

FACULTY-LED HANDBOOK: INTERNATIONAL IMMERSIONS

UW-EAU CLAIRE



2022-2023



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INTRODUCTION

This handbook is written specifically for faculty and staff members who are leading **short-term international immersion programs**, otherwise known as **FLIIE** (Faculty-Led Intercultural Immersion Experiences) programs. This document contains general information to consider while leading students abroad as well as specific UW-Eau Claire policies that you need to know when in-country. Please read it carefully and keep it handy to reference when needed.

Intercultural Immersion Programs

Mission of the Intercultural Immersion Office: To enhance the University of Wisconsin-Eau Claire student experience by administering and supporting high-impact intercultural immersion programs that are integrated into the curriculum. We aim to deepen student intercultural competence through experiential learning opportunities and engagement with people, cultures, languages, environments, and systems different than their own, in order to foster engaged citizens who have personal and professional skills for lifelong learning in a diverse world.

We fulfill our mission through a commitment to

1. Work with faculty / staff and departments to develop and promote a diverse array of high-impact intercultural immersion programs through mutually beneficial collaborations with international and domestic partners.
2. Foster development of intercultural competency and a respectful understanding of diverse cultures, populations, and environments through transformative learning opportunities.
3. Increase access to immersion experiences and encourage participation by all students, particularly those traditionally underrepresented in off-campus high-impact practices.
4. Develop faculty / staff expertise in building global relationships through cultural immersion and international research opportunities.
5. Bring knowledge, increased capacity, and understanding back to UW-Eau Claire.

Study Abroad at UW-Eau Claire

Approximately 22% of UW-Eau Claire students study abroad. UW-Eau Claire ranks in the top 30 Master's granting institutions in the country in terms of numbers of our students who complete part of their undergraduate education abroad.

The Immersions Office is organized within Academic Affairs and the Office of Undergraduate Studies. The staff of the Immersions Office, located in Schofield Hall 17 (within the ORSP office suite) includes:

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Intercultural Immersions Coordinator
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Telephone: TBD

PROGRAM POSITIONS AND RESPONSIBILITIES

This section outlines the positions related to faculty-led programs, and the roles / responsibilities of each.

Faculty / Staff Leader(s)

Program Marketing / Promotion (pre-departure):

- Approving and providing insight for program website and promotional materials

- Represent program at Study Abroad Fair
- Speak to classes about program and coordinate student alums to speak in classes
- Ask colleagues to promote program in class
- Lead info sessions for interested students
- Meet individually with students who would like additional details about the academic program

Program Orientation (pre-departure):

- Lead program-specific sessions at orientation
- Provide your own additional orientation or preparation sessions as you see necessary

Leader Training and Preparation (pre-departure):

- Research academic, cultural, and safety resources on program location
- Identify medical facilities in proximity to program locations
- Attend all Community of Practice meetings
- Meet with the Immersions Coordinator and / or the ASK Center regarding program expenses

Confirm Program Itinerary (pre-departure):

- Communicate regularly with Immersion Coordinator to arrange travel, activities, lodging, etc.
- Confirm detailed itinerary with in-country partners and host staff
- Finalize course curriculum and materials

Lead Program (in-country):

- Provide on-site orientation for all students, in coordination with local partners if necessary
- Teach course and academic work
- Act as a liaison between local staff / in-country partners and UW-Eau Claire staff
- Arrange all excursions, events, activities
- Manage detailed program expenses, keep all receipts, track all spending
- Maintain contact with Immersion Coordinator for updates, even if program is going well.

Student Growth and Safety (in-country):

- Support students in adjustment to culture shock and reactions to a new country
- Advise students in both academic and personal matters
- Respond to behavior problems, emotional issues, physical ailments of students
- Keep students as safe as possible safe following emergency and risk management procedures

Program Follow-Up (post-program):

- Finalize expenses and submit receipts to the Immersions Office in a timely matter
- Evaluate student artifacts using Global Learning Outcomes Rubric and submit summary report
- Submit a written post-program report and expense report within 30 days of end of the program
- Lead a program debrief session with students to reflect on learning
- Meet with future faculty / staff leaders to discuss program improvement and adjustments

Immersion Coordinator

Program Promotion (pre-departure):

- Finalize website brochure pages for each program, update cost estimates and academic information
- Assist in marketing through International Classroom Speaker Program, Study Abroad Fair, etc.
- Communicate with interested students to provide information about application process and costs

Manage Student Enrollment (pre-departure):

- Process and review student applications (in collaboration with faculty / staff leaders, if requested)
- Communicate with students about updates, cost estimates, application materials
- Communicate with faculty / staff leaders regularly about student numbers
- Review health forms and Maxient records, follow-up with students and faculty / staff leaders if necessary

Program Orientation (pre-departure):

- Revise all program guides and quizzes in preparation for orientation
- Coordinate and conduct orientation sessions for all Immersion students (as a single group)
- Lead session on visa application process for applicable programs
- Answer questions regarding payment procedures, enrollment, insurance, etc.

Confirm Program Itinerary (pre-departure):

- Communicate with in-country providers to reserve accommodations, events, activities
- Book and make all payments for group travel
- Request and pay invoices for all bookings that require pre-payment
- Work with ADAs to accurately list courses in CampS, including designations and consent
- Finalize program budget and student costs and submit special course fee forms

Provide Program Support to Faculty / Staff Leaders (in-country):

- Be available to faculty / staff leaders with questions or concerns during the program
- Communicate with relevant support on campus if necessary
- Provide suggestions, resources, and support for student growth or issues
- Respond to emergency situations, following risk management policy

Program Follow-Up (post-program):

- Work with faculty / staff leaders to complete expense report and finalize program expenses
- Receive and review post-program report, send to Chairs and Deans
- Receive and share student surveys and program evaluations with faculty / staff leaders
- Strategize ways to improve program with faculty/ staff leaders in future years

Program Assistant

The Program Assistant provides overall logistical and administrative support in the following ways:

- Work with faculty / staff leaders to design promotional flyers (if requested) and study abroad fair posters
- Assist in student enrollment including collecting necessary forms and materials
- Receive and process student forms, passport copies, flight itineraries, etc.
- Communicate with student missing materials or payment deadlines
- Enroll students and faculty / staff leaders in CISI (Cultural Insurance Services International) insurance and the State Department STEP Program
- Assist in orientation planning and documents (health info, program PPTs, emergency cards)
- Prepare faculty / staff leader binders including passport copies, medical records, contact info
- Serve as faculty / staff leader of Immersion programs as needed

PROGRAM LOGISTICS

Leading a short-term study abroad program is a lot of work and there is a lot to remember about what needs to be done! This section provides various details about certain logistical aspects related to program planning and implementation.

General Timeline

Summer Programs – Student Timeline

- Sept. 1: Application cycle opens
- Nov. 15: Priority deadline for applications
- Jan. 31: Final deadline for applications
- Mar. 1: Student withdrawal deadline
- Mar. 15: Student Orientation
- Early May: Final student payments due

Summer Programs – Faculty / Staff Leaders Timeline

- Summer: Finalize brochure webpages and program information
- Sept.-Dec.: Program promotion / marketing
- Jan.: Finalize in-country itinerary
- Feb.: Confirm arrangements with student numbers, book flights
- Mar: Expenses and invoices paid
- Apr. / May: Finalize program details and lead pre-program meetings

Winterim Programs – Student Timeline

- Feb. 1: Application cycle opens
- Apr. 1: Priority deadline for applications
- Sept. 15: Final deadline for applications
- Oct. 1: Student withdrawal deadline
- Oct. 15: Student Orientation
- Early Jan.: Final student payments due

Winterim Programs – Faculty / Staff Leaders Timeline

- Dec. / Jan.: Finalize brochure webpages and program information
- Feb.-May: Program promotion and marketing
- Sept.: Finalize in-country itinerary
- Oct.: Confirm arrangements with student numbers, book flights
- Oct.: Expenses and invoices paid
- Dec.: Finalize program details and lead pre-program meetings

**Dates are subject to change.*

Flight Arrangements for Faculty /Staff Leaders

IMPORTANT: Travel policies change often, so please check with the Immersions Coordinator and the ASK Center for the most up-to-date information. First, visit the ASK Center website at: <https://www.uwec.edu/ask/firstsource-travel/#getting-started>

Here are the two options regarding a group flight for the program:

1. All group reservations of 10 travelers or more must be initiated through Fox Travel via the [UW](#)

[Group Reservation Request Form](#). After completing the UW Group Reservation Request Form, the person who completed the form will be contacted within a few days by a travel agent from Fox Travel. Each airline has different regulations regarding group tickets, minimum number for seating blocks, refunds, payment deadlines, etc. **NOTE:** Because the Immersions Office can coordinate the group block with Fox Travel, provide student names, and make all deposits or full payments on the Immersions procurement card, you will save A LOT of time by allowing the Immersions Office to book your group flight for you as you will not need to be reimbursement for such purchases!

2. **If there are fewer than 10 air tickets being purchased for your group, you will need book through Travel Inc.** Please check with Travel Inc. before making the booking, because each airline has different regulations around group tickets, seating blocks, refunds, payment deadlines, etc.

FACULTY / STAFF LEADER FLIGHTS: If you will not be offering a group flight, faculty / staff leaders have three options to book their own international flights:

1. Faculty / Staff leaders can search and book the flight on their own corporate travel card, but **this purchase must comply with all UW-System travel rules and your FLIIE program budget** in order secure reimbursement of his / her airfare costs. After purchasing the ticket, faculty / staff should immediately file a Travel Expense Reimbursement (TER), attaching the invoice and copy of credit card statement. Please confirm with Jeff DeGrave from which account the reimbursement should come.
2. Faculty / Staff leaders can search for a flight through the UWTravelWise Portal: <https://www.wisconsin.edu/travel/booking/book-with-an-agent/> and booked through Concur. **Flights must be in compliance with all UW travel rules and your FLIIE program budget.** Be sure to share your flight information with the Immersions Office.
3. After you have identified a particular itinerary that you would like by searching on Kayak.com, Expedia, Concur, etc. the Immersions Office can book your flight and charge it directly to the Immersions Office. By doing so, you do not need to submit a TER or any other documentation related to this transaction.

Faculty Stipends

In the original FLIIE proposal, faculty / staff can receive up to \$1,500 for each faculty / staff leader who is traveling internationally with students, up to \$3,000 maximum per program. This stipend to account for the enormous amount of work put in before and after the program to make it a successful and impactful experience for students. Faculty / staff leaders may also decide how to divide the total stipend award to recognize other people who might have contributed to the program, but are not traveling with students. **NOTE:** Leaders who are not faculty should speak with the Immersions Coordinator about the stipend, as there are inconsistent policies regarding the stipend for staff depending on the staff member's type of appointment, their supervisor's perspective on Immersions, etc.

The Immersions Coordinator will request faculty / staff stipends to be paid as a lump sum (Overload during Winterim or Spring Break programs; Summer Contract for summer programs) shortly after completing the immersion experience. **Faculty / Staff stipends cannot be paid prior your program.**

Orientation for Students

The Immersions Office works hard to make sure students are adequately prepared for their international immersion experience. It is also the responsibility of the Faculty / Staff Leaders to communicate regularly with students about expectations, requirements, and program goals.

Post-Acceptance Communication: Shortly after acceptance, students will have access to program specific forms, program / country-specific academic information (depending on program), insurance information, and scholarship forms on the Studio Abroad website. The Immersions Office will follow up with all accepted students to collect all necessary forms and provide additional information, if requested.

Online Study Handbook, Orientation Guide, and Quizzes: Three to four weeks prior to orientation day, students are provided Web links to the online Study Abroad Handbook, which contains information relevant to all UW-Eau Claire FLIIE programs, and a program-specific orientation guide. Students are required to use the information in the Study Abroad Handbook and program-specific orientation guide to complete two online quizzes. The Immersion Coordinator goes over the quiz results during the day-long orientation program and answers any specific questions that students might have.

Orientation Day: The Immersions Office will plan an orientation for all faculty-led study abroad students about 2-3 months before their program—usually taking place in mid-October for Winterim programs and mid-March for summer programs. **All students going abroad must attend this orientation session in order to participate in the program.** Students will have the chance to meet other participants, learn about program logistics, and talk with returnees. The Immersions Coordinator will lead a large-group session covering topics such as packing, money and budgeting, health and safety, and cultural adjustment. Then, each Faculty / Staff Leader will facilitate a program-specific session following the Immersions Coordinator Orientation presentation. Faculty / Staff Leaders are encouraged to hold 3-4 additional preparation sessions with students, as well.

Textbooks

If necessary, as part of your course, Faculty / Staff Leaders are responsible for making arrangements for textbook orders. Textbook orders for these programs need to be completed in the same manner as if the courses were taught here at UW-Eau Claire. You should refer to the University Bookstore publication titled “Course Books and Materials” for specific instructions. Because students may need to pick up books before the end of the semester, deadlines for ordering books are earlier than the regular university deadlines. For more information visit: <https://www.uwec.edu/bookstore/textbooks/instructors/>

Program Budgets

Program leaders must work with the Immersion Coordinator once the program is approved to develop the program budget and cost estimates to students. Program budgets are developed as accurately as possible using quotes from in-country partners and include a small cushion to account for fluctuating exchange rates or unexpected costs. The Immersions Office will communicate to students that all costs are an **estimate** and might vary depending on exchange rates and student numbers. The cost estimates for each program are located on the Studio Abroad website and are regularly updated. To find this information, go to: <https://studyabroad.apps.uwec.edu/> and enter the destination of your program. If your program is being offered for credit, the Immersions Office will submit a Special Course Fee on your behalf, based on the final program budget and confirmed student numbers.

Once the enrollment deadline for each term has passed (around February 1 for Summer programs and September 15 for Winterim programs), the budget and program enrollment are updated along with current exchange rates to make any required initial deposits. After the nonrefundable deadline has passed for each term (March 1 for Summer program and October 1 for Winterim programs), the Immersions Coordinator pays all remaining expenses such as accommodation, events, and in-country transportation. Doing so allows the majority of program expenses to be accounted for, leaving only smaller in-country expenses such as faculty / staff meals, local transportation, entrance fees, and supplies. About two months prior to departure,

final course fee amounts are sent to the Business Office and the program cost to students is finalized.

In-Country Expenses

All FLIIE programs are eligible for a cash advance. The Immersions Office will schedule a meeting with the faculty / staff leaders of each program to go over all details of the program—and to discuss any cash advances that that specific program is eligible for—a few weeks before the end of the semester. The Immersions Office will also arrange to have the cash advance deposited into the same checking account to which your salary is deposited. Faculty / Staff leaders are responsible for knowing all eligible expenses and keeping receipts and documentation for reimbursement.

You must collect receipts for ALL expenses paid from the advance. Upon return, you must start the e-reimbursement form from your cash advance form and include all those expenses in the reimbursement. The amount given previously in the cash advance will be deducted from your overall reimbursement.

While faculty / staff leaders may move around expenses within different budget lines (for example, if local transportation was less than budgeted but entrance fees were more), faculty / staff **MUST** stay within the overall budget. **Faculty / Staff leaders will not be reimbursed for expenses incurred as a result of underbudgeting or overspending.** In addition, all expenses must be eligible expenses for reimbursement such as accommodation, transportation, airfare, meals, supplies, entrance fees, etc. **Personal expenses or non-program related fees are not reimbursable.**

Expense Reports

Program leaders are responsible for submitting all receipts to the Immersion Coordinator, so that the TER can be completed. The Immersions Office will enter all expenses into the TER, and then submit to the faculty / staff leader for approval and review. **Please note that your final expense report must be filed, and any excess funds returned, within 30 days of the end of the program.** If the expense is filed more than 30 days after the program, the university will deduct the amount owed from your paycheck per UW-System regulations.

Please note that government funds cannot pay for prizes, awards, or gifts. If you would like to purchase a gift for an on-site partner or host family, it must follow Accounts Payable Guidelines and be reimbursed from a Foundation or other non GPR account. See details here: <https://www.uwec.edu/accounts-payable/gifts-awards-giveaways/>

FLIIE Award Policies

If you are a recipient of FLIIE funding through Blugold Commitment, there are certain restrictions and conditions applicable to your program:

- **FLIIE funding cannot cover tuition costs or per diem student meals;**
- FLIIE funding provides \$500 per student per week of the program, up to a maximum of \$2,000 per student;
- While UW-Eau Claire undergraduate students are encouraged to participate in multiple high-impact immersion programs, each student is eligible to receive BCDT funding for only **one** FLIIE experience in an effort to extend access and affordability to more students. Any student who has participated in a previous FLIIE experience is not eligible to receive funding through BCDT for a second FLIIE experience; and
- FLIIE funding is allocated per student based on the target number in your proposal. FLIIE funding will be adjusted and prorated if student numbers are not met or exceeded.

Target Enrollment and Course Credit

Most faculty-led programs have a target enrollment of 12 students with 2 faculty / staff leaders. Faculty-led programs operate on a cost-recovery model. If programs do not meet or exceed the targeted enrollment numbers, several solutions may be applied to reconcile the budget shortfalls overages:

- If a program is offered for credit, faculty must decide how those credits will be allocated based on teaching responsibilities. If the program does not meet the minimum enrollment numbers to pay faculty salary and fringe benefits (usually 12 students), either the program has to be cancelled, the Department or College must make up the difference, or the faculty may decide to forego their full salaries and / or stipends.
- If the program is not offered for credit, there is more flexibility around minimum student enrollment. However, students are paying a portion of the faculty costs, so a lower overall enrollment of students results in higher per student program fees.
- If a program receives more applications than there are spaces available, the faculty / staff leaders may add additional students to the program. However, program leaders must take into account the ability to accommodate more students in all in-country activities, local transportation, and group management and safety concerns. Up to four students may be added beyond the anticipated enrollment number, an updated budget will need to be provided to the Immersions Office based on these additional students. If the faculty / staff leaders would like to add more than four students to their program, please contact the Immersions Office to discuss this possibility.

HEALTH, SAFETY, AND TRAVELLING WITH PARTNERS INFORMATION

This section includes including health / safety information, bringing family abroad, and managing medications and financial matters while abroad.

Accompanying Partner / Children

Faculty / Staff leaders may bring their partner and / or children with them while abroad and may travel with the students before, during, and after the program dates. **All necessary arrangements and expenses related to family members are the responsibility of the appropriate faculty / staff leader.** UW-Eau Claire also cannot pay up front for any expenses related to traveling family members and be reimbursed. Expenses for partners / children, such as all flights, accommodations, transportation, and any arrangements that incur expenses, must be paid for separately. **Note:** UW-Eau Claire staff cannot make arrangements for family members.

Health Insurance Coverage

The UW-System requires that all students, staff, and faculty going abroad on a UW program carry CISI insurance. All CISI information is available to enrolled participants via the CISI Traveler App or the [CISI Participant Portal](#). The Immersion Program Assistant will enroll you in the insurance and you will receive an email once your enrollment is complete.

Creating an Account and Logging in: Once you are enrolled, you must login to “myCISI” to create an account and reset your password. The Immersions Office will email you instructions for creating an account and resetting your password. You can also access these instructions online at [“myCISI” Participant Portal](#). Upon completing this step, you can manage your CISI enrollment via the “myCISI” portal and / or the CISI Traveler App (see below).

CISI App: If you decide to bring a smart phone, you can download the CISI Traveler app.” From the app, you can:

Via the CISI Traveler app you can:

- Download and / or print your insurance card;
- Download and / or print your proof of insurance letter for a visa application (if required for your program);
- Access policy information and documents;
- Access claim forms;
- Access emergency assistance numbers and search medical providers;
- View country-specific travel alerts and
- Email information to a trusted friend or family member.

The app also has a “Check In” feature that can be used if you are in a city / country that suffers from a natural disaster, terrorist attack, etc. By checking-in, UWEC will be notified that you are safe or need assistance. We strongly encourage all students to download this app. Click [here](#) to download for iPhones. Click [here](#) to download for Android.

CISI Insurance Card: If you do not have a smart phone, you can always print out the information you need. You will receive instructions on printing your insurance card in your enrollment email. Be sure to bring it with you either printed on a piece of paper or within the CISI Traveler app on your phone. If you lose your card, you can print another copy from the "My Documents" page of the CISI portal.

Pre-existing conditions: Losses (medical expenses incurred) due to preexisting conditions are covered up to \$100,000 in the current UW System CISI policy, if you have been treated for that condition in the past 6 months. CISI does not cover expenses incurred while in your home country. If you have a pre-existing condition that will require treatment while abroad, please:

- Consult with your current US insurance company to see how care abroad will or will not be covered,
- Contact Assist America, CISI’s global assistance provider, at medservices@assistamerica.com or 1 (800) 872-1414 to open a case so that medical care while abroad can be coordinated. Assist America can:
 - Locate a provider and a treatment facility as close as possible to where you will be studying.
 - Check the availability and legality of medicines that you are currently using and possible alternatives.
 - If requested, try to schedule the next appointment that would fall during your study abroad
 - If you will be studying in a non-English-speaking country, they can also try to find an English-speaking doctor.

When contacting Assist America, please provide your full name, date of birth, Assist America ID, coverage start and end dates (if already enrolled), study abroad location (city, country, address if possible), diagnosis / condition, current treatment details, and any current medications.

Claims to CISI: Keep in mind that with CISI insurance, **you will have to pay up front and then file a claim, since the foreign physician and / or hospital may not be able or willing to process medical bills through a U.S. insurance company.** You can file a claim for reimbursement [here](#).

Policy Exclusions: A complete list of exclusions is included in the CISI brochure on the CISI portal. **High-risk activities are specifically excluded from CISI coverage.** In the current policy, specific exclusions include but are not limited to: injury sustained while taking part in mountaineering where

ropes or guides are normally used; hang-gliding; parachuting; bungee jumping; racing by horse, motor vehicle, or motorcycle; and parasailing.

Extending your CISI Coverage: The CISI coverage is purchased in one week increments for the length of your program. If you are planning to travel independently either before your program begins or after your coverage ends, you may purchase additional coverage directly from CISI through the on-line portal. You are only able to extend your coverage with CISI at the UW-Eau Claire rate by one month - no more, no less. Choose "Extend Coverage." You can also print a new insurance card that includes the extended coverage dates. There are minor differences in the coverage and cost when you extend your policy for personal travel than what you have while you are on your UW Eau Claire program. You can read the policy for your extended plan on the CISI portal.

Continuous U.S. Coverage: CISI insurance will cover you while you are abroad and also includes services such as medical evacuation and repatriation that are not usually covered by a standard policy. However, you should also keep your U.S. coverage in order to have continuous coverage before, during, and after your time abroad. If you stop coverage and are injured or become ill while abroad, you may experience a lapse in coverage while you are seeking to become re-insured and / or higher premiums due to your newly acquired pre-existing condition.

Be sure to contact your U.S. health insurance company prior to your departure to see what type of coverage you will have while abroad. This is particularly important if you have any pre-existing conditions that would not be covered under the CISI policy.

Insurance Information for Accompanying Family Members

The CISI plan allows coverage for dependents of faculty / staff leaders abroad on university business. Please contact the Immersions Office to process the necessary paperwork.

Please note that dependent insurance dates can be shorter than but cannot exceed participant dates.

- The One Week Rate is for 1-7 days.
- The Two Week Rate is for 8-14 days.
- The Three Week Rate is for 15-21 days.

Though dependent rates are different than participant rates, dependent coverage is the same as participant coverage.

Bringing Medication Abroad

You are responsible for making your own arrangements for whatever medications you need. We can offer advice, but ultimately you will need to contact your doctor, insurance agency, and appropriate government agencies in order to work out your specific accommodations.

When entering any country, the more documentation you have with you, the better. You will need to possess the full prescriptions for all medications you are taking abroad. All prescriptions should include your name, birth date, U.S. address, the commercial and chemical name of the medication, the dosage, the form and the quantity. A copy of your medical record will also be helpful for a local doctor. Controlled drugs require permits. Medication containing ingredients considered to be controlled substances in the host country usually require a permit from the host country for you to enter with them, in addition to the full prescription. You should plan on declaring all prescription medication you are carrying with you into your host

country in order to avoid potential complications later.

Pharmacies abroad are not required to honor U.S. prescriptions. If you need to have your prescriptions filled / refilled while you are abroad, you will need to make an appointment with a doctor in the host country in order to get a new prescription. Shipping medication from home abroad may not work. Permits are often required from controlled substance agencies within the host county in order to ship medication into the host country. It is possible that medications shipped will be held in customs, never delivered, or may arrive well past the time they are needed. Insurance companies may be able to assist with shipping to make the process smoother.

Visa / Immigration Information

For some faculty-led programs, both faculty and students will need a visa from the government of the host country. The Immersion Coordinator will go over visa requirements and the application process with students during orientation, as well as provide the necessary forms and documentation from the host site or UW-Eau Claire. The Immersion Coordinator will also provide visa instructions and necessary documents for faculty / staff who need visas. However, faculty / staff are responsible for applying for the visa themselves.

Personal Preparation

Please note the following general predeparture personal preparation recommendations for students and faculty and staff:

- **As a faculty / staff leader of a UW-Eau Claire Immersion program, you must be fully vaccinated for COVID-19** (the CDC defines “fully vaccinated as having a booster shot, as well);
- Schedule a medical exam and dental check-up;
- If you are currently taking medications, talk to your doctor about arrangements for continuing the medications abroad;
- Make three photocopies of the passport page with your name on it. Leave one copy with someone at home and take the other with you. The Immersions Office keeps a copy on file;
- Be prepared in case of loss or theft of financial resources. Keep important information such as credit card numbers and bank phone numbers separate from original document; and
- You may want to consider purchasing supplemental insurance in case of theft or loss of personal items (personal property insurance), and lost expenses due to travel cancellations (traveler’s insurance).

Money Abroad

In addition to spending program funds during your time abroad, it is also important to think about your access to personal funds during the program. We suggest combining several approaches to access money abroad: credit card, debit / ATM card, and local currency.

Even though many debit and credit cards now charge a foreign currency transaction fee on every purchase, debit / credit cards usually offer a better exchange rate than local currency exchange bureaus. Find out what your daily credit limit is on both your credit and debit card and **let your card company know that you will be abroad** so that they are not concerned when charges start posting from another country. **Without prior notice of your travel plans, many credit card companies will block transactions from abroad as a fraud prevention measure.** Finally, keep a copy of your cards (front and back) should they be lost or stolen.

U.S. banks are allowed to block use of debit cards in countries where they feel “excessive fraud” has been reported by the U.S. government. This is an institutional decision and varies by bank. Check with your

bank to be sure you can use your card in your host country.

Traveler's checks are now antiquated and are difficult to cash. Do not bring traveler's checks.

IN-COUNTRY RESPONSIBILITIES

As a Program Leader, you assume multiple roles during the program. You are the professor, advisor, counselor, coordinator, facilitator, dean, and liaison all at once. This section provides resources for faculty / staff leaders while they are on the program to effectively assume all these roles.

Who at UW-Eau Claire Knows Where You Are?

It is very important that multiple people on UW-Eau Claire campus are aware of your destination and itinerary. The Immersion Coordinator will have copies of the program itinerary, the flight itinerary, and passport copies of everyone on the program. In addition, it would be beneficial for your department ADA or Chair to have copies of this information as well.

While in-country, program leaders should ALWAYS carry copies of all participants' passports, visas, medical information, and insurance information. In an emergency, this information must be readily available to share with local police, hospitals, or other in-country partners.

Communication is Key!

While only 1-2 faculty / staff members will be traveling with a large group of students internationally, it is important to know that you have a wealth of support and resources around you. You should be able to rely on your in-country partners for help with the itinerary and making any last-minute changes to activities or events, as well as suggestions of where to eat or what to do!

The Immersion Coordinator should be your first point of contact for support related to emergency situations or risk management, group management, student behavior problems, mental health issues, or budget and expense questions. Essentially, the Immersion Coordinator is the liaison between you and the many resources on UW-Eau Claire campus—and even some in your host country. Therefore, it is important to keep in touch with the Immersion Coordinator about any questions that arise during the program. Even if a problem seems small, it is better to let the Immersion Coordinator know about it from the beginning, instead of waiting for it to escalate. Again, **don't be afraid to ask for help and utilize the support around you for any questions, concerns, or help you might need!**

Setting the Tone and Social Contracts

It is extremely important that faculty / staff leaders set clear expectations and rules even before the program starts. This initial tone setting can be done during all pre-program meetings, and must continue during orientation sessions, and throughout the program activities. If students are acutely aware of the expectations of the faculty / staff leader, as well as the consequences of breaking those expectations, they are much more likely to not challenge those boundaries or set rules. Students must be reminded that they are representing not only themselves, but UW-Eau Claire. Oftentimes, Immersion programs maintain ongoing relationships with on-site partners and organizations, and therefore misbehavior from one group or one individual can threaten that relationship in future years. Students must also be reminded that they have to follow the federal and state laws, as well as the rules set by each faculty / staff leader.

A good activity that not only sets the tone and expectations but also involves students in the formation of their group rules is a "Social Contract." The exercise can take place during pre-program sessions or on the first day of the program. The contract consists of certain rules first set by the faculty / staff leaders. Then,

students are able to add or change the rules to create the group environment they would like to maintain throughout the program. This contract should not only include rules about disciplinary behavior, but also rules around respecting each other, active listening and participation, supporting each other, etc. After everyone is in agreement, each student and program leader sign the contract. If a student then breaks the contract during the program, this document can be utilized to remind that individual or the group of the rules set communally. Ask the Immersions Coordinator for a sample Social Contract to provide you with a template from which you can create your group's Social Contract.

In-Country Orientation

Program leaders are required to provide an in-country orientation with their students covering the following topics:

- Up-to-date information on program schedules and itineraries
- Behavior expectations
- Intercultural competence to help student develop awareness and coping strategies for culture shock
- Health and safety issues, including safe food to eat, drinking water, local safety
- Discuss do's and don'ts in the local culture for living with host families, interacting with local peers, or communicating with in-country staff
- Provide students with necessary contact information
 - Your contact information and other local staff contact information
 - Map of the area
 - Address of nearest U.S. Embassy
 - Written list of local medical clinics or hospitals
 - Written list of English-speaking doctors or psychologists recommended by the U.S. Embassy or another agency qualified to judge the competence of local medical facilities and staff
 - The local telephone number the students should use to contact emergency services (i.e. the equivalent of "911").
- Risk management emergency protocols – discuss with students what they should do in the case of an emergency and include a "three-phase" plan regarding meeting locations for the group.

Group Management

Program leaders must be aware of the group's activities at all times. It is necessary to have systems in place to keep participants together, to ensure all people are accounted for, and what to do if someone becomes separated (e.g. on a subway) from the group. It is critical that all students are aware of such plans.

Within every organization, there are informal group pressures that influence and regulate individual behavior. Informal groups form to fill needs not met by the larger group. Informal groups formulate unspoken or implicit norms and standards establishing acceptable behavior, and communication tends to be smoother and less inhibited within an information group setting compared to the larger group. Through these standards or norms groups can support, obstruct, or have little effect on the goals of the larger group.

Informal groups will inevitably form during any Immersion broad because students are experiencing new and unfamiliar contexts with mostly unfamiliar people. These informal groups will form to fill the emotional, social and psychological needs of the student participants. While such group dynamics can lead to new and productive social networks and personal transformations, there are still plenty of opportunities for group dynamics to go wrong—such as the formation of cliques that often tend to become exclusion and subversive. Program leaders can minimize possible negative effects through specific strategies:

- Continually mix and match students throughout the program—particularly rooming assignments.
- Be accessible to the group and communicate with all members regularly on an informal basis, even before the course goes abroad;
- Keep the group informed and involve them when possible in decision-making, especially regarding revisions to pre-set plans or general travel planning. Make sure all participate;
- Encourage the positive influences of the informal group and all participants;
- Make group members aware (delicately) of any negative influences of their informal group (they may not even be aware of these negative influences and are likely to modify their behavior);
- Remember that first impressions are lasting. Make arrivals into a new locale smooth and provide a special reception for the group; and
- When going to new accommodations, be aware of students' comfort and respond to concerns.

Behavior Problems

Program leaders are often challenged by students who display a poor attitude and / or do not want to participate in certain program activities. Most of the problems can be resolved; however, the program leaders must be prepared to act as disciplinarians. Behavioral problems of one individual can have a negative effect on the entire group and may escalate if not addressed promptly. Examples of minor behavior problems include:

- lateness to class or activities;
- rude behavior toward a program leader, another student, or international representative;
- indifference toward program activities; and
- disrespectful comments about local culture or towards local people.

In these cases, faculty / staff leaders must issue the student a verbal warning. The best remedy is often a frank discussion with the student and repeating your expectations for behavior. If a group contract has been created, faculty / staff should remind the student of those rules set as a group. Faculty / Staff leaders should also keep a written log of each incident / offense. Telling the student that you are keeping a log of their behavior is often an effective way to prevent future incidents. The log also serves as a record should you need to take further corrective action. If the behavior continues, faculty / staff can create a written contract with the student that includes consequences for further offenses. A student must sign that contract and be aware that future offenses could result in dismissal from the program. If the behavior continues, program leaders can create a written contract with the student that includes consequences for further offenses. A student must sign that contract and be aware that future offenses could result in dismissal from the program.

Please keep any personal issues or problems that you encounter with students are completely confidential. Do not share this information with any of the other program participants. It is important not to ostracize a member of the group by informing the others of their behavioral / academic / personal problems.

Dismissal from a Program

Major behavioral problems are grounds for dismissal from the program. Grounds may include, but are not limited to:

- Behavior that is disruptive and detrimental to the group (repeated offenses);
- Behavior that disturbs other participants (repeated offenses);
- Alcohol misuse;
- Physical or sexual assault;
- Harassment;

- Possession, use, or distribution of illegal drugs; and
- Theft.

The best way to avoid dismissing a student from a program is to continuously discuss behavior expectations before and during the program. Faculty / Staff leaders can also have students sign a contract of expectations and consequences, including dismissal from the program in which the student must cover all expenses of dismissal and transportation home. However, in cases of repeated behavior offenses, the faculty / staff leader should be prepared to take corrective action and dismiss a student from the program. Oftentimes, presenting the student with the option to leave (at their own expense) is a relief for all parties concerned.

As stated earlier in the section entitled “Communication is Key,” faculty / staff leaders should inform the Immersion Coordinator about escalating behavior problems well before it results in dismissal from the program. This way, the Coordinator can inform the necessary parties on campus, as well as involve the student’s parents or guardians if necessary. The faculty / staff leader should communicate with the Immersion Coordinator if dismissal from the program is appropriate. The faculty leader should maintain thorough documentation of the violation(s) in writing before dismissal. The student should sign a statement that acknowledges that she or he is no longer a participant and must vacate the housing by the designated date.

Voluntary Withdrawal

Sometimes, students return early from a program for personal or family reasons, or because they no longer wish to be a part of the program. If a student decides to withdraw, he or she should consult with you to determine if a solution can be reached that would allow the student to stay. If the student decides to withdraw after the consultation, he or she must sign a written statement that he or she is no longer a part of the program effective on the designated date and that the withdrawal is voluntary. The statement must also indicate that the student understands that all expenses from that point forward are his or her own responsibility, including housing and transportation home. No student will be allowed to remain in the program accommodations after withdrawal. In no case should the faculty leader promise any refund of program fees or tuition. **The student is still responsible for both the full program fee and the course tuition.**

Program Leaders should be in contact with the Immersion Coordinator when a student first discusses wanting to withdraw, as well as after the consultation with that student. Program Leaders should send the signed statement to the Immersion Coordinator for our records. If the student must return home for a family or medical emergency, it is at the faculty leader’s discretion whether to continue to work with the student in order to assign a grade for the course. It is strongly recommended that faculty leaders have a contingency plan to work with students in these cases.

Emotional Problems among Students Abroad

By Dr. Kathy Schneider

Recognizing Distressed Students:

As a member of the faculty or staff you may find yourself in a position to recognize changes in students that signal psychological distress. This is not to imply that you are to be a “watch dog” during your time abroad with students, but rather that students may seek you out to share their distress. Being cognizant of these distressed students and being aware of appropriate referral resources that can assist you will allow you to be more in control of situations which may present themselves overseas.

Depression: Everyone gets depressed from time to time—a feeling that is perfectly normal. Having only one symptom is usually not enough to describe someone as being severely depressed. Abnormal depression may be understood as the manifestation of a larger number of depressive symptoms over a longer period of time that progressively become more severe. Symptoms of depression include: insomnia or change in sleeping patterns, inability to concentrate, change in appetite, loss of ability to experience happiness or pleasure, apathy, sloppiness, crying, poor personal hygiene, feelings of worthlessness, no desire to socialize, loss of self-esteem, and preoccupation with death. All of these symptoms, except preoccupation with death, are also potential signs of culture shock. When these symptoms endure for weeks or interfere with daily activities, they are cause for concern.

Unusual Acting Out: This would represent a change in behavior from normal socially appropriate behavior. It would include being disruptive, overly antagonistic, and may include alcohol or drug abuse.

Suicidal Ideation: Most suicide attempts are preceded at some point by messages that the person is considering suicide. These messages can range from “I wish I wasn’t here”, to a very direct “I’m going to kill myself.” Non-verbal messages include giving away valued possessions, putting legal, financial, and university affairs in order. Each type of message about suicide should be taken seriously.

If you are concerned about a student, keep in mind that professionals assess the suicide potential, in part, by asking:

- What the plan for suicide is— how will he or she do it?
- When and where does he or she intend to carry out the suicide?
- Has he or she ever attempted suicide in the past?

The more specific and lethal the plan, the more recent a previous attempt, and the greater the ability to carry out the plan, the higher the risk for a successful suicide. You need not be afraid to ask these questions. For people who are considering suicide, these questions will not furnish them with new ideas. Most people who are actively suicidal are more than willing to discuss their plan. Conversely, many people consider suicide from time to time in passing. The less specific and lethal the plan (e.g. “I guess I’d take a couple of sleeping pills sometime.”), the less likely a suicide attempt.

Other Signs of Distress: Again, the more symptoms observed, the more likely the individual is to be truly distressed. These signs include a drop in class attendance; drop in the quality of class work, generally tense or sad appearance such as a change from normal appearance, and typically inappropriate or strange responses to questions.

Students who may be Dangerous to Others: You may become aware of or develop a concern that a student may be dangerous to others. This may be manifested by:

- Physically violent behavior
- Verbally threatening or overly aggressive behavior
- Threatening letters or emails
- Harassment, including sexual harassment or stalking
- Possession of a weapon

Sometimes these behaviors are the result of or are exacerbated by mental illness. You need to take appropriate action to protect both the potential victim and the potentially dangerous student, such as getting

the student the help and support they need.

Suggested Guidelines for Dealing with Distressed Students

It is important that the Program Leaders communicates initially with the Immersion Coordinator about any concerns or questions he / she might have about a distressed or depressed student. Again, the Immersion Coordinator can work as a liaison to services provided on campus and can provide guidance or suggestions on how to best deal with the situation.

Know Your Limits as a Helper: You may not feel comfortable trying to help someone cope with his or her problem; that is, you may sense that the person is in need of much more time and attention than you can honestly give. Your best course of action probably lies in encouraging the student to get in contact with a person who can provide the necessary services. To facilitate this process, consider the following approaches:

- Reinforce the person's decision to confide in you; acknowledge their suffering;
- Be accepting and non-judgmental;
- Try to identify the problem area; and
- Indicate in a gentle but direct manner that professional assistance is a positive first step which is needed to deal with pain, and that you will assist them in finding competent professionals

Counseling and Other Options: when dealing with distressed students, giving them a professional to talk to might be the best option. However, during faculty-led international programs, referral to a counseling agency is more difficult than it is at UWEC. The student may not be fluent in the language of the counselor available, and / or counseling may not be available at all. Sometimes, a local in-country partner or host university can provide counseling services and / or an interpreter if necessary.

Another option would be to have the student speak to someone on UWEC campus over the phone. While a phone conversation might not be as effective as in person, having someone from UWEC Counseling Services who understands the situation might be the most effective way to get student help. The Immersion Coordinator can assist in setting up a phone conversation with someone from Counseling Services.

Insurance with Mental Health

Assist America (AAI), the 24 / 7 assistance partner with CISI can help with resources regarding mental health issues. The student, parent, or faculty member can contact AAI and request a mental health provider near a particular foreign address. An English-speaking counselor / doctor can be requested and if there are any in that area AAI will let the requestor know. They can also help to schedule an appointment provided the insured lets them know days and times that they would be able to be seen. Their contact information is copied below for your convenience and it is also on each insured's ID card as well as in the coverage brochure just below the claim form.

Assist America: ID number is: **01-AA-CIS-01133**

Phone: (800) 872-1414 (calling toll-free from within the US)

(609) 986-1234 (calling from outside of the US, collect calls accepted)

E-mail: medservices@assistamerica.com

The person calling or e-mailing Assist America (AAI) will need to identify the insured, their DOB, their address overseas and the AAI ID # which is: **01-AA-CIS-0113**.

Study Abroad Problems (That could become yours!)

Below are some “case studies” taken from actual study abroad programs. Read through them and think about how you might react in these situations: what is the most appropriate response? What limitations might exist on your program due to location, language, and more? There are no right or wrong answers in this exercise. These case studies are intended to provoke reflection on what can—and does—happen while students are abroad and the challenges you may face as a faculty leader—including many situations that you would likely never encounter here on campus. Hopefully, this exercise will help highlight the resources available to you while abroad, as well as the challenges inherent to an international setting.

1. Several mornings over the course of the first few weeks of your program, you notice the smell of alcohol on the breath of one of your students.
2. A student takes off for the weekend and tells you about it on Friday. Monday morning comes but the student fails to return or appear in any classes throughout the day. (For a short-term program, this scenario could be tailored to a student traveling independently during a free day and does not return)
3. A student tells you her roommate is very depressed, commenting that faculty are pitted against her, others in the program don't like her, and she wants to go home.
4. A student is continuously disruptive in class and the foreign professors complain to you. You had him in class back in the States, and he seemed fine. Is it a cross-cultural issue, or is the student experience other issues?
5. A student exhibits irrational behavior, skips his class, and is not taking his medications (you know he is on psychotropic medication, because he disclosed it). He is absent for long periods – and is losing weight.
6. A student indicates she feels threatened by the father in her homestay. Nothing specific, but an uncomfortable feeling. She describes it as a form of sexual harassment.
7. You are called in the middle of the night by the local police authorities. One of your students has been arrested for drug possession.
8. While on an excursion, you and your students are lodged in a hotel. A middle of the night knock on the door has one of your students reporting to you that her roommate is still in the room, being assaulted by two guys who broke into the room.
9. Student loses a passport 24 hours before her scheduled return flight to the US.

RISK MANAGEMENT AND EMERGENCY SITUATIONS

Though emergency situations are relatively rare on study abroad programs, it is extremely important that you are knowledgeable about university policies related to emergency response, and are prepared to respond quickly.

The non-emergency number for campus Public Safety is: (715) 836-2222.

Who Should I Contact in the Event of an Emergency?

In the event of an emergency during business hours (Monday-Friday, 8:30am- 4:30pm), please contact the following people in order (continue down the list if the first cannot be reached):

Jeff DeGrave
Intercultural Immersions Coordinator
Phone: (715) 836-4471
Email: degravjr@uwec.edu

Immersion Program Assistant
Phone: TBD
Email: TBD

Louisa Rice
Interim Associate Vice Chancellor of Academic Affairs
(715) 836-5276
Email: ricelc@uwec.edu

Center for International Education
Phone: (715) 836-4411
Email: studyabroad@uwec.edu
Web: www.uwec.edu/Cie

If you should require assistance after working hours, please contact the following staff members at home:

Jeff DeGrave, Intercultural Immersion Coordinator
degravjr@uwec.edu
Cell: (715) 559-5759

Louisa Rice, Interim Associate Vice Chancellor of Academic Affairs
ricelc@uwec.edu
Cell: (715) 836-5276

University Police
(715) 577-9045

Do Emergencies Occur?

Yes, as a faculty / staff program leader, you may find yourself facing an emergency situation involving one or more students who are in your care. Students can and do become ill, suffer accidents, fall victim to assaults and muggings, find themselves caught up in potentially violent political situations, fail to return on

time to programs at the end of free days, etc. On occasion, students may be involved in perpetrating an assault or a crime against a host country citizen or breaking local laws-though generally a rare incident.

While it is of course impossible to plan for all contingencies involving our students overseas, procedures need to be followed that will allow us to react in a cool and responsible manner when emergencies do arise. We need to be able to provide, in a consistent and predictable way, for the safety and wellbeing of our students. We also need to take reasonable and prudent measures to limit the University's legal liabilities.

Please be advised that we have a series of procedures designed to safeguard the wellbeing of program participants, and to protect the University's interests. As the faculty member, it is your responsibility to follow the procedures outlined below and to be sure to inform the students in your group about these procedures during their on-site orientation.

What is an Emergency?

For our purposes, an emergency is any circumstance that poses a genuine risk to, or that has already disturbed, the safety and wellbeing of program participants (including faculty / staff). Emergencies could include, though are not limited to, the following types of incidents:

- Crime or robbery
- Physical assault
- Sexual assault or rape
- Significant accident and / or injury
- Hospitalization for any reason
- Serious illness—physical or emotional
- Any legal action involving a student
- Disappearance of a student
- Local political crises that affects safety
- Terrorist threat or terrorist attack
- Natural disaster
- Death of a student or faculty / staff

What Should You Do to Prepare for Emergencies?

The Immersions Office will enroll all students and faculty / staff with the Department of State's STEP Program, so they can better assist you in an emergency.

During the orientation on-site, provide all of the students in your group with:

- A "three-phase" plan regarding regrouping of the faculty / staff and students (for example, if there is an emergency, first go to the hotel; if the hotel is unsafe, go here; if that place is unsafe, meet here)
- The address of the nearest U.S. Embassy
- A written list of reputable local medical clinics or hospitals
- A written list of English-speaking doctors and psychologists who have been recommended by the U.S. Embassy or some other agency qualified to judge the competence of local medical facilities
- When possible, the name of a reputable rape crises center, or of an individual trained to respond effectively to a crisis involving a sexual assault or rape
- The local telephone number to contact emergency services (i.e. the equivalent of "911").

Many of these resources can be found through the US Embassy, CISI, or in-country partners. Each of these in the list should include the address, phone numbers, and hours of the facilities and staff members. Advise students to carry this list with them at all times. A copy of this information should be included in the Travel Information Form submitted to the Immersions Coordinator prior to your departure.

During the orientation on-site: explain to the students that they are required to inform you about any medical emergency, and that you in turn are required to contact UWEC as soon as possible in order to inform the staff about the emergency. Inform the students that this information will be treated with the strictest confidentiality and that it will be shared by you and the staff on a “need to know” basis only.

How Should You Respond to Emergencies?

1) In an emergency, your **first responsibility is to protect the safety and wellbeing of program participants and yourself**. Do whatever is necessary to assure this, whether this means obtaining prompt and appropriate medical attention, U.S. Embassy intervention, or police protection. You will of course be reimbursed for all expenses relating to the management of an emergency.

2) When you have done all that you reasonably can to ensure the students’ and your own wellbeing, **immediately contact the Immersions Coordinator or the Center for International Education** about the situation by phone if possible. Staff on campus will inform other necessary parties, including parents.

***The Faculty Leader should under no circumstances release the name of the student or make statements on behalf of UW-Eau Claire. The standard response should be “My first responsibility is to the students in this program, to their families, and to the University. Thank you for understanding.” All public statements will only be made by the University Relations office.

3) **Notify the local U.S. Embassy or consulate about the crisis, and follow whatever procedures they may require**; if there is a continuing risk to the welfare of the students (during a terrorist threat, for example), ask the appropriate Embassy or Consular Officer to advise you on a regular basis about the evolution of the crisis, and about how the students should respond.

4) In a **medical emergency, contact the appropriate health center** at the overseas site so that they can assist you and help coordinate the necessary arrangements. **In any other sort of emergency, notify the local police about the situation**, if you and the Embassy believe this is appropriate; then follow the procedures the police may require of you or the student.

5) **In case of terrorist attack, collect the group at the nearest U.S. Embassy.**

6) Begin **keeping a written log of actions** taken and update it as crisis progresses.

7) After the Immersions Office has been informed of an emergency, and after we consult with you and other appropriate individuals on-site and at UW-Eau Claire, we will communicate a **description of the course of action** that you and the students will need to follow in responding to the crisis. All program participants will be required to sign a statement acknowledging that they have received, read and understand this response plan; after all the participants in your group have signed it, please email or fax it to the Immersions Coordinator.

8) When the situation has been assessed and these steps have been completed, the Immersion Coordinator will inform students that they may contact family and friends via phone and / or email. In the case of sexual

assault, participants who know about the incident should receive counsel on how to respect and protect the victim's identity before they are allowed to call home.

In the event of a significant crisis, students have the option of returning to the U.S. Every reasonable effort will be made to allow them to continue their academic program on campus, and to be housed appropriately as well.

It is highly unlikely that participants would need to be evacuated from a site abroad. If an evacuation should become necessary, the Director of the Center for International Education, in consultation with you, the U.S. Embassy and State Department, and appropriate individuals on the home campus, would develop an evacuation plan in as much detail as possible. This plan would be transmitted to you in confidence, and we would continue to work closely with you throughout the process.

General Recommendations for Crisis Management

In the **event of a crisis, try not to panic**; the students are counting on you to help get them through a difficult time. We have had experience dealing with crises and are ready to assist you during and after any type of event or incident.

During an **on-going crisis, keep the Immersion Coordinator / Immersions Office informed on a regular basis**, by telephone, fax, or email about the evolution of the crisis.

In any emergency, it is the program leaders' responsibility to give clear instructions to students. These instructions must be obeyed promptly. Any discussion or disagreements can be brought to the Immersions Office at a later time; but at the moment of the emergency, we look to the Program Leaders to provide leadership to the student group.

During a **political crisis or some other emergency during which foreigners in general or U.S. citizens in general may be at risk, tell the students to keep a low profile.** Everyone must avoid demonstrations, confrontations, or situations where they could be in danger; avoid behavior that could call attention to themselves; avoid locales where foreigners or Americans are known to congregate; and remove all indications of that might label anyone in the group as an American such removing signs, luggage tags, clothing, etc.

Incident Report

The Incident Report is included at the end of this document. It is very important that any incident concerning students' physical or mental health, finances, misconduct, or students becoming a victim of a crime be documented and added to the program file. The incident should be documented as it is taking place or as soon after as possible so that the information is fresh and accurate. In the event of complaints after the fact about how an incident was handled, the incident report serves as a record to show that faculty leaders followed university procedures in resolving the situation. The incident report can also be used by Campus Life as a basis on which to begin judicial sanctions against a student for misconduct.

ASSESSMENT AND EVALUATION

UW-Eau Claire is making concerted efforts to improve the assessment and evaluation of high-impact programs on campus. Through strong assessment models, we can collect better data about the true impact of these programs on students, determine if the program is meeting its stated goals, and validate continued funding from Blugold Commitment.

Program Evaluation

All students will be required to complete an online Qualtrics survey that will evaluate the program, including itinerary, staff support, in-country logistics, accommodations, coursework, etc. The Immersion Coordinator and Program Leaders will use these evaluations to improve the program for future years.

Post-Program Report

All faculty / staff must complete a post-program report and submit it to the Immersion Coordinator within 30 days of the program end date. This report will ask faculty / staff to evaluate the program on various topics, including the itinerary, accommodations, student growth, in-country partners, and coursework. Faculty must also include any Incident Reports, if applicable. The specific report outline is included in your faculty binder.

Student Artifacts

All students receiving Blugold Commitment funding will be required to produce an artifact after their immersion experience. This artifact could be related to the coursework for credit or a separate assignment. Artifacts are often a reflective essay that asks students to critically reflect on and evaluate their experience and its contribution to meeting the R2 LE Core learning outcome. You are welcome to choose your own writing prompt for your students, and some examples will be provided upon request. You will be asked to evaluate these reflective essays according to the rubric established for Global Learning Outcomes and provide a summary and the actual artifacts used for assessment to the Assessment Office.

Liberal Education Requirements

Students on approved FLIIE programs are eligible to receive the LE Core Responsibility Outcome 2 (R2): Global Learning upon completion of all program requirements and assessment by the faculty leaders. For programs offered with a course, this will be added to the CampS course listing and added to the students' transcript and degree audit. For non-credit programs, The Immersions Coordinator will send a list to degree audit of all students who completed all program requirements.

USEFUL NAMES & ADDRESSES

Dr. Jeff DeGrave

Intercultural Immersions Coordinator

Schofield Hall 17

Phone: (715) 836-4471

Fax: (715) 836-2902

Email: degravjr@uwec.edu

Website: <https://www.uwec.edu/immersion/>

Dr. Louisa Rice

Associate Vice Chancellor of Academic Affairs and Undergraduate Studies

Schofield Hall 208A

Phone: (715) 836-4951

Email: ricelc@uwec.edu

Website: <https://www.uwec.edu/profiles/ricelc/>

Center for International Education

Schofield Hall 3

Phone: (715) 836-4411

Fax: (715) 936-4948

General Email: studyabroad@uwec.edu

Website: <http://www.uwec.edu/cie/>

UW-Eau Claire After Hours numbers

In an afterhours **emergency**, you can call one of these numbers

And the University police will contact a CIE staff member.

(715) 839-4972

(715) 577-9045

CISI Insurance

24 Hr. Assistance Access numbers from Anywhere Abroad, call collect: 1-817 826-7143

From within the US, call toll free: 1-800-472-0906

E-mail: teamassist@culturalinsurance.com

Claim questions: claimhelp@culturalinsurance.com

Website: <http://www.culturalinsurance.com>