaborate with a foreign institution, but should not rely on that institution to be the sole provider of instruction. Faculty must provide instruction to students, which can complement a lecture or classes provided by the foreign institution or team-teaching with a faculty member from the foreign institution. In all cases, CSUCI faculty are required to teach on an FLSA.

Direct Enrollment/Summer School Abroad

A direct enrollment program looks more like a traditional semester-long study abroad program, where participants stay in residence halls or dorms (where available) and enroll in a host institution's summer school program and take courses offered by the partner institution. At CSUCI we offer these types of

programs; they operate without a faculty member accompanying the participants on their program and are managed solely by the partner and the CGE.

Faculty teaching at a foreign Institution (not a FLSA)

Faculty can identify teaching positions abroad as a visiting faculty member for a summer or winter session program. This type of arrangement is between the CSUCI faculty member and the foreign institution, and is not facilitated through the CGE. If a faculty member is teaching for a foreign institution during the summer or winter session, CSUCI will not pay the faculty member a salary or a stipend. The faculty member should coordinate directly with the foreign institution and negotiate their contract/package (salary, housing, etc.) directly. CSUCI will not cover any expenses related to these visiting scholar positions.

Faculty-Led Study Abroad Overview

This handbook provides guidance on the first global opportunity mentioned for faculty - leading a UNIV 392 or other faculty-Led study abroad program (paired with a UNIV 390).

Overview of Approval Process

- Prospective faculty members must meet with the CGE faculty director to ensure an initial understanding of the policies, course requirements, and resources for course development.
- The sponsoring faculty member must complete and submit an online Faculty-led Study Abroad Application Form. Resources such as templates and samples are available on the CGE website.
- The form must be submitted according to this schedule, to ensure timely acquisition of funds that support that trip:
    - Courses in fall semester, with January break travel: Fall deadline (early or mid-September) year prior to course/trip (ex: Fall 2026 for Fall 2027 course/Jan 2028 trip)
    - Courses during spring break, with Spring semester classroom time: Spring deadline (early or mid-February), year prior to course/trip (ex: Spring 2027 for Spring 2028 trip)
    - Courses during summer: Fall deadline (early or mid- September), year prior to course/trip (ex: Fall 2026 for a Summer 2027 course)

    ***Other proposals (such as for the MBA program) must be received in time to be approved prior to the creation of the relevant semester's schedule (based on the date of schedule publication established by EU, etc.). For example, if the class is for Spring 2027, the proposal must be submitted by mid-September.

After the proposal is submitted, it is automatically sent to your Chair for approval. Faculty shall inform the chair that the approval email is coming to them --sometimes chairs miss this step and the proposal falls out of the process.

The CGE Advisory Committee will then review it using the UNIV 392 evaluation rubric (for courses that are not 392s, anything related to the later will not be evaluated). If the committee approves the course, the course proposal will be submitted to the college dean and AVP for HIPEE. No funds can be spent until the International Travel Authorization is approved (Risk Management and the SIO).

The Basics of a UNIV 392 or other Faculty-Led Study Abroad Program

The CGE provides expertise and assistance to faculty in developing short-term credit-bearing programming for our students that have a cross-cultural focus and provide an experientially-based vehicle for teaching CSUCI courses internationally. If you are interested in developing a program that will offer courses for credit during the fall, spring, or summer semesters – we can help! Please contact the Faculty Director of the CGE to discuss your idea and learn about how we can facilitate your program.

Academics

In accordance with CO Policy on Exchanges and Campus Activities Abroad (Appendix A), these courses must be credit-bearing programs. FLSAs typically offer 3 units (and a UNIV 392 must be 3 units). Courses should have an on-campus component (at least two hours per week in class) before or before and after travel. Faculty typically teach the course as part of their assigned WTUs. Faculty must have expertise and experience in the country to which they take students.

Programs must have a clear academic focus and learning objectives. Excursions should be relevant to the course subject and academic content of the program (FLPs are not intended to be travel tours, vacations, or trips focused on tourism). UNIV 392 is a UDGE-3 course and has specific learning outcomes that the course must include. These are specified on the application.

Location

FLSA programs must take place in a country where the program leader has some previous travel, study, research, or teaching experience. Sites must play an integral role in the course and should be selected with intention. The program should engage in the host environment and with the local culture. Locations must be approved by Risk Management, the SIO, and the President based on State Department guidelines.

On-site Duration

The duration of the program should be determined by the amount of time necessary to adhere to the number of units being offered. A typical program length consists of about two weeks on site for 3 unit courses. Programs that are less than two weeks in length are possible, but need to be approved in advance by the CGE Faculty Director. As noted above, there should be an on campus portion of the program to prepare students academically for the travel portion of the program.

For faculty-led study abroad programs, all students are required to travel to and from the destination with the group. This is a standing policy for faculty-led study abroad courses and applies to all participants. This requirement reflects the academic design of the course. The study abroad experience is the culmination of the 15-week on-campus course they will have completed, and it is structured as a continuous, cohort-based learning experience. That includes orientation at the outset and a formal debrief and reflection at the conclusion. The return travel is part of that academic closure, and all students are expected to participate fully. The course also depends on a shared group experience built over the semester and carried through the travel portion. Traveling together from start to finish ensures that all students meet the same expectations and participate equally in the program as designed. Allowing individual deviations such as separate return travel would create uneven participation and undermine the integrity and fairness of the course. It's also important to note that this program is an academic course rather than a travel arrangement. While it takes place abroad, its purpose is not to facilitate individual travel plans, but to support a structured educational experience with clearly defined start and end points. Students are, of course, welcome to pursue personal travel, but this must take place after the program has officially concluded and the group has returned.

Budgeting and Enrollment

FLSAs are partially self-supporting. This means that the tuition, administrative fee, and program fee that comprise the total program cost are paid for by the participants and awarded funds. In order for a program to be financially viable, program leaders must meet the determined enrollment as identified when developing the budget. Program leaders are expected to research and gather programming prices and costs when developing their proposal to be provided when the actual program budget is developed with the CGE. To be good stewards of participant money, faculty expenses (including, but not limited to meals, hotels, and transportation costs) need to be based on actual on-site costs that are reasonable and economical, and not tied to the U.S. Department of State Foreign Per Diem Rates. Only expenses which have been budgeted for will be reimbursed and any budget deficit that is incurred must be covered by the program leader and/or their college. The CGE reserves the right to deny programs that would be considered too expensive for students. As program costs can vary due to length of time abroad, number of units offered, and the local cost of living, we will assess the feasibility of the program when reviewing the proposed budget. The CGE Advisory Committee is committed to only offering programs that are partially funded by grants or other awards because full-cost trips limit access and are not equitable. We aim to keep the student fee at $1800 or less (whereas three or four week courses will generally cost more).

Air Travel**:** Air travel must be booked through Concur. The Centers Coordinator will assist with booking flights for UNIV 392 faculty. Non-392 courses rely on their support coordinator or analyst for support.

Flights may be booked only AFTER the International Travel Authorization has been approved and may only be booked by the designated staff through the CSU travel system. Also, tickets can only be purchased for the course dates of travel and not for personal travel days. Faculty and students shall travel as a group per CGE policy about UNIV 392s. Exceptions will be made only in very rare cases, such

as a faculty member attending a conference in the same location right after. Please note that CSU policy does not allow the booking of business class or first-class tickets.

Participants

A single faculty course should accommodate 16 students, depending on staffing and program model. If two faculty members are co-leading, they should have 24 students. Program budgets are based on the minimum number set for the program. If programs do not reach their minimum number for enrollment, they will be canceled.

Program Leaders

The CGE requires one faculty for 16 participants on the program and two faculty for 24 students. affordable. Common considerations to be reviewed for the latter include the need for a second program leader, the role the second faculty leader will play, and the estimated enrollment for the program. The CGE reserves the right to determine if a program will be run by one or two faculty members. If it is determined that the program can support a second faculty leader, the faculty must work out the distribution of the 3 WTUs with their program chairs.

All faculty leaders are expected to travel and stay with participants (in the same lodging facility when possible or within close proximity when it is not) throughout the entire course of the program. **Due to liability reasons, family, friends, or children of the appointed faculty and/or the registered participants cannot accompany, participate on, nor travel alongside a CSUCI FLSA**. Only the appointed program leaders and properly registered participants may travel with the program. *Faculty shall never, under any circumstances, sign any contracts with any providers.*

Faculty Compensation

Faculty are compensated as part of their WTU assignment. Travel, accommodations, and on-site program related expenses during the program are covered by participant-generated program fees and awarded funds, and therefore must be based on actual on-site costs that are reasonable and economical, and not tied to the U.S. Department of State Foreign Per Diem Rates. If faculty are co-teaching a course, they will split the WTUs (1.5 units each).

Faculty Eligibility

Eligibility requirements include the following:

- The faculty member must have completed one year of service with CSUCI at the time the proposal is submitted.
- Lecturer faculty must be on a three-year contract.
- Faculty should be on-campus and available to administrators and participants throughout the academic year.

- Faculty who are committed to following CSU, CSUCI, and CGE policies, procedures, and processes. If the faculty member does not adhere to policies while preparing for or while running the course, the CGE reserves the right to deny any future proposals.

The CGE has invested significantly in UNIV 392s as a means to internationalize the curriculum as well as the faculty of the university. On rare occasions, retired faculty or emeritus faculty may be appointed to serve because of specific programmatic needs or expertise. Faculty participating in the FERP program cannot run a course.

Skills & Responsibilities

While UNIV 392 and other FLSAs are CSUCI courses, directing one is obviously very different from teaching via traditional means in a classroom. Faculty must successfully manage all details of traveling with a group of participants such as logistics, group dynamics, safety and security, back-up plans, and of course, teaching.

Faculty will be responsible for the following:

- Marketing the course and recruiting students to participate; follow the CGE timeline.
- Reviewing participant applications within the designated timeframes determined by the CGE; use the CGE application template in Qualtrics or Google Forms (make a copy and customize). Conducting class on campus before the course, including pre-departure meetings with participants to provide detailed information about the course(s), a site-specific orientation for the host destination, and any other additional relevant information. Participants must also complete an orientation course and attend any general pre-departure meetings provided by the CGE. Use the CGE template for the student orientation.
- Attend financial training and risk management training on an annual basis. This is required for all FLSA faculty.
- Travel abroad to the program destination(s)
- Work with students to arrange a required presentation to campus about their experiences.

Program Development

When developing a new course, it is important to consider many moving parts: contact hours with students to adhere to the definition of a credit hour; the safety and security of our faculty and students; the costs associated with running a viable course, etc.

Programs may be developed by working closely with a pre-approved education abroad provider or an institutional partner, which can take a significant amount of time to plan. For those with significant experience in the proposed host location, a program can also be entirely self-designed. Please keep in

mind that developing new provider contracts can take several months longer than working with a pre-approved provider. **This is because there is an approval process on campus and at the Chancellor's Office. Faculty considering the development of a new course need to meet with the CGE Faculty Director to discuss their ideas and vision prior to developing a program proposal.** Faculty shall meet with the CGE Director to discuss whether contracts are needed and then how to go through the process.

Proposals should originate with faculty and should carry the endorsement of appropriate departmental and college administrators. All proposals will be reviewed by one's chair, dean, the CGE Advisory Committee, the HIPEE AVP, and the Senior International Officer.

Program Development Requirements

To develop a faculty-led study abroad program, faculty must meet with the CGE Faculty Director to learn about general guidelines. Also, one of the following must be completed:

1) A site visit will be required for anyone proposing to start a program in a location where they have little to no experience.

2) The site visit requirement can be waived for faculty who have previous and extensive experience in the proposed destination and have visited the location within the past five years. This knowledge and experience must be demonstrated and documented in the proposal.

All faculty developing a new course are welcome to apply for the CGE's International Faculty Development Grant to visit the site. This grant competition will only be available when the CGE has resources for it.

Preference will be given to proposals meeting any of the following criteria:

- A faculty member who has not previously taught or led a program off-campus or abroad
- An experienced faculty program leader developing a new destination
- Proposals that address the criteria in the evaluation rubric
- Courses with an interdisciplinary focus
- Support from the home department to promote and demonstrate the department's commitment to internationalizing its curriculum
- Courses in locations where other study abroad courses are underrepresented (ex: Africa, Middle East, Central America, South America, Eastern Europe)
- Development of sustainable programs running for several years (planning for the sustainability of the program should be outlined in the proposal)

Submitting a Program Proposal for a Faculty-led Program

Elements of the Proposal

The application requires the following documents:

1) *Questionnaire*: You will be asked to provide details about yourself, the proposed program site, etc..

2) *Safety and security plan*: Explain the arrangements that have been made to maintain the safety and security of the students throughout the program. Include in this document, a plan in case of emergency (how to contact students in case of emergency, meeting point in case of emergency, etc.). The InfoReady application has sample plans. Students' lodging must be safe. Faculty member must have a cell phone during the duration of the trip, and he/she must accessible 24/7 in case of an emergency. The faculty member must have important students' information with them all the time (including a way to reach them in the country -student cell phone, host family phone, etc.- and emergency contact information). Students must have a form of identification (with picture) with them, and their CSU insurance card at all times.

3) *Course Syllabus:* A syllabus for each course that will be offered on the FLP. The syllabus must conform to the University's course syllabi policies. For the UNIV 392 course, the syllabus must include the UDGE-3 learning outcomes and signature assignment.

4) *Program Itinerary*: A day-by-day tentative proposed itinerary for the program, as well as a brief description of activities in the itinerary: anticipated field trips, activities, uses of host institution(s) or other contracted instruction, etc. Please list not only your program dates, but the number of hours that you will meet with the students before and after the trip. The InfoReady application provides links to sample itineraries.

5) *Chair and Dean support:* Your Chair and Dean will be asked to review your proposal in entirety and verify that you are approved to proceed with your outlined plan. The Chair will complete the review after your proposal has been submitted in full. The Faculty Director will follow up with your Chair if the approval has not been submitted.

6) *Orientation outline*: the orientation includes comments on the security of the country, both politically and medically, as determined from reports issued by the State Department. Every trip requires attendance at one orientation meeting (minimum). Use the CGE Student Orientation Template. where the following information should be covered:

7) *Budget:* The online application has a very detailed budget sheet that requires you to break down all of the costs of the trip. Please see the section below about creating a budget.

8) *Accessibility plan:* Please view the DASS information on accessibility for travel programs before submitting this.

9) *Marketing Materials:* The CGE staff will post information about your course on its website. You should prepare marketing materials, advertise and hold information sessions. Please use the CGE timeline and the CGE application template. Please record the names of all students attending your information sessions.

Scheduling Faculty-led Programs

The CGE works with faculty and administration to schedule the appropriate number and variety courses each year, which is highly dependent on funding availability. In all cases, the needs of each faculty member's home departments also impact the scheduling. Please speak with your chairs and the CGE early on (a few months prior to the proposal being due) regarding your plans.

Conflict of Interest Policy

The CGE and CSUCI are committed to being as transparent as possible with respect to financial and programmatic arrangements. Carefully review any financial transactions or other business dealings for your program.

Financial transactions or business dealings that might pose a conflict of interest must be disclosed (Political Reform Act of 1974, Government Code §§ 81000 *et seq.*). A conflict of interest exists when a faculty or staff member's financial interests or other opportunities for tangible personal benefit may compromise, or reasonably appear to compromise, the independence of judgment with which the faculty or staff member performs his/her responsibilities at the University.

Disclosure is especially important in the event of a contract between CSUCI and an outside company or organization in which you hold a significant financial or familial interest, even when you are not initiating or taking an active role in assessing or negotiating the contract.

The use of outside study abroad program providers can pose a unique conflict of interest situation. Therefore, CSU has adopted internal principles to guide its relationships with outside study abroad providers (see Appendix A). CSU employees are proscribed from receiving personal benefits from program providers (e.g., the payment of conference, training or registration fees, transportation or lodging costs, advertising or payment for a site visit).

Faculty may not participate in any non-course activities during the program, including but not limited to independent travel away from participants, family/personal vacations, receiving payment from an outside institution for coursework being taught on the trip, conference attendance/presentation or independent research that is not explicitly part of the approved proposal and occurs independently and does not involve direct participation by students, etc. Faculty program funds cannot be used for personal friends or relatives while running a course. They are intended to cover the travel costs of program related staff only. Violation of this policy may result in program cancellation of the faculty in question and future cycles of running a course.

Program Budget

The CGE works with the Vice Provost's office to secure funding for the courses. No courses will be offered that require students to pay the full fee. It is essential that the proposal budget is as accurate as

possible. Though getting estimates for flights is hard so far in advance, it is best to estimate high. You may expend up to the amount allocated when your proposal is approved. Since the only source of revenue for these classes once a grant has been secured is course fees, you must be particularly careful about overages. Further, proposal sponsors must stay within line item budgets as proposed. Any significant modification to your budget MUST be pre-approved by the CGE. Any unspent trip monies will revert to the grant account.

Use the budget form to come up with a course fee. Talk to the Faculty Director or Centers Coordinator if you have questions during your calculations. It is suggested that you add in a small "cushion" ($100-$200 per student is not unheard of for lengthy international trips) to cover any unexpected costs or price increases--otherwise the student fee must be adjusted to cover overages.

Course fee equals total budgeted trip amount PLUS any other unaccounted-for expenses, minus grant funding. Total course fee divided by number of students traveling equals course fee per student.

Once the course fee amount is set, the course fee needs to be set up with Student Business Services (via Centers Coordinator for UNIV 392s; otherwise, department staff). The fee is non-refundable after the semester begins.

Budget Approval/Program Pricing

Once a budget is agreed upon, faculty will receive an email from the CGE stating the final program price with the grant funding included.

In order to support students with earlier financial planning and prevent a recurrence of high rates of attrition, **we will not open up applications for a program until the program price has been finalized.** This is to ensure that students have the most accurate information available when completing their application process. Program brochures will still be visible to the public once programs are approved, but students will not yet be able to apply until your program price has been finalized. Until the price has been finalized, we will have an estimated cost available for reference (either based on a previous year or what we are projecting) with a note that this is an estimate only, as well as a note explaining that applications will be open once the price has been confirmed.

Price information affects the participant, their family, any grant funding secured by the CGE, and Financial Aid. Because there are so many different departments involved, it is critical to have consistent information. It is also important to note there will be times when fluctuations in exchange rates or projected airfare may impact the bottom line of a given program, whether positively or negatively. It is very important that faculty contribute to the sustainability of the larger program by doing their best to manage costs responsibly. If exchange rates fluctuate after the program price has been established, faculty will be asked to find ways of reducing activities to adhere to the final program price publicized (the CGE can work with you in finding ways to stay on track with your budget).

Publicity and Recruitment

Once you have an approved program, it's time to market it to participants. As stated above, you can start marketing as soon as your program is approved and before your budget is final as long as participants know it is only an estimated price range. As soon as you have a budget outlined and approved, applications will be open and you can begin to market your program with the actual price.

It is a good idea to talk with experienced program leaders of recent successful programs to become acquainted with their recruitment and publicity practices. If you need assistance in finding program leaders to speak with, contact the CGE.

Here are some great ways to recruit for your program:

PROGRAM DESCRIPTION

The CGE will post information about each approved UNIV 392 on our website. Once your program is approved, we will post a brief description of your program along with travel dates and the program fee. When you have an itinerary written, we can also post it. Please notify the faculty director and Centers coordinator of the dates, times, and locations of your information sessions.

INFORMATION MEETINGS/SESSIONS

Hold Information Meetings/Sessions at convenient times/places for the participants you hope to attract. The purpose of these meetings is to introduce prospective participants to the general aspects of studying abroad and the particulars of your program. It is a good idea to hold *at least* two meetings each application cycle, prior to the application deadline. Please adhere to the CGE timeline and send us the names of the students who attend.

Here is a short list of general topic ideas to cover at Information Meetings:

- Overview of the program, what participants can expect to gain and learn from participating
- What activities and events will the program include? Students expect a rigorous academic agenda, but also want to know what fun or interesting activities they will get to do while away.
- Features of the program, what participants will be doing, seeing, eating, etc.
- Information about applying for the program. How to apply, what deadlines are established, forms they will need to submit, if and by when they will need to obtain a passport (encourage them to apply right away, even before they know they're accepted to a program - passport processing times can be very long), etc. Use the CGE application template in Qualtrics or Google Forms, tailored to your course.
- Any additional costs the participant may incur while participating. Providing a range of prices will allow participants to better understand what to expect.

PHOTOS/VIDEOS

Photos and short video clips can greatly enhance the promotion of your program in printed materials, at information meetings, at study abroad fairs, and on the web page. If your program is brand new, use photos/videos from your site visit or you can employ stock photos. Once you have run your program, ask participants' permission to use their best photos (they will be flattered!) and select photos of participants (identifiable as CSUCI participants) in a variety of locations and in learning/intercultural settings (preferably wearing CSUCI identifiable clothing). Ask participants to be cognizant of wearing clothing which identifies schools other than CSUCI, although it could be their favorite t-shirt; photos with clothing identifying outside universities don't make great marketing materials for CSUCI programs. Participants like to put together videos during their FLP experience and we love to have those videos on our webpage. If a participant makes a video, please ask them to remove footage of drinking and not to use music that is copyrighted. Be sure to have students sign the photo release form.

Study Abroad Tabling

Participate in any tabling by the CGE. There is typically a fair and/or series of events held in the summer (orientations), fall, and spring. Better yet, ask past participants to staff a table with you at the fairs or walk through the fairs with a QR code to your program brochure (if applicable). Have pictures, the itinerary, giveaways (candy or other food!), etc. to attract participants to your table.

CLASSROOM VISITS

Announce your program in classes. Share information about your program with colleagues who can make announcements in their classes. Be sure to reach out to other departments and colleges that offer courses that have themes similar to your course.

DISPLAY

Hang a poster or create a display to put up outside your office, on department bulletin boards, etc.

FLYERS/HANDOUTS

The CGE will work with Program Leaders to design program specific digital flyers for UNIV 392s. Pertinent information (such as a short program description, CSUCI course being offered, faculty contacts, etc.) will be included. Be sure to gather some colorful and fun high resolution photos to add! Please use the CGE logo on your materials.

PERSONAL CONTACT

Send emails or personally contact participants who are likely to find the program of interest. (Please note that CGE funds are not available for direct/bulk mailings.) Be available to counsel and assist interested participants who have questions about the program. Ask accepted participants and returnees to pass the word about your program to their friends as well.

PAST PARTICIPANTS

Involve participants who have previously participated in the program when possible, especially at information meetings. Prospective participants are very interested in hearing another participant's perspective; the testimony of past participants is one of the most effective marketing tools at your disposal!

CLUBS AND ORGANIZATIONS

Target your marketing towards specific clubs that may have a particular interest in your program.

CAMPUS MEDIA

Use the CSUCI online event calendar and CI News to promote your program.

BENEFITS

In your promotional materials and discussions, highlight the multiple benefits a participant will receive by participating in your program…academic, intercultural, professional, personal. What bullet points might they be able to add to their resume and/or LinkedIn profile? What marketable skills will they be developing?

MAINTAINING CONTACT

Maintain lists of prospective participants including names, e-mail, address, and telephone numbers. Stay in contact periodically to determine if any perceived barriers to their participation might be eliminated. Email them with important information about upcoming meetings or interesting details about your program. Make sure you have some contact with participants before breaks. Establishing a WhatsApp or Discord group for your program has proven to be a great tool to keep accepted students in the loop with announcements.

Selecting Participants and Next Steps

Faculty must not notify applicants of their application decisions prior to the close of application or before the application review period has concluded.

If accepted into the program, participants will receive a Letter of Acceptance (Appendix G) via their email address. They should retain this email for reference, as it will provide valuable information and links to additional forms that will need to be completed. Upon acceptance, participants will need to complete their Commitment to Participate Form (Appendix E). It is important they read the Commitment to Participate Form and to share this with their parents/guardians/partners before signing the document. Faculty will then share the permission codes so that students can register. After the participant has registered for the course, they will see the outstanding balance for the program cost. The documents linked here can be modified as faculty see fit.

You cannot decline a participant due to a physical, mental, or learning disability. You cannot decline a participant due to eating or dietary restrictions. If you are concerned about the on-site accommodations that can be provided to a participant with additional needs (physical, mental, learning or food related), please consider the following:

Recognize the myths, learn the facts.

Myth #1
If a student has a physical disability, he or she will not be able to participate in a faculty-led program because it's an active, short-term program with little time for any changes or adjustment.

Fact #1
People with disabilities are living and working in all communities where international programs occur. It is the responsibility of faculty leaders to think creatively, work with each student and their institution's disability services staff, as well as overseas disability organizations, to determine how inaccessible activities may be adapted. If there is no acceptable adaptation, an activity may need to be replaced with inclusive activities with equal interest, so all students can participate. At the application stage, it is illegal to turn any student away from a program based on their disability.

Myth #2
If something comes up and a student needs an accommodation not prepared for, deal with it then or, worst case scenario, the student can return home.

Fact #2
Every participant, disabled or non-disabled, needs a contingency plan. For a student with a disability, the plan should include support plans and resources for resolving disability-related issues. And, advocacy techniques if accommodations are not effective.

Prior to departure, develop and review a contingency or support plan with the student to anticipate issues in advance, including access to medications, supplies, services and environmental issues that may arise. Some types of accommodations might take months to arrange, so begin addressing accommodations as far in advance as possible.

It is a faculty member's responsibility, as the director of a program, to ensure that every student has an equal opportunity to have a safe and successful experience abroad. And, the faculty member can rely on knowledge from the student, disability professionals, and study abroad staff for guidance.

Myth #3
It is going to require a significant amount of additional time to include students with disabilities. Faculty leaders simply do not have the time.

Fact #3

Many people with disabilities need very few accommodations and many accommodations can be made easily and inexpensively. In the United States, most people with disabilities own the equipment they need for everyday life and need only minimal assistance from others. DASS is our campus resource for working with students with disabilities.

Here are some examples of faculty-led handbooks that include sections on disability and mental health, site accessibility forms, and other tips for including students with disabilities in faculty-led programs.

- Site Accessibility Forms, University of Minnesota
- University of California, Faculty-led Handbook
- Pittsburgh State University, Faculty-led Handbook
- UA Creates Accessible Study Abroad GeoSciences Course

Having an itinerary section (or link to it) in the application that maps out the planned activities for the program may provide students with the agency to opt out of applying. For instance, if walking long distances is a critical part of the trip, then students can decide for themselves if they believe they can meet that requirement, with or without an accommodation.

On the application template, you will see a section where you should fill in the appropriate hyperlink to the country-specific considerations outlined by the Department of State for special populations (travelers with disabilities, LGBTQ travelers, etc.). This will also provide students with the agency to opt out, if they feel that country has infrastructure or policies at odds with their needs or identities. As an example, see the "Local Laws and Customs" section of the DoS Travel Advisory for the UK as something that can be hyperlinked in an application. Find your country's section at this link.

Fewer participants than spaces

If there are not enough participants to fill the program, the CGE will work with you to determine whether or not it still makes sense to run the trip. This will depend upon whether or not we can still recruit participants for the program, as well as the impact of the under enrollment on the budget. Just as with any course, under enrolled programs may have to be cancelled.

Accepted Participants Meeting

Soon after accepting participants into their program, it is a good idea for faculty to hold a brief meeting to explain the Commitment to Participate Form to their accepted participants and to answer any questions about the program that will help them decide to commit. As soon as participants decide to secure their spot on the trip, they must sign the Commitment to Participate Form.

Pre-Departure Orientation

Participants must complete a required general pre-departure orientation provided by the CGE in accordance with Chancellor's Office policy. Faculty may need to hold additional pre-departure classes/meetings to discuss site-specific issues. Make every attempt to communicate all necessary

information to participants prior to the completion of the previous semester. If you plan to email participants between or after semesters, you may wish to ask participants if they can access email and what address they commonly use.

Contracts for program development, program providers, vendors, etc.

Program leaders working with an approved study abroad program provider, a foreign institutional partner, or an outside vendor will likely need to complete a contract or update an exhibit for an existing contract. Faculty may not sign any contracts whatsoever or book any travel arrangements.

Third-Party Vendor Agreements

The Chancellor's Office requires that certain vendors with which you will work for the UNIV 392 have a contract with the University. These contracts can take 9-12 months to complete with the vendor, campus authorities, and the Chancellor's Office. A sample template is provided in the Appendix. You should consider beginning this process before proposing your UNIV 392. Please consult with the CGE Managing Director for guidance about whether or not you will need this contract. The CGE has established with some vendors that faculty may use. For example, Maximo Nivel is one we have that works in Latin America.

Contracts can take a very long time to process and are required anytime a study abroad program provider, a foreign institutional partner, or an outside vendor provides more than a single service for a program (this can include bundling lodging and transportation services, tour guides and entry fees, etc.). New contracts can take anywhere from 9 - 16 months to process, therefore Program Leaders are encouraged to discuss any new partnerships with the CGE 1-1.5 years in advance. Faculty are not allowed to sign contracts or any documents with program providers, consultants, or vendors hired to assist in program development or supplying any service to the program.

Required Forms

Faculty must collect required Medical Disclosures, Air and General Liability Releases in order to have any spending go forward.

a. Medical Disclosure: Medical disclosure provides an opportunity for the faculty member to be informed about student medical conditions that may need special treatment and also provides a medical record that may be used in emergency situations. This form also includes the students' emergency contact information.

b. Air Travel Release Agreement: All students participating in CSU-affiliated programs, which require air travel, shall be required to acknowledge that they have been informed of the risks of air travel required by such programs and to sign a statement certifying that they have been informed of and undertake such air travel voluntarily with full knowledge of such risks, and release and hold harmless the California State University and related entities from any and all claims and causes of action that the student, or any person(s) claiming through the student, may have against any of the above State entities, by reason of any accident, illness, or injuries, death , or other consequences resulting directly or indirectly from or in any manner arising out of, or in connection with, the student being a passenger on a flight.

c. General Liability Release: All participants shall sign a Release of Liability release prior to the trip.

d. Responsibilities of Students Participating in a University Sponsored Activity or Trip: Each student traveling must sign this form to acknowledge that they are responsible for complying with the *Student Conduct Code* at all times. Sponsoring/accompanying faculty must ensure that students follow the code of conduct while participating on any field trip or travel activity.

e. Photo release form

Process Overview after Proposal Passed and Funded

Provide appropriate analyst (currently Centers Coordinator for UNIV 392) with the answers to the following questions:

Course Information

Fee

What is the payment timeline/ deadline for these students to pay?

What happens if they don't pay by the deadline (Will you disenroll them from the class or will they get a late fee?)

Faculty names involved with this trip.

Who should the students contact if they have questions?

How were the students informed of all the fee information pertaining to this trip? Verbally or via email?

Attend CGE Faculty Workshop (required)--time to be coordinated with study abroad faculty each semester

Set up Initial Planning Meeting with the Centers Coordinator: This meeting should be done as far in advance of the trip as possible to avoid price increases.

Faculty should make sure they have ready the following information:

- Course Fee Amount
- Quotes for desired travel vendors
- Dates and timelines

Discuss the following with the Centers Coordinator:

- Course fee Amount
- Any new or additional expenses other than listed on application?

- Are there any new vendors involved that you/we have not previously used? The Centers Coordinator must have all new vendors fill out the 204 Payee Data form, which is submitted to Procurement for processing and issuing of a Supplier ID#
- What is the payment timeline? Faculty must give the Centers Coordinator copy of any invoices IMMEDIATELY and inform as to any due dates and agreed-upon payment method.

International Travel Authorization form for faculty members and students:

At the beginning of the semester in which the travel is to occur, the Centers Coordinator will prepare International Travel Authorizations (also available on the Accounts Payable Website) for EACH faculty member traveling + number of students traveling. Four signatures are required on the International Travel Authorization form: Traveler, Chair, AVP, Provost, President's signature is required for all international travel. Faculty must sign in a timely fashion.

The Centers Coordinator will email a scanned copy of the ITAs to contact in Procurement, who will provide the CIT #. This number is needed for booking flights through the Cal Travel Store. The Centers Coordinator will scan/save signed copy and place in digital files, as well as, keep an original in the file

Foreign Travel Insurance Coverage Processes

Faculty should view: https://www.csuci.edu/rm/foreign-travel.htm for Risk Management Guidelines for International Travel

For concerns or questions regarding Risk Management faculty should contact Risk Management https://www.csuci.edu/rm/ prior to travel. Risk Management will also conduct part of the required workshop.

Faculty should provide the following information to Centers Coordinator for the Foreign Travel Insurance:

Name of the faculty member(s) traveling
Email and cell phone number for the traveling faculty
Destination(s)
Purpose of travel
Dates of travel: departure and return
Number of students traveling
Names of traveling students
Names of travelers not employed by, or enrolled at the University
Any special needs relative to the travel
Detailed itinerary

The Centers Coordinator will email the information to Risk Management in order to obtain foreign travel insurance coverage. Risk Management will email proof of insurance for the trip. Faculty should distribute

a copy of proof of insurance to all students. Students should always keep a copy with them while traveling. The Centers Coordinator will keep records of all documentation and student information

Payments to Vendors

For many payments to organizations both overseas and in the US, wiring money is an efficient way to pay program expenses in advance. The University has other options as well. UNIV 392 faculty work with the Centers Support Coordinator; other FLSA faculty work with department support staff.
Program leaders cannot make advance payments to vendors or for program expenses (including but not limited to airline tickets, room reservations, program activities, etc.). Work with staff to ensure correct procedures are followed. Travel authorizations must be completed before any payments are made.

Travel Coordination

A. Air travel arranged and paid

1. No tickets can be purchased until all students have paid their course fee and the International Travel Authorization form has been completed.
2. PeopleSoft access to student information is needed in order to be able to check this.
3. Coordinate airline ticket purchases with the Centers Coordinator. You will need: dates, location, names of all travelers as they will appear on passport, DOB and gender.

B. Lodging arranged and paid
How to pay:

- Check Request/PO: Group contract can be arranged.
- Wire Transfer: The Centers Coordinator can assist you with wire transfers.
- CSU Channel Islands U.S. Bank Travel Card : Faculty is required to submit the CSU Channel Islands U.S. Bank Liability Travel Card Application if interested in securing a US Bank Visa Personal Liability Travel Card for payment of reimbursable university-related travel expenses when traveling with students.
- ProCard-Travel related costs usually not allowed on Procard but special permission can be obtained to use it. Contact the Centers Coordinator.
- Request a Travel Advance: minimum of $1000; maximum of $5000 for university-related travel expenses. Faculty must complete the Travel Cash Advance Agreement
- Discuss any agreed-upon methods of payment with the Centers Coordinator

C. Ground Transportation arranged and paid

1. To/From airport (LAX)
2. To/From airport (Abroad)
3. Around country

D. Cultural Activities arranged and paid

1. Museums
2. Entrance Fees

3. Instruction in Country

Note: For some of our more exotic trips, sometimes the faculty member has already found an outside vendor with an all-inclusive package. This greatly simplifies things. Be sure to see the section, "third party vendor," above.

Tracking Expenses and Reconciliation

Program Leaders will need to document every expense so that the program's accounts can be reconciled upon return. Documenting every day will keep you on track to complete the reimbursement process quickly. If you cannot log your expenses every day you can always create an expense journal. And remember... keep all receipts.

Upon return, faculty will work directly with support staff (for UNIV 392, the Centers Support Coordinator) to reconcile expenses in association with CSUCI policies and guidelines. Any expenses that have not been budgeted for, expenses surpassing the budgeted amount, and unallowable purchases (alcohol, paying for more than one hotel room at the same time, personal travel, etc.) will not be reimbursed. Reimbursements cannot exceed the total amount of fees collected for the program. The CGE is not responsible for program deficits arising from over-expenditures.

Cash/ATMs

It is always a good idea when traveling to carry $200 in cash, ideally hidden in something you are carrying. This is emergency cash. Otherwise, it is generally best to not carry too much cash. In many countries, you can obtain cash through an ATM using your debit card and take out cash as you need it (to ensure you are not carrying large quantities of cash, thereby making yourself a target for thieves). If you are going to a location where using an ATM is not feasible, the best thing to do is to pay for as many things in advance (by wire or check) as possible. Obviously these guidelines may not work in every location.

Family members

Family members are not allowed to accompany faculty. These programs are intensive; usually itinerate programs, which by their nature consume most of the attention of faculty during the duration of the program.

It is important to note that faculty-led programs are for enrolled CSUCI students only; Spouses/Partners, Children, Parents, Friends, Guardians, Community Members, etc. cannot participate on, overlap with, or plan personal/family travel experiences with participants/faculty during a Faculty- Led Program. Only the faculty of record and students listed on the official roster are sanctioned to participate in the program. This policy applies to both faculty and students. If a person affiliated with the faculty member or participant engages with the program in any way, it will be grounds for removal (for participant) or prevention of the faculty member running future programs.

Pre-Departure Travel Information

Foreign Travel Assistance Program

All faculty, students and staff traveling internationally on CSU business or CSU- sponsored trips are required to utilize the CSU's Foreign Travel Insurance Program (FTIP) coverage.
http://www.csuci.edu/rm/insurance/foreign-travel.htm

Foreign Travel Insurance Program benefits include but are not limited to the following:

- General Liability and Excess Auto Liability
- Primary Medical Expense, Emergency Medical Benefits and Evacuation
- Repatriation of Remains
- Political Evacuations and Repatriation Benefit War Risk Coverage
- Accidental Death and Dismemberment Benefit
- Trip Cancellation Coverage

To request FTIP coverage, please ensure the Centers Coordinator has the following information:

- Medical Disclosure and Assumption of Risk form from each student traveling
- Dates of departure and return
- Name of faculty member(s) traveling with students
- Emergency Contact(s) for faculty member(s) while traveling
- Contact information for faculty member(s) while traveling
- Any special needs

Current Premium Rates for Faculty/Employees are included on the budget template.

It is recommended that all employees traveling internationally sign up for the State Department's Safe Traveler Enrollment Program (STEP). This is a system utilized by the State Department to connect with the traveler; providing information, should conditions change in the foreign location and assist you in an emergency. The traveler need only enroll once and then can update as trips are planned.
For the most current high hazard/travel warning information, please check the State Department website and the High Hazardous Country List Should you have any questions, please contact Risk Management at (805) 437- 8846.

U.S. Passports

The information outlined below is intended for domestic participants who currently do not hold a U.S. passport. If your participant is an international student at CSUCI, please refer the student to the International Programs Office for further advising in regards to their status when traveling outside the U.S.

If a participant does not have a U.S. passport, the information below outlines the process of applying for a U.S. passport for first-time passport holders.

1. Go to the State Department website and click on the 'APPLICATIONS & FORMS' button.

2. Complete the DS-11 Form: Application for a U.S. Passport. Follow the links to either print the document and complete it by hand, or in the online electronic form (you will print the completed form when finished).

3. Submit the DS-11 Form and all other required materials (see below) in person at an Acceptance Facility or at a Passport Agency (follow the links for search tools to find the most convenient facility).

More information can be located by clicking **here** or by visiting the following website: https://travel.state.gov/content/passports/en/passports/applyinperson.html

When submitting a passport application for the first time, ONE MUST BRING:

- A completed DS-11 Form: Application for a U.S. Passport
    - Do not sign the form until instructed by the Acceptance Agent
- One passport photo (Some Acceptance Facilities offer this service on-site)
    - To avoid processing delays, be sure your photo meets all the requirements and is properly submitted with your application.
    - The photo should not be attached to Form DS-11
- Evidence of US Citizenship (One of the following documents)
    - Previously issued, undamaged U.S. Passport
    - Certified birth certificate issued by the city, county or state
    - Consular Report of Birth Abroad or Certification of Birth
    - Naturalization Certificate
    - Certificate of Citizenship
- Current form of identification (Bring a photocopy of the front and back sides)
    - Current, undamaged U.S. passport
    - Recently issued Naturalization Certificate
    - Valid Driver's License
    - Current Government ID (city, state or federal)
    - Current Military ID (military and dependents)
- Payment for passport fees:
    - Application Fee and any Optional Services Fees may be paid via:
        - Personal checks, money orders and bank drafts at all locations, payable to "Department of State"

        - Exact cash at some locations (verify with the Acceptance Facility)
    - $25 Execution Fee Paid Separately:
        - Money orders and bank drafts at all locations, payable as instructed by the Acceptance Facility
        - Personal checks and exact cash at some locations (verify with the Acceptance Facility)
        - Credit cards at U.S. Postal Facilities and some other locations (verify with the Acceptance Facility)

More information can be located by clicking **here** or by visiting the following website: https://travel.state.gov/content/passports/en/passports/information/fees.html

Visas

Depending on the location where you will be traveling, you and your participants may need to procure visas. It is important to investigate visa requirements in the planning stages when developing your course. Each country has their own rules and steps to complete this process. You can generally find information about visa requirements by visiting the destination country's embassy or consulate website (for U.S. citizens), which will state whether you will need a visa to enter the country or not. If you do need to procure a visa, you can either work with a visa processing agency and pay a fee (which should be included in your program budget) to have the visas obtained on your and your group's behalf, or you can require each participant to obtain their own visa by visiting the consulate independently. Obtaining a visa may require that participant to visit the destination country's embassy or consulate in person.

Traveling with international participants, DACA (DREAMers), and asylum seekers

International Participants/Citizens

Some countries that do not require U.S. citizens to have a visa for entry may require passport holders of other countries to have one, and the process of obtaining a visa can be different depending on their country of origin.

Either you or your participant will need to visit the destination country's embassy or consular website and look for the specific steps to be taken to obtain a visa based on the participant's citizenship. This may require that participant to visit the destination country's embassy or consulate in person to obtain a visa. International participants/citizens should also seek advising from the International Student and Scholar Services Office in regards to their status when traveling outside the U.S.

If your participant needs a letter explaining their participation in the program, remind them that they have the acceptance letter that you sent them.

DACA (DREAMers) and Asylum Seekers

Some participants interested in FLPs may be DACA (DREAMers) students or asylum seekers and may hold a non-U.S. passport or may not have a passport due to their immigration status. Currently, due to possible changes in U.S. immigration policies, we believe that it would be prudent for DACA or Deferred Action for Childhood Arrivals (DREAMers) students not to travel outside of the United States. We encourage those students to substitute international experiences with domestic immersion experiences within the United States rather than leaving the country.

Participant Health

Program Leaders should refrain from providing specific medical advice about medications, vaccines, or over-the-counter medications. Such advice is certainly well-intentioned and given out of concern for participants; however, travel recommendations change frequently. Best recommendations are connected to a participant's own personal health history and it is important that all program leaders avoid giving medical advice to their participants. Rather, this advice needs to be given by qualified health personnel, or from national or international reputable health agencies such as the CDC, WHO, etc. In addition to the frequent changes and need for the tailoring of personal medical advice, liability both to the program leader and to the University can result from giving incorrect medical advice. The Student Health Center can be an excellent resource and also provides travel health services to CSUCI participants.

Some countries have specific immunization requirements that need to be fulfilled before departure; others have recommendations for travelers. *It is the participant's responsibility to be aware of new health information regarding the locations to which they plan to travel.*

Safety and Security

For step by step Emergency Action Protocols, download/print EAPs before you go.

Introduction and Definitions

Introduction:

The Center for Global Engagement (CGE) office is committed to providing safe educational experiences for participants on our Faculty-led study abroad programs. These guidelines and protocols are established to effectively mitigate emergencies, real or perceived, before they occur as well as prepare all parties to manage them while participating in an CSUCI program abroad.

- The highest priority for California State University and the Center for Global Engagement is participant safety. CSUCI will use all reasonable and available measures for responding to an incident (non-emergency or emergency).

- CSUCI will handle emergencies according to the procedures listed below, except when mandated by circumstances or agencies outside of the University's control.

Definitions:

Participant - All students, faculty, staff, and community members who have enrolled in a CGE program taking place off-campus in either a domestic or international location.

Risk - The possibility that exposure to a hazard will result in a negative consequence (NAFSA's guide to Education Abroad for Advisers and Administrators, 2005).

Risk includes:

- Health - physical and psychological condition
- Safety - of an individual or group
- Security - range of conditions in a locale or region

Protocol - A protocol adhered to when a perceived and/or real emergency is present to participants while away on a sponsored CSUCI program, which is intended to reduce the level of risk or provide support for the safety of participants.

Risk Management Responsibilities

<u>Center for Global Engagement</u>

Prior to Departure

- In accordance with the CO Policy on Exchange Programs and Campus Activities Abroad, provide mandatory Program leader Risk Management and Safety Training, that includes:
  - Health and Safety
  - Emergency Response Training
  - Communication From Abroad
  - Student Code of Conduct
  - Alcohol and Drug Policy
  - Disciplinary Procedures
  - Review of the role of Program Leaders
  - Overview of Insurance Policy
  - Other Program Specific Information

- In accordance with CO Policy, provide (non-program leader) participants with pre-departure orientation including information about the destination including health, safety, security, specific legal exposure or political restrictions related to their status in the country, CSU or campus policies and procedures for study abroad, and financial information.

- Enroll students in mandatory study abroad health insurance plan for the duration of the program, which includes medical evacuation and repatriation coverage that will be valid in the host country(ies).

- Collect faculty copies of faculty passports and safety plan (submitted with application).

- Procure an additional Foreign Travel Insurance Policy insurance for programs traveling to high hazard locations.

- Collect completed student forms:

o Commitment to Participate: Statement of Responsibilities

o Student Health Form

- Monitor the U.S. Department of State's website and the Overseas Consular Services' website and review regular updates on world situations regarding health and safety.

On-site

- Monitor the U.S. Department of State's website and the Overseas Consular Services' website and review regular updates on world situations regarding health and safety.

- Maintain contact with program leader(s) and/or students.

- Monitor and respond to non-emergency correspondence from faculty leaders.

- Designate an on-call schedule for the CGE office, to manage emergency calls from program leaders.

- Remain in contact with CSUCI, when emergencies are reported.

<u>Program Leader</u>

Prior to Departure

- Attend required program leader Risk Management and Safety Trainings.

- In accordance with CO Policy, the program leader must register all participants with the U.S. Department of State's Smart Traveler Enrollment Program (STEP) via their website at: https://step.state.gov/STEP//. Program leaders must also have located the closest U.S. Embassy and non-U.S. Embassies for non-U.S. citizens in the destination(s) and provide students with Embassy contact information.

- **Review the CSUCI Student Code of Conduct**.
- **Read the CGE FLSA Handbook (this document).**
- **Develop an Emergency Binder containing:**
  - Student Health Information
  - Student Emergency Contact Information
  - Student Travel Information (if students are traveling to destination independently)
  - Copies of Passports
  - Non-Emergency and Emergency Protocol Guide
  - CGE FLSA Handbook
  - Insurance Information
- **Provide site-specific orientation sessions for enrolled participants.**
- **Inform student participants of the program leader's contact information while abroad.**
- **Discuss emergency procedures with students (e.g. if the leader is incapacitated).**
- **Submit emergency contact information, complete itinerary, and safety overview** (submitted with application, updated if needed) for the program to the CGE. Additionally, faculty must submit a copy of their passport to the CGE.
- **Review Student Health Forms** to familiarize oneself with important medical issues and to identify any need for reasonable accommodation to be provided on-site.

On-site

- **Review emergency protocols with participants** during the program.
- **Act as mandated reporter** for Title IX purposes and Campus Security Authority (CSA) for Clery Act purposes (reporting crime–form here).
- **Provide updates to the CGE** if there are incidents, including non-emergency and emergency situations.
- **Avoid** high risk activities and situations.
- **Refrain** from drinking on-site, as the program leader will be responsible for managing emergencies 24 hours a day/7 day a week, while on program.

- Program leaders must reach participants within 45 minutes – 1 hour during the program in case of emergency. This means the program leader cannot travel to a different area/city/town without the participants during the program.

- Program leaders are responsible for participants throughout the program. If participants leave the area/city/town where the program is taking place, they must inform the program leader of their travel plans, how to reach them while traveling, and their destination(s). This should not be permitted generally speaking.

Student

Prior to Departure

- Attend all required orientation/information sessions offered by the Center for Global Engagement and the program leader(s)

- Review information available from the US Department of State, Centers for Disease Control, and discuss recommended immunizations, medications, and mental/physical health issues with a medical professional.

- Update the CGE on any changes to:

- Family and emergency contact information

- Health history

- Provide the CGE with the following information:

- Copy of passport

- Flight itinerary

- Commitment to Participate: Statement of Responsibilities form

- Student Health Form

On-site

- Provide program leader(s) and appropriate on-site personnel with travel plans and contact information prior to traveling independently while abroad. Participants cannot travel farther than a 1–2-hour journey away from the group while on the program and must stay in the program's destination country for the duration of the program.

- Provide the faculty and/or the CGE with contact information about the host country.

- Remain aware of health, safety, and political climate in the host country.

- Stay in communication with a parent, friend, or other family member while in the home country.

Center for Global Engagement

Prior to Departure

- Establish criteria for risk assessment in relation to study abroad.
- Approve study abroad risk assessment policies and procedures.
- Ensure compliance with study abroad risk assessment policies and procedures.
- Monitor ongoing security concerns related to study abroad sites.
- Review and assess whether risks related to proposed travel are acceptable to participants and to the institution.
- [Provide program information to the On-Campus Study Abroad Emergency Response Team; including but not limited to program dates, destinations, program leader names and contact information, and participant lists. This committee has not been constituted yet.]

Managing Risks and Emergencies

The safety of our participants is our top priority, and your first responsibility as a program leader managing an emergency is to safeguard the well-being of program participants. To do so effectively, you should thoroughly read and become familiar with the Non-Emergency and Emergency Protocols covered in this guide. Be sure to take a hardcopy with you for your program.

When a crisis presents it is imperative to remain calm. The first order of business is to help the participants get through any challenging time.

It is important to understand how emergency prevention can assist you in the event you are faced with a crisis or emergency while studying abroad.

Emergencies can occur, whether students are at home or studying abroad. Emergencies can become more likely when leading a group abroad due to an array of factors including travel mishaps, cultural unfamiliarity, and language barriers. This Non-Emergency and Emergency Protocol Guide will provide you with some tools to cope with various kinds of emergencies when leading a program abroad.

Moreover, this guide will provide you with precautions for avoiding certain minor emergencies.

It is crucial for program leaders leading participants abroad to understand the importance of emergency planning, a necessary tool for all people who travel abroad. Understanding the basics of emergency planning will allow you to develop comprehensive support strategies to assist and prepare you for emergencies encountered abroad.

Determining whether the reported incident is an emergency

The CSUCI Police personnel who begins management of the incident will assess the situation based on all the available information.

The definition of an emergency, as set forth below, will guide this decision.

Emergencies are situations that pose a legitimate and impending risk to, or have already disrupted, the safety and well-being of CSUCI program participants. Emergencies can include situations involving a single program participant, multiple program participants, or all program participants.

These include:

- Situations affecting multiple participants or entire program
  - Political/civil unrest
  - Terrorist activity or threat
  - Natural or human disaster (earthquake, flood, hurricane, fire, nuclear incident)
- Situations affecting individual participants:
  - Death
  - Serious illness or injury (including attempted suicide, mental health issues)
  - Assault (physical/sexual)
  - Missing participant(s)
  - Arrest
  - Incapacitated program leader(s)

Managing a situation that is not an emergency

At times incidents occur that should be reported to make the CGE aware or to ask for additional guidance or advice but don't qualify as an emergency. We call those incidents "non-emergencies." A non-emergency is a situation that is not life threatening, though it does cause concern, stress, and inconvenience in the life of the program participant, multiple program participants, or all program participants.

Some examples include:

- Stolen passport
- Pickpocketing

- Sickness
- Non-compliance issues that do not result in harm to self or others
- Intoxication

If a non-emergency occurs during a program, the program leader should log the incident in the following way:

- If there is no response needed and the program leader is simply notifying the CGE for their information only, the program leader should email the CGE Director.
- If the non-emergency situation requires additional guidance or advice from the CGE, the program leader should email the CGE Director and include NEEDS RESPONSE in the subject line.
- Depending on the severity of the incident, an Incident Report Form or a Disciplinary Form may need to be completed and sent to the University Police: police@csuci.edu and copy the CGE Director; Police phone: 001-805-437-8444.

Emergency Guidelines for Program Leaders

Preparations

1. Program leaders serve as the primary contact and manager during an emergency. It is imperative that the program leader be accessible by telephone 24 hours a day for the duration of the program.

2. Per CO Policy, the program leader will register their group in the State Department's Smart Traveler Enrollment Program (STEP) at https://step.state.gov/step/.

3. The program leader should carry a photocopy of each participant's passport (photo and signature pages), Health Information, and Emergency Contact Information in a central file/binder accessible throughout the program.

4. On-site orientation will be provided to all participants that will include information on personal safety and instruction in the procedures to be followed in case of an emergency.

5. The contact information for a designated on-site emergency liaison (partner institution, program provider, or a capable student if not working with an institution or program provider) should be distributed to all participants. If the program leader is incapacitated, the emergency liaison should be contacted immediately and provide temporary management of the program if possible.

6. The program leader will develop and test a trapid communication system with all participants (using WhatsApp, for example).

7. All participants will be reminded of the need to leave an itinerary and contact information for all travel outside of the program. Participants are not allowed to travel individually, overnight, outside of the program location.

In an Emergency

1. In an emergency, the program leader is responsible for the immediate safety and security of all participants.

2. In the event of an emergency situation, it is the second responsibility of the program leader to immediately contact CSUCI Police at 001-805-437-8444.

3. The program leader should refer to the Emergency Action Protocols developed for CSUCI Faculty-Led Programs.

Incident Report Form

In any incident, it is a good idea to complete an Incident Report Form. Any time medical personnel or law enforcement are engaged, this report MUST be completed. This report will help you organize information and your plans. It also is a simple fact sheet that you can then read and/or e-mail to police@csuci.edu and the CGE Director. This provides the University with the information needed to start to assist you in any kind of emergency. This report is part of an ongoing log you will keep of any incident.

Reporting incidents to:

For emergencies, the first call you make should be to University Policy at 001-805-437-8444. You can call collect if needed.

For non-emergencies and questions: Please email the CGE Director (if no response needed). If response is needed, email University Police (police@csuci.edu) and the CGE Director (write Needs Response in the subject line) and attach the Incident Report Form.

Read/take with you the Emergency Action Protocols.

Register with the U.S. Embassy in every country you visit

The program leader(s) is responsible for registering their groups with the Smart Traveler Enrollment Program (STEP) through the U.S. Department of State (Appendix U). The STEP program will work in conjunction with the U.S. Embassies for each country the program will visit on the FLP so that the local embassy will be aware of your group travel. You can subscribe to STEP by creating a group submission; you do not need to create individual entries.

Registration at the U.S. Embassy or Consulate (in the country you are visiting) makes your presence and whereabouts known, in case it is necessary for a consular officer to contact you in an emergency. During a disaster overseas, American consular officers can assist in evacuation, were that to become necessary. But they cannot assist you if they do not know where you are.

NOTE: Participants who are not U.S. passport holders cannot be entered into the Dept. of State program. They should register with the country embassy based on the passport they will be traveling with.

Travel warnings

The State Department issues travel warnings for specific countries as needed. Detailed information can be found at www.travel.state.gov. If a travel warning has been issued for the countries to which you are planning to travel prior to the group departure, chancellor's office approval is required per CO policy. CSUCI administration, not faculty or the CGE, will make all decisions related to cancellation and/or rescheduling. If a travel warning is issued after the group is already in the country for which the advisory is issued, administration will work with the chancellor's office to discuss the situation and make alternative plans as needed.

Loss or theft of passport

Lost or stolen passports must be replaced immediately, as travel may be delayed due to time needed to process a new passport. If a participant were to lose or have their passport stolen during the trip, the program leader should work with the participant to develop a plan as to how the participant will obtain a replacement passport. You can find step-by-step instructions on how to replace a lost passport in Appendix W.

To assist a participant in reporting a lost or stolen passport while abroad, follow the instructions provided by your local embassy or consulate (usually listed on their website under "American Citizen Services"). More information regarding reporting a lost or stolen passport can be found at the State Department's Lost or Stolen Passports Web page https://travel.state.gov/content/passports/en/passports/lost-stolen.html.

Emergency cards

All participants and program leaders should carry an emergency card (Appendix V) with phone numbers for the host country's equivalent of 911, Program Leader(s) cell phones, University Police, and any other key contact information. On trips where you are staying in just a couple of lodging sites, it is a good idea to include the lodging name, address and phone number on the back side of the card. Faculty Leaders should make these cards prior to trip departure and should issue them at the airport at the start of the trip.

Transportation/vehicle safety

During the planning stages, ground transportation should have been arranged for all travel whether public transportation, charter buses, or rental vehicles. If you arrive to find that the company has changed for the worse, use local contacts to find another reliable company. If you determine that a driver that has been hired to drive the group from place to place is intoxicated or otherwise incapacitated, you should contact the transportation company and request a different driver/alternate means of transportation. It is better to miss an activity or be late than to risk driving with a drunk driver. In addition, if a driver seems to be reckless, it is important to address the issue immediately (by either

asking the driver to be more careful or by calling the company, reporting the situation and requesting another driver).

The program leader(s) is not allowed to consume any alcohol (zero alcohol use) when driving participants on an FLP. It may seem fairly innocuous to have a beer or cocktail with dinner, however a participant may see you consume an alcoholic beverage and perceive that you a) have had more than one drink or b) may be intoxicated. In situations where one is responsible for transporting participants, we need to be cognizant that perception is reality to those that are watching you closely. Therefore, it is essential to err on the side of caution and not consume any alcoholic beverages when you know you will be driving.

On site safety

When developing the course, all program leaders should have evaluated the safety and security of lodgings and areas where the group will be traveling. Be sure to warn participants about any potential dangers in the areas you are visiting. If you are aware of a danger and fail to warn your participants about it, this could be considered negligence from a legal standpoint. Again, please be sure to warn participants about any potential dangers in the areas you are visiting. Familiarize yourself and your participants with relevant local laws (alcohol and drug laws, etc.)

It is a good idea to remind participants to carry duplicate copies of their important documents while traveling, in case they misplace the originals, or if they are robbed. These documents should be placed in different locations, so if someone's suitcase or purse is stolen they would have copies in a second and possibly third location. Some documents that should be duplicated would be credit cards/ATM cards (front and back), Passports (photo and signature pages), immunization cards, prescription bottle labels, health insurance cards, visas, etc.

Many trips include at least some free time for participants. We recommend that participants use the buddy system and spend their free time at least in pairs, preferably in small groups of 3 or 4, for safety reasons. We also ask program leaders to tell participants to notify them what they think they're likely to do/where they are likely to be during free time. This will be invaluable in case an emergency were to arise and you need to bring the group together quickly. The independent travel policy is as follows:

> *For programs that include free-time, participants must provide all travel plans to the faculty leader in advance. Additionally, participants who choose to travel independently during their scheduled course cannot travel further than 1 hours' distance from the program site* ***within*** *the host country.*

Basic travel smarts

Please be sure that you and your participants remember and practice basic travel smarts:

- Use the buddy system—it's always better to be in at least pairs (or small groups).
- If you carry cash, carry it in a money belt or neck pouch. Carrying large sums of cash should be avoided.

- Always be aware of who is around you and have a plan should someone approach you in an unwanted way (e.g. run to a store, police, etc.).
- If you are mugged, give the mugger everything they are asking for (better to lose phone, camera, money than risk safety).
- Carry your campus ID, emergency and insurance cards at all times; if local law requires, carry a copy of or your actual passport (in a money belt, or neck pouch).

Health and insurance information

Self-disclosed health forms

All participants complete a medical form (see Appendix M). This information is self-disclosed and includes information on allergies and medical conditions. Program leaders should read all health forms prior to departure and should note any participant that might need special attention (bee sting allergies, peanut allergies, etc.).

High risk recreation

Our insurance policies cover limited high risk recreation activities for participants and do not cover any high risk recreation activities for program leaders. These activities include: skydiving, parachuting, hang gliding, mountain climbing, bungee jumping, spelunking, zip-lining, rafting on white capped water, horseback riding (more than a walk), ATV/motorcycle riding, etc. Program Leaders should inform participants that they **are not permitted** to engage in these activities.

Conduct/Discipline Issues and Program Withdrawal (Voluntary and Involuntary)

Minor behavior problems

Minor behavioral problems may not be serious enough to warrant immediate removal from a program, but they clearly have a negative effect on the program. In addition, behavior that is allowed to continue may affect the atmosphere and morale of the entire group. Minor problems may escalate into major problems.

Examples of minor behavioral problems include:

- Excessive tardiness to class or class activities
- Conflicts between program participants
- Indifferent or rude behavior towards guests/guest speakers

Depending on the circumstances, you may wish to discuss the problem individually with the participant or participants involved, or allow it to be openly discussed during a general debriefing session. If you

discuss an issue with the group, to ensure compliance with federal privacy laws, do not identify specific individuals in the discussion. You can address unacceptable behaviors in general, but cannot name students specifically. You also may wish to consider having one, a few, or all participants sign a behavioral contract (see examples under "Community Building"). If you are unsure as to how to address certain problems, feel free to contact the CGE, to discuss your concerns.

Whether the behavioral problems are minor or significant, make a written record of your observations and discussions with the participant. Never promise confidentiality, as you are required to report all behavior concerns to the university. Let a misbehaving participant displaying disorderly behavior know that even though using foul language may not result in a conduct violation, their choice of words can disrupt the classroom and learning environment, and as such you will document their exact words in case their behavior worsens and escalates. Asking the participant to repeat the words while you are writing it down can often be an effective way to prevent future verbal confrontations. If the participant's behavior persists to the point of warranting removal from the program, the on-site Faculty Leader will consult with the Director of the CGE regarding the removal. (See "Procedures for Immediate Removal" in the following section).

Please note that you should not discipline participants for behavior during their own time that does not violate established program or university rules, even though you may disapprove of it. If such behavior violates program rules (such as being required to stay in program accommodations or not traveling alone at night), then it violates guidelines set forth in the Commitment to Participate Form (Appendix B) and you may follow the suggested disciplinary procedures.

Major behavior problem

CSUCI expects study abroad participants to abide by the laws, regulations, and customs of the host country, community, institution and program. There are certain areas under which the faculty/staff program leader, local resident director or designated staff has the authority to immediately remove a participant (with approval from the CGE Director) from a study abroad program (see *Procedures for Immediate Removal*). Any behavior that endangers oneself, another person, or property can result in immediate removal. Examples of such behaviors that may result in immediate removal from the program include, but are not limited to:

- Conduct that endangers oneself, another person, or property and violates aspects of CSUCI's Code of Student Conduct
- Violation of the laws, rules and regulations, or customs of the host country, community, institution and/or program
- Behavior that is disruptive and detrimental to the group learning process and academic success of the program
- Conduct that damages or destroys property of another person, institution, or organization

- Behavior that gives the program leader and the CGE reasonable cause to believe that the continued presence of the participant in the program constitutes a danger to the health or safety of themselves, persons or property, or threatens the future viability of the program
- Repeated offenses or severe infractions of the housing rules and regulations as established by the local facilities
- Repeated behavior for which the participant has been warned in writing
- Alcohol misuse (as defined below under "Alcohol use and misuse")
- Use of illegal drugs (this is prohibited, as it is on campus)
- Criminal acts such as:
    - physical or sexual assault
    - harassment
    - possession, use or distribution of illegal drugs
    - setting a fire or possession of explosives
    - possession of a weapon
    - theft

A participant who is removed for disciplinary reasons will be responsible for airfare and any other expenses associated with early removal from the program.

Drug use and alcohol abuse and misuse

The use of illegal drugs on is prohibited, just as it is on campus. It is illegal for a participant to possess, consume, furnish, manufacture, sell, exchange or otherwise distribute any alcoholic beverages except as permitted by host country laws and local institutional regulations. Alcohol misuse and abuse are not tolerated anywhere in the world. Violation of local laws and/or CSUCI regulations or policies may result in (i) immediate removal from the program; (ii) academic withdrawal from the University for the semester in progress; and (iii) disciplinary action upon return to campus. (This section is taken from item #2 text of the Commitment to Participate Form that all participants sign, Appendix B).

The following provides guidelines for responsible alcohol use. This message is reinforced in the CGE general pre-departure orientation and should be emphasized during your program-specific orientation. In addition, responsible use of alcohol should also be discussed at the on-site orientation.

Alcohol misuse is defined as any use that is harmful or potentially harmful to self or others. Alcohol abuse is planned, systematic misuse of alcohol. What is "alcohol misuse?" Alcohol misuse is present when:

- A participant misses any scheduled event because of the effects of alcohol consumption;
- A participant becomes ill due to the effects of alcohol consumption;
- A participant is disrespectful of others sharing the same housing when alcohol consumption leads to disruptive, loud socializing;
- A participant engages in inappropriate behavior toward other individuals that is the result of alcohol consumption;
- A participant engages in destructive behavior toward property that is the result of alcohol consumption;
- A participant does not abide by the laws of the country in which he or she is staying;
- Participants facilitate/encourage or ignore a fellow participant who is misusing or abusing alcohol; or
- Transporting quantities of alcohol to program sites with the intent of sharing the alcohol with members of the group.

Alcohol misuse and abuse should not be tolerated on course trips.

Participants must be encouraged to use good judgment if consuming alcohol at private homes or other accommodations during non-program hours. Encourage participants to discuss with you the misuse or abuse of alcohol by other participants that distracts from their positive experience with the program. Encourage participants to look out for each other and keep each other safe.

Alcohol poisoning / overdose

It is extremely important to be sure participants understand that if a participant becomes incapacitated due to alcohol overuse, or if he/she is in need of medical attention, others should immediately contact a local emergency medical service, faculty/staff leader and/or resident director, in order to protect the health and well-being of the affected participant. The individual needing medical attention should be referred for assistance to address issues of chemical use/abuse. Peers must make the responsible choice to notify program or emergency personnel quickly. The person (or persons) making the call should not be subject to disciplinary action.

Faculty Leaders must also keep in mind their own role with regard to the use of alcohol in light of these policies. If participants are individually purchasing alcohol at a group function, it is your responsibility to monitor responsible alcohol use by both you and the participants. While you are not ultimately responsible for an individual participant's alcohol consumption, you can be liable if shown to encourage it. As a faculty leader, you are a role model and must carefully consider your own use of alcohol in settings with participants. You are also in a position of authority and responsibility and you must be capable of addressing an emergency should it arise.

Participation in and/or accompanying participants to social events that involve excessive consumption of alcohol implies that alcohol misuse is acceptable and sends a contradictory message regarding responsible drinking. Additionally, consuming alcohol with a participant could open faculty up to a Title IX charge, if a participant perceives and alleges that a faculty member used their position and the consumption of alcohol to pressure a participant. In other words, refrain from participating with participants in social events that involve excessive consumption of alcohol.

Conduct issues related to housing

Housing officers, host families, and hotel staff will expect CSUCI faculty/staff and personnel to share responsibility for informing participants of host housing rules and regulations; encouraging participants to abide by the local regulations, and mediating conflicts that arise.

Individual programs will make use of a variety of different models in providing housing. Program leaders may wish to provide participants with policies specific to the housing model of their program. In particular, participants must be made aware that their behavior could result in their removal from contracted housing, by housing officials. This would lead to removal from the program as described in the section above titled "Major Behavior Problems."

Minor infractions of housing regulations are dealt with as above: Program Leaders will email a description of the infraction to the CGE Director and follow procedures outlined in the section on "Immediate Removal" and described in the Commitment to Participate Form (Appendix B).

If it is agreed that the behavior does not constitute immediate removal, but instead constitutes a warning, you should notify the participant in writing that a repeated offense or other infraction of the housing rules and regulations as established by the local facilities will result in expulsion from housing and removal from the FLP. Document the infraction and the participant notification, as with any minor infraction.

Addressing behavioral problems

The previous sections have described typical minor and major behavioral problems. However, the best way to handle disciplinary problems is to avoid them in the first place. Seasoned program leaders recommend discussing participant behavior problems and creating program-specific codes of conduct that participants read and sign on arrival. Examples and suggestions are included in the discussion of "*Community Building*" in this handbook.

As a condition of acceptance, to participate in a CSUCI study abroad program, every participant has signed the Commitment to Participate Form (Appendix B). This statement, particularly item #4, lists the CGE's Removal Policy. In discussing conduct and discipline with participants, please refer to this document.

In the event of an incident/infraction where there is an allegation of a violation of the laws, regulations, and customs of the host country, community, institution or program or a violation of the CSUCI Code of Student Conduct, but does not cause immediate danger to others, the following procedures will apply:

1. VERBAL NOTIFICATION: The program leader, on-site resident director, or program assistant representing the CGE will have a frank discussion with the participant(s) involved concerning expectations and consequences, giving the participant(s) an opportunity to respond in person. Email the CGE Director concerning the issue and inform the participant. This will serve as documentation and provide written clarification to the participant.

2. WRITTEN NOTIFICATION: If the discussion does not result in mutual understanding and if the behavior continues, consult with the CGE Director regarding the violations. Suggested template language can be provided to warn the participant in writing of the expectations and consequences.

A warning statement might include:

- Date
- Location
- Detailed description of the undesired behavior, and why it was considered inappropriate.
- Clearly stated expectations and consequences (including restricted activities, if applicable) that will remain in effect for the duration of the program.
- Indication that this statement represents a final warning and any continuation of the undesirable behavior will result in immediate removal from the program.

3. REMOVAL: If after discussion and consultation with the CGE it has been decided to remove the participant from the program, take appropriate action and inform the participant in writing of the decision.

Depending on the severity of the case, one or more of the following should apply:

- Written removal from the study away program provider/partner (which automatically means voluntary removal from the FLP for that session). The CGE, the HIPEE AVP, and/or the Provost will facilitate any removals.
- Report submitted to the CGE, to become part of the participant's record. This report will be referred to the Student Conduct Office and may include a hearing upon return to CSUCI.
- Other actions deemed appropriate to the specific case
- Academic credit and grade will be awarded according to University policy (see "Withdrawal" section.)

Unauthorized Travel

If a participant is absent from the program, the program leader will seek to determine the location of the participant. If the participant cannot be located, it will be considered an emergency situation and the program leader must inform the Campus Police who will work with the CGE to contact the participant's emergency contacts listed on their application. If, after investigation, it is determined that an emergency situation does not exist, the participant will receive written warning that such absences are a violation of CSUCI's policies: For programs that include free-time, participants must provide all travel plans to the faculty leader in advance. Participants who violate this and/or other participant policies should receive a

written warning, notifying the participant of their unacceptable behavior. Repeat or an accumulation of offenses could be cause for removal from the program.

A participant who, through his or her absence, demonstrates that he or she has withdrawn from the program during the Faculty-Led Program without obtaining an official withdrawal will be reported as having failed the course(s).

A participant who leaves the University without formally withdrawing forfeits any fees or deposits paid to the University. The participant will continue to receive and be responsible for payment of tuition and course fees and FLP program fees.

Procedures for immediate removal

If the participant has committed a violation that requires immediate removal, or the participant has committed a lesser violation and the procedures under "*Addressing Behavioral Problems*" have been followed and reached the removal stage, the CGE will review the course of action for removal with you and the designated AVP.

Once removal is approved, document the violation(s) and response in writing, email the CGE Director and provide a copy to the participant. In this letter the participant should be informed that he/she is no longer considered a participant in the program and must leave the residence/program site by a designated date and time. Have the participant sign and date the statement acknowledging that he/she is no longer a participant. If the participant refuses to sign the statement, have a witness sign a statement indicating the participant has been removed but refuses to sign the form.

Also inform the participant that a report will be filed and he or she may face additional penalty through the Student Conduct Office .

Appeals

Because of the nature of a FLSA course, participants have a more limited right to appeal disciplinary decisions than they do on campus. Participants have the right to appeal a decision to remove or otherwise penalize them. This appeal must be initiated within 24 hours of receiving written notification of the penalty or removal from the faculty leaders. The appeal will be addressed to the designated AVP, who will respond as quickly as possible. A decision to uphold the removal or penalty will be final.

Community Building

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

To begin, reinforce the message that the course is an academic experience and that academic responsibilities take priority over personal interests. Planting this idea helps to combat the notion that study abroad is "time off" from school. Also, refrain from referring to the experience as "a trip," but

instead use the word “course” or “program” as it denotes a difference between study abroad and a vacation.

Reinforce the concept of participants as “cultural ambassadors” and emphasize that their conduct will be seen as representative of the United States and CSUCI. Participants need to be reminded that while the consequences of poor behavior at CSUCI may reflect solely on themselves, their misconduct abroad will be attributed to the entire group. In addition, be honest with your participants about how their poor behavior reflects poorly on you, as faculty, to your local colleagues. 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 cancellation of this and future programs.

Next, consider creating a “Participant-Faculty” contract, specifically tailored to your program. You can create one in advance (see example), or employ a method of community building similar to that used in the residence halls. Ask participants to identify acceptable and unacceptable behaviors which the group can agree upon and create a “contract” that the participants sign on-site. In addition to the expected, “don’t be late for bus departures,” ask participants to decide on actions to avoid such situations. For example, participants can agree to check that everyone is awake at a certain time, or phone a classmate after their alarm has rung. The participants may also agree upon consequences and/or group responses to repeated offenses. Likewise, participants 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). There is no need for complete agreement – consensus should be the desired goal.

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

If you experience excessive complaining, the group could set specific times during the day when all complaining is allowed. None is allowed throughout the rest of the day. This may seem like an extreme action, but it’s been proven to work.

Ask participants to discuss how personality conflicts can undermine the atmosphere of the program. Although it may seem like common sense, you may need to regularly remind participants 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;
- fight fair and attack the problem, not people; and
- look for compromises.

Require participants to determine procedures and methods for dealing with personality conflicts. Participants are often more likely to adhere to rules and repercussions that they have decided upon as a group.

You may wish to address sex and dating among program participants, as well as with locals. Pre-departure discussion regarding the local culture's receptivity to public displays of affection, LGBTQIA+ participants, and other issues may help to alleviate misunderstandings.

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

Brainstorm with the participants on their perception of alcohol use in the host culture, comparing and/or contrasting with alcohol use in the United States. Share your knowledge of alcohol use in the host culture and remind participants 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 many cultures.

Lastly, review this conversation after arrival, and a few days/weeks into the program. Be alert to group dynamics and address any concerns you may perceive. Don't make light of incidents of abuse (such as joking about hangovers). Make sure you follow up on your stated consequences. Do what you said you would do if participants violate agreed-upon rules.

Additional on-site group dynamic issues

Act as liaison between the participants and resident directors/tour guides/hotel managers, etc. as well as those individuals providing services related to class activities. If cross-cultural issues or concerns regarding interpretation of the host culture arise, consult a local contact, when such people are available. Cross-cultural misunderstandings with host families, host country instructors, etc., may be avoided if you rely on the local knowledge and expertise of these individuals. For housing problems, see "Housing Issues" under *Major Behavior Problems*.

If your program moves regularly, you may wish to intentionally rotate roommates to mix up the participants, avoid cliques, and stimulate greater full-group interaction.

On short-term programs, participants and program leaders are in constant, daily contact. Yet it is still important to set aside time for group check-in sessions. Program Leaders have reported highly successful sessions specifically arranged to discuss and share impressions, cross-cultural adjustment, personal activities, inappropriate behavior, etc. These sessions can also help to build group cohesiveness and alleviate possible cliques and divisions.

Be aware of and take note of accessibility for participants with disabilities. Although you may not have a participant with disabilities on your current program, this information may prove useful in the future.

Take a group photo on site, preferably with some of the participants wearing visible CSUCI attire. These photos can be used for program-specific and general promotion and publicity. Make sure all the participants have signed their photo release; it would be a shame to take a group photo only to learn the participant in the front didn't agree to use their photo in marketing materials.

Cultural Transitions

You will have both an academic and disciplinary role with the participants. You should decide on your expectations and limits, and communicate those to the participants during pre-departure and on-site orientations.

Be aware of possible indicators of cultural transitions or transition stress (sometimes referred to as "culture shock") that include: compulsive eating or lack of appetite; feelings of helplessness, irritability, and loneliness; homesickness; sleeping more than usual; feeling depressed; getting angry easily; decline in inventiveness, spontaneity, or flexibility; stereotyping of host country/culture; increase in physical ailments or pains; inability to work effectively; boredom; or unexplainable crying. Most study abroad participants will experience some form of transition stress. However, some might experience it after only two days in the host country, others not until several weeks into their stay. In addition, the concrete indicators of transition stress vary from individual to individual.

Encourage participants to take care of their health and eat well to help them through these stages. If your participants display one or more of these behaviors, it is very likely that they are experiencing transition stress as part of cross-cultural adjustment. When this happens, take the time to speak one-on-one with them. They may not even be aware that what they are feeling is transition stress; by calling their awareness to it you can then help them decide the best coping mechanisms for them to use while working through the transition stress process.

Returning Home

Two important reminders:

Don't forget to have students fill out the post-course cultural knowledge and global knowledge quizzes that will be shared with you in Canvas!

Work out with students to decide when and in what form their presentation will be in the next semester and let the CGE know so we can help publicize it!

Reverse Cultural Transitions

Many participants can expect to experience some measure of reverse cultural transitions or transition stress. In fact, many participants who report having little or no transition stress upon arrival in a new culture do report significant reverse transition stress after returning home. Remind participants that the world at home didn't stop while they were gone. Upon return home, participants may find they aren't

the only ones who have changed during their absence. Everyone and everything else will have changed too! Remind them to take time to readjust slowly.

Suggest some of the following ways to use the interests and skills they gained abroad:

- Talk with participants from the program or others who have studied abroad.
- Participate in the required campus presentation about the course.
- Go to a workshop offered with the Career Services Office on how to incorporate your cross-cultural experiences into your resume and how to talk to potential employers and graduate schools about the value of these experiences.
- Share their experiences by working as a Study Abroad Ambassador.
- Talk about their experience to clubs, groups, and organizations on campus.
- Study a foreign language or take courses with an international focus.
- Write an article for *The CI View* or their local home paper.
- Continue studying the host country by taking related courses, reading international papers, viewing films and videos, writing research papers, etc.
- Volunteer to work in the community or on campus. Help organizations that support community service and development. Look for groups working with immigrants, refugees, or the aged so they can use their skills of listening, patience and empathy.
- Start thinking about when and how they can return abroad. They can study abroad again and go longer for a semester or academic year; apply to graduate schools abroad; apply for Fulbright or other scholarships to study and conduct research; find employment possibilities where they were abroad; join the Peace Corps; or just return to visit host family & friends.
- Integrate the best of each culture. It is not necessary to give up one at the expense of another!

Appendices (links)

Appendix A - Policy on Exchanges and Campus Activities Abroad

Appendix B - Commitment to Participate

Commitment to Participate

Statement of Responsibilities

Center for Global Engagement

CSU Channel Islands

I, _____, have been accepted to participate in a CSUCI Faculty Led study abroad program (Faculty Led Program Name:_____). **I recognize that by signing this agreement I acknowledge my commitment to participate in the Faculty Led Program for which I have been accepted.** I accept my admission to the program and promise to abide by the following statement of responsibilities:

1. University Policies. I must abide by CSUCI policies, including the CSUCI Student Code of Conduct, found within the Faculty Led Student Handbook and online while enrolled in the program. I may be subject to disciplinary action upon my return to campus for violations of those policies.

2. Alcohol and Drugs. As a participant in a CSUCI faculty led program, I must abide by host country laws, local institutional regulations, and program rules with respect to alcohol and other drugs. Unless permitted by host country law, local institutional regulations, and the program leaders; I will not possess, consume, furnish, or distribute any alcoholic beverages. I am responsible for knowing and obeying the laws of the host country, as well as all local institutional regulations, and the rules of my specific program regarding alcohol and other drugs. The use of illegal drugs on CSUCI faculty led programs is prohibited, just as it is on campus. I understand that violations of law or policy may result in (i) immediate removal from the program; (ii) academic withdrawal from the University for the semester in progress; and (iii) disciplinary action upon my return to campus. Alcohol misuse and abuse are not tolerated anywhere in the world and will not be tolerated on CSUCI faculty led programs (see the Faculty Led Student Handbook for details).

3. Host Country Customs. I will abide by the laws and customs of my host country, community, institution and program. I know that I must be sensitive to the social mores of the host culture. I am also subject to the disciplinary codes and processes of any host institution(s) and providers of contracted services. Being sensitive to cultural customs of the host culture may include, but is not limited to the following examples: Dressing appropriately for the host culture; being respectful of local guides, host, and other community members with whom I may interact with as part of my program's curriculum; respecting property of individuals, businesses, and institutions in the host country; etc. **I agree to act respectfully, as I know my behavior will be viewed by local hosts as a reflection of CSU Channel Islands.**

4. Removal. For all infractions, the disciplinary procedure described in the "Disciplinary Withdrawal" section of the Faculty Led Student Handbook will apply. If I disrupt the group learning process, if I violate the CSUCI Student Code of Conduct, or if my behavior gives the Faculty Leader reasonable cause to believe that my continued presence in the program poses a danger to the health or safety of persons or property, or impedes, disrupts or obstructs the program in any way, I may face removal from the program. Examples of grounds for immediate removal include alcohol, drug and weapons related violations, assault, and sexual or racial harassment.

Before I may be removed from the program, I will have an opportunity to explain my conduct to the program leader(s). A decision to remove me from the program would be made jointly by the program leader(s), the Director of the Center for Global Engagement and the AVP of HIPPEE. Any decision to remove me would be final and no refund would be made. If I am removed for disciplinary reasons I will be responsible for airfare and any other expenses associated with early removal from the program.

5. Travel. The University may make changes to the program itinerary, including cancellation, at any time and for any reason. Students are responsible for making their own flight arrangements, unless the flight is included in the program fee. As such, the University is not responsible for penalties assessed by air carriers or any other associated costs based on operational and/or itinerary changes when students make their own flight arrangements. Participants are expected to stay in the accommodations arranged for the faculty led program. The University may substitute hotel accommodations or housing at any time. Specific room and housing assignments are within the University's sole discretion.

I understand the requirement to travel with the group and not independently. My property is transported at my risk. The University is not responsible for travel delays and inconveniences.

The University is not responsible for any injury or loss I may suffer when I am separated from any University-sponsored activities. If I become separated from the program group, for any reason, I will rejoin the group at my own expense at the first opportunity.

6. Spouses/Partners, Children, Parents. Faculty led programs are for enrolled CSUCI students only; Spouses/Partners, Children, and Parents may not participate on, overlap with, or plan personal/family travel experiences with participants during a Faculty Led Program. If such a person affiliated with me disrupts the program, it may be grounds for my removal.

7. Health. I will be responsible for my own health maintenance. In the event of serious illness, accident or emergency, I will inform an appropriate program official so that assistance may be secured and so that my designated emergency contact may be notified. I agree to disclose my pre-existing mental and/or physical health conditions in entirety on my Medical Form. I understand that a situation arising from such a condition that I have not disclosed in advance which places myself, others, and/or the program at risk may result in my being removed from the program. In the event of an emergency during my time abroad, where there is injury or illness to myself, I hereby authorize any official representative of CSUCI or the Host Institution/Partner to secure whatever medical treatment is necessary.

I will check relevant agencies such as the Center for Disease Control and Prevention (CDC) and the World Health Organization (WHO) to check on required immunizations for the country/countries I will visit on this faculty led program. It is my responsibility and choice to obtain any required or recommended immunizations suggested by these agencies in a timely manner prior to my participation on my faculty led program.

8. Acceptance and withdrawal. Upon acceptance into the program, I commit to staying enrolled in the course. I am aware that my withdrawal after the first day of the semester will result in forfeited fees and that my failing to turn in all completed acceptance materials and make payments by the determined deadlines will result in my de facto withdrawal from the program. If I withdraw, I will notify the Center for Global Engagement and my faculty leader(s) in writing.

If I have received Financial Aid or grant or scholarship funding provided by CSUCI for a program from which I withdraw, upon my withdrawal that aid will be reversed and I will be responsible for the entire balance of the program.

If I withdraw from the program prior to the semester's first day, I will be required to withdraw from my course(s) and will receive a refund of any tuition and fees. If I withdraw after the first day, refunds for any recoverable tuition and fees will be according to standard university policy,

as stated in the Catalog. If I am put on probation or removed from the University after acceptance, it is my responsibility to withdraw from my program.

10. Credit. I will comply with CSUCI's academic policies and procedures. I will maintain enrollment for the duration of the program in the specified faculty led program courses. If I withdraw, depart or am removed from a program before its formal completion, I may be ineligible for academic credit. Should I receive permission to return home early, I may be eligible to receive a grade of "W" on my academic transcript. Deadlines and procedure for receiving a grade of "W" will be according to standard university policy as stated on the web page of the CSUCI Registrar.

11. Waiver. In the case of an emergency in which I cannot be reached, I authorize U.S. Embassies and Consulates to release information concerning my welfare and whereabouts to CSUCI. In authorizing this release of information, I _____, authorize the Department of State to release all records about me to California State University Channel Islands and its representatives making this request. I declare, certify, verify or state that, under penalty of perjury under the laws of the United States of America, the foregoing is true and correct (per 22 C.F.R. 171.12(a)).

12. Governing Law. Any dispute arising from this Statement will be determined according to California law.

13. Program-Specific Additions to this Statement. Individual CSUCI faculty led programs may, in conjunction with the CGE, establish additional rules and policies regarding issues specific to that program. I will be responsible for reading and understanding these additional rules and I agree to abide by them while participating in the program.

14. Communication. I will respond within 24 hours to all email sent to my Dolphin email address from faculty or the Center for Global Engagement regarding my participation on this program. I will attend all required classes and meetings and submit all additional required forms by their individual due date. Failure to respond to emails in a timely manner or not attend and participate fully in any and all aspects of my program will be reflected in my academic grade and/or my ability to participate on the program.

15. Use of Photos, Quotes, and Other Materials. I authorize the use of materials pertaining to my faculty led program to be used for marketing purposes, including but not limited to my first name, photographs, quotes and other materials as deemed appropriate. Yes _____
No _____

In signing this document I acknowledge that I have had an opportunity to ask any questions I have about it, that I have read and understand it, that I accept its terms, and that I have signed it knowingly and voluntarily.

Signature: _____

Date: _____

Appendix C - FLSA Application Acceptance Letter

Dear Applicant,

Congratulations! You have been accepted to participate in the YEAR COUNTRY Faculty-Led Program led by PROGRAM LEADER.

Please read carefully the next steps you need to take to secure your spot in the program.

Step 1. Signing the Commitment to Participate Form

First day to access the form: **DATE**

Deadline to complete the form: **DATE**

On **DATE**, you will receive an email with instructions on how to access the form.

Step 2: Course Registration and Payment: Using the permission code your faculty send you, register for the course. Pay the fee when all fees and tuition are due.

Appendix D - FLP Application Rejection Letter

Dear FLP Applicant,

Thank you for your interest in participating in a Faculty-Led Program. Unfortunately, we are not able to offer you a spot in the COUNTRY program.

If you are interested in exploring other Faculty-Led Programs, please check out the Center for Global Engagement website about upcoming courses.

Appendix E - FLP Application Waitlist Letter [optional]

Dear FLP Applicant,

Thank you for your interest in the Faculty-Led Program to COUNTRY led by PROGRAM LEADER(S). Your application has been placed on the waitlist. You will be notified via email on **DATE** if you are selected to participate in the program.

Appendix F- Incident Report Form

On-site FLP Incident Report Form

CALL University Police Department (UPD) 24/7: 001-805-437-8444

Name of caller:_____

Position of caller (circle one): Program Director Student Other

Name of person answering call at

CSUCI:_____

Date:_____

Time:_____

Your location: city or town, and

country:_____

What is your actual location (hotel, museum, hospital

etc.)?_____

Type of Emergency (circle one)

Political/civil unrest	Natural or human disaster	Death Arrest
Serious illness or injury	Assault (physical/sexual)	Missing participant(s)
Terrorism	Incapacitated Program Director(s)	

Other_____

What is your situation? (Write a brief description.)

Is the emergency under control now?
Are all participants accounted for and safe?

What do you need from CSUCI to assist you right now?

How can CSUCI reach you? (Cell phone number) _____

Email address: _____

Next steps:

1) Keep notes of the incident, tracking all developments. If necessary, contact our insurance company for medical assistance or for evacuation.
2) Do your best to keep calm and manage the safety of the participants.
3) Ask students to refrain from disclosing information about the emergency to outside parties and on social media platforms while the emergency is on-going.
4) Monitor your phone and email for additional correspondence from CSUCI if the emergency is on-going.

Appendix G - Registering Your Group with the U.S. Department of State's STEP Program

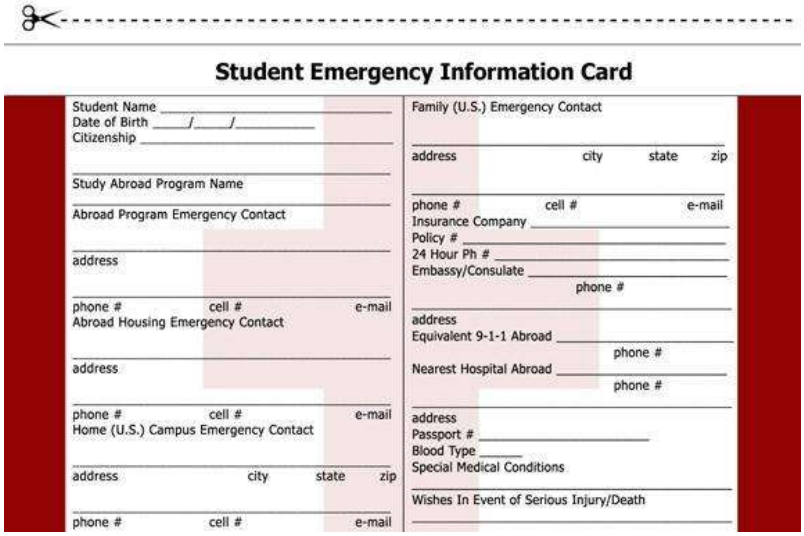
Click here to register: https://step.state.gov/step/

Click on "Create an Account" and "Create Organization/Group Account."

Use the Account Creation Wizard to create a record for your group. Each faculty-led program will have its own record.

Appendix H - Participant Emergency Card Template

Faculty are encouraged to create an easily carried card for students such as the one below:



Student Emergency Information Card

Student Name _____
Date of Birth ____/____/_____
Citizenship _____

Study Abroad Program Name

Abroad Program Emergency Contact

address

phone # cell # e-mail

Abroad Housing Emergency Contact

address

phone # cell # e-mail

Home (U.S.) Campus Emergency Contact

address city state zip

phone # cell # e-mail

Family (U.S.) Emergency Contact

address city state zip

phone # cell # e-mail

Insurance Company _____
Policy # _____
24 Hour Ph # _____
Embassy/Consulate _____
phone #

address

Equivalent 9-1-1 Abroad _____
phone #

Nearest Hospital Abroad _____
phone #

address

Passport # _____
Blood Type _____
Special Medical Conditions

Wishes In Event of Serious Injury/Death

Appendix I - How to Replace a Lost Passport

What Should a U.S. Citizen Do if his/her Passport is Lost or Stolen Abroad?

You will have to replace the passport before returning to the United States. Contact the nearest U.S. embassy or consulate for assistance. Contact information for U.S. embassies and consulates is also available in our Country Specific Information pages. Ask to speak to the Consular Section to report your passport lost or stolen. If you have been the victim of a serious crime, be sure to tell a consular officer about it as soon as possible so they can provide appropriate assistance. If you are scheduled to leave the foreign country shortly, please provide our consular staff with the details of your travel. You will also be directed to where you can obtain a photo for your replacement passport. In most cases, you will need to get a passport photo prior to your arrival at the consular section.

Appendix J - Emergency Action Protocols