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U101: Global Perspectives A Semester Course for First-Year Students

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U101: Global Perspectives
A Semester Course for First-Year Students

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PIM 74

A capstone paper submitted in partial fulfillment of the requirements for a Master of Arts
in International Education at SIT Graduate Institute in Brattleboro, Vermont, USA

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William W. Hoffa, Ph.D., Advisor

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Student name: _____

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To Patrick and his tokora, the two beloved men of my life who kept the home fires burning while I worked on this capstone.

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List of Abbreviations

USC	University of South Carolina
SAO	Study Abroad Office
CL	Course Leader
PA	Peer Advisor

ABSTRACT

This capstone paper introduces a special section of the already existing, and quite successful, University 101 programs at the University of South Carolina (USC). *U101: Global Perspectives* is a semester-long program proposal for first-year students (freshman and transfer students), offered by the Study Abroad Office (SAO) at USC. Functioning as part of the Global Carolina initiative, the USC SAO is committed to providing students with the knowledge and cultural awareness to be responsible and successful citizens in today's globally integrated world. With the goal of increasing the number of students studying abroad, as well as creating unique opportunities for students during their first year on campus, the SAO has created a new course. The beginning of the course will focus on various cultural identifiers (i.e. religion, literature, film, language, politics, history, and food) in the larger context. The curriculum will lead students through a deeper way of thinking about culture and will become more specific throughout the semester. During Fall Break, students will travel to Quebec City, Canada to conduct research on the cultural identifier that they have chosen. Upon returning to campus, individual research projects will be presented on campus. *U101: Global Perspectives* seeks to contribute to the field of programming for first-year students, with this capstone paper serving as the initial steps towards adoption by USC.

Introduction

Program Context

Through the Global Carolina initiative, USC is committed to providing students with the knowledge and cultural awareness to be responsible and successful citizens in today's globally integrated world. With the goal of increasing the number of students studying abroad, as well as creating unique opportunities for students during their first year on campus, the SAO is proposing a new program to launch in the Fall of 2017.

U101: Global Perspectives is a semester-long course focused on cross-cultural learning with an embedded study abroad program. It will begin as a pilot program, open to first-year students who choose to enroll in this special section of University 101. During the on-campus phase of the course, students will follow a curriculum that focuses on navigating cultures. This curriculum will ask students to think deeply about their own identity in a local, as well as a global, context, using various cultural theories. During the beginning phase, students will also prepare to travel abroad. The embedded study abroad portion will take place during Fall Break (October 19-22, 2017), when students will travel to Quebec City, Canada. Turning theory into practice, students will delve deeper into Canadian culture. Upon returning to USC, the class will focus on articulating the experience abroad in a meaningful way, as well as formulating future professional and academic goals. The total cost of the program, per student, is \$600.

Program Rationale

The USC SAO has been tasked by the Vice Provost to grow its number of participants each year by 20%. In an effort to reach this goal, the SAO began to brainstorm new populations of students that could potentially participate in study

overseas. One such group at USC that has been absent from study abroad programming is the first-year student. To this end, I was asked to design a global perspectives program for first-year students with an embedded study abroad component.

When planning for the study abroad location for this program, I asked myself two questions: 1) What would be feasible for a first-year student?, and 2) What location would allow for the successful exploration and analysis of global perspectives?

In considering these two questions, I selected the Quebec province of Canada. To begin with, its proximity to the United States allows for a more cost-effective program. Canada as a whole is often considered very similar to the United States (which, to a first-year student and his or her parents, translates as “safe” and “not too foreign”). Hofstede’s cultural dimensions paint an image for us of these similarities between Canada and the United States.

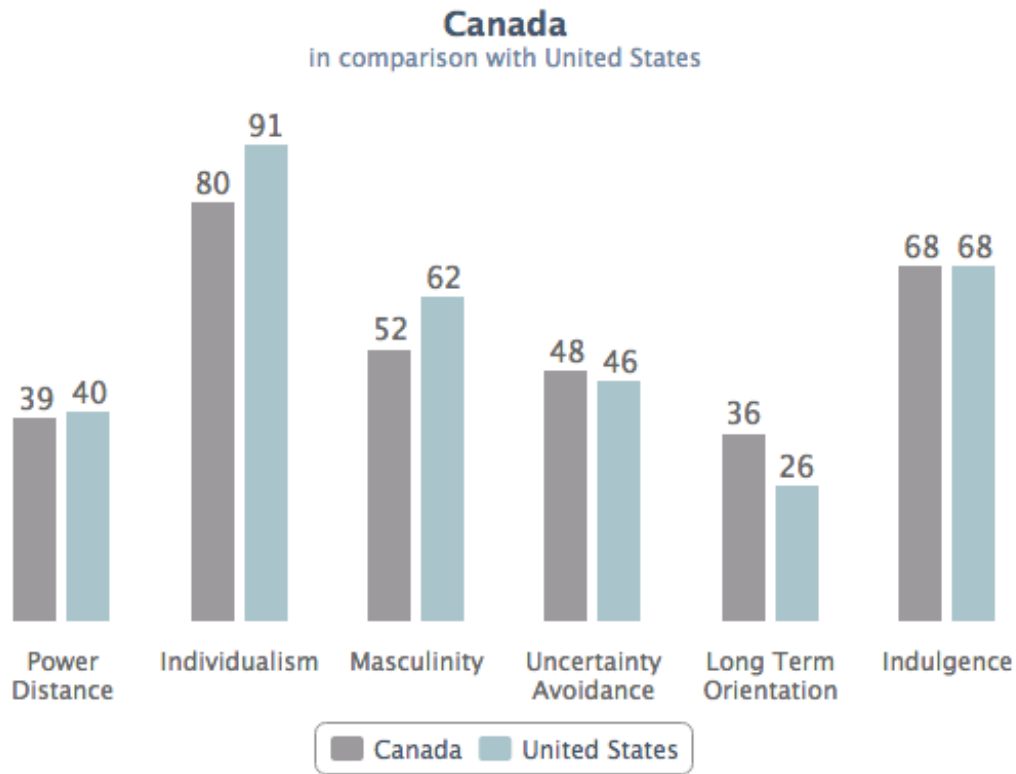


Figure 1 The Hofstede Centre

And yet, Canada – Quebec in particular – is a land that is vastly different from the U.S. Its rich literary, cinematic, and artistic backdrop lends itself well to the needs of the course. The cultural and linguistic division, coupled with Quebec’s remarkable history and political landscape, affords the student an in-depth and valuable look at global perspectives. Two aspects of Quebecois culture in particular make this location stand out: the linguistic/cultural divide between Francophones and Anglophones, which also plays into the religious divide between Catholics and Protestants. Further, there are vast differences between the French that is spoken in Quebec versus that of France, including differences of accent as well as vocabulary and expressions. Students with a deeper and wider experience of the French-speaking world could potentially emerge more well-

rounded, more exposed to various cultures, and with a better understanding that French is a real, functioning, day-to-day language.

Thus, Quebec is close enough to the United States geographically and culturally to make for a feasible program for first-year students, yet also allows for students to explore fully the global perspectives that they learn during the course and subsequently analyze these perspectives in light of their own identity.

Literature Review

As the demand for internationalization efforts continues to grow on campuses across the nation, institutions find themselves turning to new and creative ideas to increase international opportunities available to students and, ultimately, to increase the number of students going abroad. One group of students with consistently low enrollment among study abroad populations is first-year students. In the academic year 2012-2013, 3.8% of students abroad were freshmen, as compared to juniors, who made up 37.4% of the population. While this shows a marked increase from the percentage of freshmen that were abroad ten years earlier (2.9%), this number remains comparatively low (IIE, 2015a).

To address this discrepancy, “an increasing number of colleges are offering...programs specifically for freshmen” (Redden, 2007). While the precise structure of these programs may vary, the similarity is in whom these programs target: first-year students. A survey of institutions of higher education showed that there were three main types of first-year programming for study abroad.

Pre-Fall Summer Abroad

Rollins College in Florida offers a First Year Field Study for incoming freshmen. The 2016 program is roughly a week and a half and takes place in Costa Rica, with a strong focus on the environment and National Parks. American University (AU) in D.C also offers a First Year Seminar Abroad. This unique program takes students to spend three weeks at one of AU's partner universities, exploring an "exciting intellectual topic" (American University, 2015). Students continue to explore this theme by enrolling in a course during the Fall semester, which is led by an AU faculty member.

First Semester Abroad

Syracuse University in New York offers a Discovery Study Abroad Program for freshmen during the Fall semester in Florence, Madrid, and Strasbourg. According to their website, these programs are designed for select students with a focus on expanding "academic and professional options, foreign language proficiency, and comprehension of global politics and issues" (2015). Northeastern University (NU) in Massachusetts offers a similar program, cleverly titled *NU [new] in*. These programs were initially conceived as a strategy to increase the number of qualified students enrolled at the university, while at the same time easing the strain that admitting more students would have on campus services and housing. This enrollment strategy has now become "one of Northeastern's flagship programs" (C. Royer, personal communication, September 19, 2015).

Embedded/Short-Term Program Abroad

The College of Charleston in South Carolina offers a short-term model. Currently offered in five locations, this program takes first year students to a select location to focus on a particular theme during Spring Break. Topics include the literary works of Ernest Hemingway in Cuba, the cultural institutions of Paris, and pilgrimage in Spain. Georgia

Regents University offers the embedded program model. Set during the Spring semester, students meet weekly for a 3-credit Sociology course and then travel abroad during Spring Break (this year to Costa Rica) for a 1-credit Inquiry course.

The current policy at USC states that students must spend their freshman year on campus, the earliest they can go abroad being the Maymester of their freshman year. Mary Stuart Hunter, Associate Vice President and Executive Director for University 101 Programs and The National Resource Center for The First-Year Experience and Students in Transition at USC and author of *The First Year Seminar* (2012), pointed out the significance of transition issues that first-year students experience, remarking that “one of the things that’s most important in helping students to transition into their first year on campus is developing a sense of community” (Redden, 2007). Other institutions, however, through careful development and implementation of first-year programs, have proven that such programs can actually help students with the transition to college and, what’s more, “instill a lifelong appetite for intercultural experience” (Redden, 2007).

Limitations

The question that begs to be asked is whether or not there is intrinsic value to short-term study abroad programming. In *The Long Term Impact of Short Term Study Abroad* (2015), Terra Dotta outlines the benefits of short-term programming:

“Students typically travel in groups, allaying fears about the logistics of journeying alone to a foreign country. Shorter trips offer flexibility: They appeal to athletes who don’t want to skip a season to travel abroad or students in academic programs with stringent curriculum requirements. Short-term programs may be less expensive.”

The article goes on to discuss the importance of reframing our thinking around short-term programs. By viewing these programs as capacity builders, leading to more immersive

international education in the future, short-term programs can be considered successful.

Furthermore, a study conducted at the University of Denver revealed the value of short-term programming, including:

1. A greater level of sensitivity and patience in terms of linguistic and cultural awareness. This in turn led them to move from a fundamental understanding of the concepts to a more sophisticated interpretation of them.
2. Greater adaptation to the practical challenges students encountered by finding mechanisms to help them cope with their new surroundings.
3. An increase of knowledge of the countries and cities students planned to visit, as well as the nature of the people. Although they did some research about each destination prior to departure, most students admitted that they initially knew very little. The real essence of this learning about the cultural aspects and how to make sense of them came from their first-hand experience (Zamastil-Vondrova, 2005).

Particularly when coupled with the opportunity to reflect upon the international experience, overwhelmingly the evidence points to the fact that there *is* intrinsic value to short-term study abroad programs.

Despite this postulation, challenges do exist. The main challenge to this specific section of U101 is that the University 101 programs were designed specifically to help first-year students transition to life on campus. By having an international component to students' U101 experience, are we reversing the positive, community-building effects of the University 101 programs?

Not according to several scholars in the field. Berdan, Goodman, and Gertz (2015) cite research conducted among study abroad participants within the University System of Georgia. Results of this research indicated that these participants returned with "improved academic performance" and "higher graduation rates."

Michigan State University provides another positive example. Their Freshman Seminars Abroad (FSA), which have been providing successful programs for first-year students for almost a decade, have "great potential for contributing to students' cognitive,

emotional, and social development.” They attribute their success to, among other aspects, strong cross-campus collaboration. “FSAs, then, aim to assist students with the transition to college – and beyond” (Steglitz, 2010).

Finally, in 2014, the Institute of International Education (IIE) awarded DePaul University a Heiskell Award Honorable Mention for their FY@broad programs. These programs are a collaborative effort between the First Year Seminars, the SAO, and various faculty on campus. Similar to the model proposed in this paper, the FY@broad is comprised of three facets: pre-departure preparation and engagement through coursework, an embedded study abroad portion, and re-entry reflection. After several years of running these programs, the results were astounding:

“Students who participate in FY@broad at DePaul have shown growth in areas of academic achievement and retention as well as language acquisition. DePaul’s data shows the retention rate for FY@broad students has been higher for three of the first four cohorts. And, significantly, the first FY@broad group that took part in the program in 2009-10 graduated this past summer had a graduation rate of 75.5%, compared to the 56.4% rate among the general population” (IIE, 2015).

Furthermore, research on these programs indicated that 86% of students who participated in a FY@broad program went on to more significant study abroad experiences (K. Ware, personal communication, December 10, 2015).

While the study abroad portion of the *U101: Global Perspectives* is a mere four days, these four days are embedded within a semester of preparation and reflection, settling the international experience in the context of a full semester of cross-cultural learning. “More time spent on pre-departure allows students to jump into the international portion quicker than average and, ultimately, get more out of it,” (L. Newton, personal communication, February 3, 2016). In a sense, with the case of this program, shorter is better. With a goal of inspiring the participants of *U101: Global Perspectives* to

participate in further, more significant study abroad opportunities, the shorter program time serves to whet the proverbial appetite of the students so that they will want to go abroad again.

Goals & Objectives

Program Goals & Objectives

U101: Global Perspectives provides participants with the resources needed to learn how to navigate and analyze other cultures, both domestically and internationally. Students will analyze the significance of their global learning experiences, the impact of what they have learned, and their goals for the future. The course will be comprised of readings, lectures, an embedded study abroad program, and an independent research project to allow students to develop an understanding of their experiences in a broader context. The objectives of the program are as follows: (1) the USC SAO will deliver a course that considers the skills needed to appropriately navigate other cultures; (2) a structured curriculum will be provided to students during the on-campus phase examining various cultural identifiers and cultural theory; (3) the course will provide a 4-day instructor-led program for a group of 10 students to Quebec City to transform cultural theory into cultural practice; (4) a re-entry portion of the course will be offered to allow students to reflect upon their experiences and identify further global learning experiences. This program serves to fill a gap in existing programs, as well as to meet the needs of students who are not already served by the SAO.

Participant Goals & Objectives

Participants will understand the benefits and challenges of, as well as further opportunities for, international education experiences. Furthermore, they will be able to

apply their experience to their larger personal and professional goals. Students will also participate in cross-cultural interaction, French language practice, and professional engagement.

Participant goals are tri-faceted and include:

- *Learning and Professional Development.* As a result of this course, students will:
 - be able to articulate their global experiences in a meaningful way
 - develop a body of professional materials
 - hone their presentation skills
- *Intercultural Communication and Competency.* As a result of this course, students will:
 - be able to analyze their global experiences
 - develop a greater understanding of other cultures
 - learn how to navigate across cultural differences
- *Leadership and Management.* As a result of this course, students will:
 - participate in networking activities
 - develop leadership and management skills through class projects
 - identify models of leadership in a global context

Gap Analysis

Academic Restrictions

A number of academic departments at USC have placed severe restrictions on when, where, or even if their students can study abroad. By offering study abroad options before these students are too far along in their college career, they would have the opportunity to go abroad without fear of falling behind academically.

Parental Support

The lack of parental support for study abroad is often one of the biggest barriers a student may face. According to Berdan, Goodman, and Gertz, “one of the best gifts we can give our children is to help them develop a global mindset so that they will be best positioned for success in our competitive, global marketplace” (2015). An opportune time

to address parents' concerns about study abroad, and to encourage them to support their children's international education, is during New Student Orientation. By addressing their concerns head-on, then making the case for why studying abroad is important to a student's college career and immediately offering international opportunities, international educators can more effectively gain parental support.

Reach Goals

Generation Study Abroad, an IIE initiative, has tasked international educators with the goal of doubling the number of students studying abroad over the next five years. By 2020, "our target is 600,000 U.S. students studying abroad in credit and non-credit programs" (IIE, 2015b). Many study abroad offices across the nation have felt the pressure from Generation Study Abroad to increase their numbers. USC is no different. The Vice Provost and Director of International Programs has called upon the SAO to increase its numbers by 20%. By providing an international opportunity for an underrepresented, yet large, population of students (the Freshman class represents 20% of total undergraduate students), the SAO has a higher likelihood of meeting that goal.

Further Study Abroad Opportunities

Proponents of first-year programs point out that by encouraging students to study abroad during their freshman year, the stage is set "for students to study abroad a second time later in their college careers" (Redden, 2007). Northeastern University does not track the data to know if their students go abroad for a second time, but "I can anecdotally say that students who participate in our program tend to demonstrate higher levels of civic engagement," including study abroad and localized global opportunities (C. Royer, personal communication, September 19, 2015). First-year programs could

potentially encourage further study abroad opportunities, lending itself to a higher number of instances that students go abroad.

Programming

Program Scope

U101: Global Perspectives is a semester-long course to be taught on-campus at the University of South Carolina, with a four-day embedded study abroad component to Quebec City, Canada during Fall Break. The course will be taught by a SAO staff member, who is responsible for assigning and evaluating coursework, as well as awarding credit. In addition, one undergraduate Peer Advisor will be selected as the assistant for the class. The class will be capped at 10 students, to ensure maximum learning, as well as to keep the student-to-staff ratio as low as possible. The course will be housed within the University 101 Programs.

Program Timetable

This program will launch in the Fall of 2017, beginning with a cohort of 10 students. Initial preparations for this program began in the Fall of 2015, with research, site visits, and meetings across campus. The next phase involves curriculum development and in-country logistics planning. Marketing to students and parents will begin in the Fall of 2016. For a complete timeline, see Appendix A.

Curriculum

Target Population and Key Characteristics

The target population for this short-term program is 10 first-year students. Because the program is open to students of any major, accommodations must be made for a wide

variety of students, such as age, prior education, economic status, academic department, and language ability.

To accommodate this diverse student population, and to adhere to the learning philosophy of University 101 Programs, the curriculum is designed using Kolb's Model of Experiential Learning. This theory posits that we acquire knowledge in two ways: through concrete experience and abstract conceptualization. Once we acquire this knowledge, there are two ways that we process it in order to make meaning of this knowledge: through reflective observation and active experimentation (Kolb, 1983). In order for learning to be in-depth, all four of these dimensions must be utilized.

U101: Global Perspectives is modeled intentionally to learn in this manner. The embedded study abroad portion in Quebec City represents concrete experience. Smaller assignments throughout the beginning of the semester (i.e. film review, international student interview) provide students with the opportunity to reflectively observe. Students will be provided with the required course readings (abstract conceptualization) via Blackboard. Through their final independent research project, the circle is completed with active experimentation.

Student Development Theory

U101: Global Perspectives provides an incredibly challenging environment for students. Some will be leaving the country for the first time. Some may be flying for the first time. Others may never have been in a locale where English was not the primary language spoken. It is expected that the embedded study abroad portion of the semester-long course will provide a challenge for the students.

On the other hand, the course is intentionally designed to provide a great deal of support to these students. Curriculum is designed to incorporate the whole student and their various needs. Not only will students be able to rely on their Course Leader for guidance and learning, they will also have their Peer Leader, an undergraduate that they can relate to.

This appropriate mixture of challenge and support built into the course was adopted from Nevitt Sanford’s Challenge and Support Theory (1967). According to this theory, “environments that are weighted too heavily in the direction of challenge without adequate support are toxic...those weighted too heavily toward support without adequate challenge are ultimately boring” (D. Friedman, K. Clark, & K. Strickland, 2016). An imbalance towards either extreme, in this case, can lead to the student withdrawing intellectually and emotionally. When the appropriate levels of challenge and support are available, students engage with course material in a dynamic and vital way.

Schedule of Delivery

Week	Theme	Objectives
28-Aug	Identity: Our place in the world	To identify the different ways in which we define ourselves; to begin the process of thinking about how we are as individuals and how we compare with other individuals and nationalities
4-Sep	Cultural Identifier: Film & Literature	To explore the ways in which film and literature define a culture
11-Sep	Cultural Identifier: Food	To explore the ways in which food defines a culture
18-Sep	Cultural Identifier: Religion	To explore the ways in which religion defines a culture
25-Sep	Cultural Identifier:	To explore the ways in which politics and history define a culture

	Pre-Departure
	Study Abroad
	Re-Entry

	Politics & History	
2-Oct	Cultural Identifier: Language	To explore the ways in which language defines a culture
9-Oct	Assembling our Cultural Compass	To assimilate the various culture markings that have thus far been discussed and identify where we fit in
16-Oct	Quebec Perspectives	To travel to Quebec and apply what we have learned thus far to a particular culture
23-Oct	Global Citizenship	To discuss what it means to be a global citizen and to identify goals for the future to continue in the path to becoming a global citizen (guest speaker - Director of Study Abroad)
30-Oct	Cultural Studies Project	To learn how the cultural compass can be applied to other regions of the world (various guest speakers)
6-Nov	Post-Study Abroad Opportunities Fair	To learn of further global learning opportunities
13-Nov	Marketing Your Global Experience	To learn how to successfully analyze and process our global learning experience in order to enhance our future career and academic goals
20-Nov	Thanksgiving Break	
27-Nov	Final Project Individual Meetings	To develop and refine our plans for the final project presentations
4-Dec	Final Project Presentations	To learn about each aspect of the cultural compass from our classmates as it applies to Quebec

Student Assessment

When it comes to short-term, faculty-led programming, Washington State University (WSU) has been instrumental in laying the foundation for what a successful program should look like. In *Education Abroad: How to Design a Faculty-Led Program*, WSU

provides a framework for assessing the learning outcomes. This framework is based on eight outcomes that evaluate the participant on whether they are emerging, developing, or engaging with the material. The eight outcomes are:

- 1) The student understands his/her culture in a global and comparative context – recognizing that his/her culture is one of many diverse cultures and that alternative perceptions and behaviors may be used on cultural differences.
- 2) The student accepts cultural differences and tolerates cultural ambiguity.
- 3) The student demonstrates knowledge of the host's culture (beliefs, values, perspectives, practices, and products).
- 4) The student demonstrates knowledge of global issues, processes, trends, and systems (i.e. economic and political interdependency among nations, environmental-cultural interaction, global governance bodies).
- 5) The student uses knowledge, diverse cultural frames of reference, and alternative perspectives to think critically and solve problems.
- 6) Student uses a foreign language to communicate.
- 7) The student appreciates the language, art, religion, philosophy, and materials culture of different cultures.
- 8) The student understands how his/her intended field (academic/professional) is viewed and practiced in different cultural contexts (WSU, 2015).

Following WSU's eight learning outcomes, participants of *U101: Global Perspectives* will be asked to answer several short questions about their global learning experiences (see Appendix B). Their performance on this evaluation will count towards 20% of their final grade.

While in Quebec, students will be conducting independent research projects, based on cultural identifiers that they learn about in the pre-departure phase of the course. Each student will use the time in Quebec to research this cultural identifier for his or her final project. This final project counts for 20% of the final grade.

Other assignments that count towards the final grade include a passport project, film review, food project, international student interview, news presentation, resume review, attendance, and class participation. For a complete breakdown of grades, see Appendix C.

For all University 101 programming, USC staff members serve as instructors. They are responsible for designing the syllabus, creating lesson plans, assessing students, and assigning grades accordingly. These instructors are required to attend a Teacher Experience Workshop, in which they receive instruction on how to carry out these responsibilities effectively and efficiently. Other professional development opportunities for U101 instructors include a syllabus workshop and Building Connections Conference. *U101: Global Perspectives* will follow this same model.

Marketing Plan

As this course is available to first-year students during their first semester, marketing this course poses its own unique challenges. To this end, there will be two major aspects to the marketing campaign.

To begin with, incoming first-year students and their parents will be mailed a postcard to their home address in March 2017. This will allow students the opportunity to become aware of the course, with information on whom to contact for further details.

At the end of the summer, incoming students are required to attend New Student Orientation. During this annual event, first-year students spend several days on campus with their parents, meeting with their advisors, attending an organizational fair, and joining break-out sessions on various aspects of the campus. At the end of New Student Orientation, students register for their first-semester courses. Each year during this time, the SAO is represented at the organizational fair. During this time, staff members will distribute flyers and provide information informally to all interested students. The SAO also facilitates a break-out session to interested students and their parents, in which

programs, financial aid, and study abroad logistics are discussed. To market *U101: Global Perspectives*, the SAO presentation will include information on this course.

All first-year student advisors will be supplied with a *U101: Global Perspectives* Advisor's Handbook, which will aid in their understanding of the course, as well as how to register.

While everyone on the SAO Team staffs the New Student Orientations, the Marketing and Recruitment Coordinator is responsible for designing the print materials, including the postcard mailing, flyers, and break-out session PowerPoint Presentation. The Course Leader is responsible for developing the Advisor's Handbook.

Student Recruitment & Admissions

Admission Requirements

This course is open to students of any major. There are no language or course prerequisites. The student must be an incoming freshman or transfer student and must agree to take part in the embedded study abroad portion of the program.

Diversity Plan

In an effort to increase the diversity of study abroad participants, three aspects of the program were intentionally considered:

- The proximity of the study abroad portion of the program ensures that costs will remain at a minimum.
- The course is open to all majors, even those for whom participating in a traditional study abroad program is difficult due to academic department restrictions.

- Global Carolina is subsidizing the cost of the program for all students, providing for a more affordable study abroad experience.

Staffing Plan

Staff will be recruited internally from the SAO. For this course, the Course Leader is the instructor during the on-campus phase of the program, as well as the leader of the study abroad portion. The Peer Advisor is an undergraduate worker currently working in the SAO.

Course Leader (CL)

The CL will remain with the students for the entirety of the program. S/he is the instructor during the on-campus phase. S/he is responsible for designing the curriculum, writing the syllabus, leading the classes, evaluating the students, and generally setting the tone for the program. During the international component, the CL will act as leader, facilitator, and activities coordinator. S/he will act as point person on the ground as the primary contact and transmitter of messages both to and from USC. A detailed position description can be found in Appendix D.

Peer Advisor (PA)

The PA will be a current student working in the SAO. S/he will remain with the students for the entirety of the program. Already familiar with the field of international education, the PA will be responsible for assisting the CL in leading the on-campus phase of the course, facilitating activities both domestically and internationally, assisting with logistics, and setting the tone for the program. A detailed position description can be found in Appendix D.

Health & Safety

The health and safety of all participants is a priority. Steps have been taken to prepare the students and staff for their time abroad in order to mitigate any possible incidents. In the event of an unexpected incident, a contingency plan has been prepared.

Health

Each participant must complete a Medical Concerns Checklist prior to program departure (see Appendix E). All medications brought to Canada must be in original bottles with proper labels. Medical care in Canada is widely available and accessible, should medical attention be required.

Insurance

By participating in *UI01: Global Perspectives*, students will be automatically enrolled in a specialized emergency medical insurance coverage plan for the duration of their time in Canada, which will be included in the program fee. This insurance coverage is provided by Cultural Insurance Services International (CISI), dedicated to providing insurance specifically to students traveling abroad. This coverage includes, but is not limited to, medical expenses, emergency medical reunion, baggage/personal effects, repatriation, and evacuation for medical emergencies, political-related events, and natural disasters. It should be noted that this is not traveler's insurance, nor is it intended to take the place of regular health insurance.

Safety

Prior to departure, there will be a mandatory pre-departure orientation for all participants (students and staff) during which time safety concerns in Canada will be addressed. This orientation will cover subjects such as traveling/walking alone,

conspicuous or indecorous behavior, pickpockets, muggings, and other related precautions. The intent is to mitigate safety incidences by equipping participants with the means to stay alert and responsible. Students and parents are encouraged to keep abreast of the latest safety information in Canada, available at state.gov.

Security

We ask that participants minimize the times they are alone in the city, although Quebec City is a relatively safe area. Students will each have a list of phone numbers of on-site staff, emergency contacts in South Carolina, local police, and local medical care. Students are encouraged to leave behind valuable items (computers, cell phones, jewelry) as this increases the risk of theft.

Crisis Management

Because of the nature of faculty/staff-led programs – with each program being conducted by a different faculty/staff member in a different location with a diverse array of students – it is difficult to have a specific plan to work through crises. That being said, a framework has been established by the USC SAO to effectively respond to emergencies as they arise. To begin with, the faculty/staff member leading the program is responsible for attending to the emergency. Depending on the nature of the emergency, this may involve contacting the local authorities. The program leader is then responsible for contacting the SAO (for a faculty-led program, the main contact is Associate Director Sarah Langston; for a non-faculty led program, the main contact is Assistant Director of Health and Safety, Morgan Morris). The SAO will then decide who should be contacted, be it insurance provider CISI, an embassy, parents, etc.

Faculty/staff program leaders are required to attend a Crisis Management Workshop before program departure. During this workshop, program leaders are provided with a calling card with important numbers. They are asked to carry this with them at all times. They are also provided with an Incident Report Form and Incident Response Log to appropriately record and report emergencies. This information can be found in Appendix F.

Logistics

Travel & Lodging

Students and staff will travel together from Columbia, South Carolina to Quebec City, Canada. Travel arrangements will be made through Forest Lake Travel Agency to ensure the group rate. The group will return to Columbia together at the end of the embedded study abroad program. Flight costs are included in the program fee.

While in Quebec City, accommodations will be made at Hostelling International - Quebec City. This hostel is located within the fortified area of the city (Vieux Quebec), housed within a former convent. The hostel is clean and tidy, and includes plenty of meeting space for debriefs at the end of each day. It is conveniently located near many cultural and tourist attractions. Housing costs are included in the program fee.

Meals

Breakfast, lunch, and dinner are included in the program fee. While most meals will be taken together as a group, there may be instances where a per diem is issued to the student and he or she will be responsible for securing his or her own meal. While encouraged to stay within the limit, the student may choose to supplement the per diem with his or her own money.

Passports, Visas, and Other Supporting Documents

Students are responsible for obtaining their own passport book and/or passport card. Students who do not already have a passport book and/or card at the beginning of the Fall 2017 semester will receive guidance on how to obtain it, but it should be noted that the costs and actions required to obtain the passport book and/or card are the student's alone. No visa is required for a U.S. citizen to enter Canada. Students of other nationalities will receive guidance at the beginning of the semester.

Budget

Total Number on Program	12
Course Leader	1
Peer Advisor	1
Students	10

Expenses	#	Unit	Unit Cost	Total in USD
Accommodation				
Hostelling International	12	Person	30	360
Transportation				
Roundtrip flight CAE - YQB	12	Person	500	6000
Shuttle btw airport/hostel	6	Groups of 4	40	240
Insurance				
Overseas Emergency Medical Insurance	12	Person	30	360
Meals				
Breakfast	36	Person	7	252
Lunch	48	Person	15	720
Dinner	36	Person	25	900
Activities				
Musee de la civilisation (students)	11	Student	8	88
Musee de la civilisation (non-student)	1	Course Leader	15	15
Musee de l'amerique francophone (students)	11	Student	5.5	60.5
Musee de l'amerique francophone (non-student)	1	Course Leader	8	8
Miscellaneous				
Quebecois French Instructor Honorarium	1	Instructor	300	300
Postcards for Families	10	Participant	0.5	5
Quebecois end-of-program gift	11	Student	10	110
Indirect Costs				2250.88
Total Expenses				11669.38
Revenues				
Participant Fee	10	Participant	600	6000
Global Carolina Matching Funds	1	One Time Fund	6000	6000
Total Revenue				12000
Grand Total				330.63

Budget Notes

I. Expenses

a. Accommodation

For the duration of the program, participants (including Course Leader and Peer Advisor) will lodge at the Hostelling International – Quebec City hostel in downtown Quebec City. In addition to overnight accommodation, the hostel also provides common meeting space for discussion/reflection activities.

b. Transportation

Transportation costs include round-trip airfare from the Columbia Metropolitan Airport to Jean Lesage International Airport (YQB) in Quebec City, as well as round-trip taxi services from the airport to the hostel.

c. Insurance

The mandatory insurance will automatically be included in the participant costs.

d. Meals

While most meals will be taken together as a group, there may be instances where a per diem is issued to the student and he or she will be responsible for securing their own meal.

e. Activities

Activity costs cover museum passes at the group rate.

f. Miscellaneous

Language instruction from an instructor at the Universite de Laval in the Languages, Linguistics, and Translation Department is included in the itinerary, to which an honorarium will be issued. This honorarium is standard for USC guest speakers. When the group arrives in Quebec City, the Course Leader and Peer Advisor will be responsible for sending a postcard to the family of each participant. Each student, including the Peer Advisor, will be given a small souvenir gift at the end of the program.

g. Indirect Costs

Indirect costs are calculated at 25% of total cost.

II. Revenue

a. Participant Fee

Participant fees will partially cover program costs, intentionally kept low to increase access.

b. Global Carolina Matching Fund

A matching fund will be provided by Global Carolina to cover half of the program costs.

Additional Participant Costs

Each student is responsible for his or her own passport, as well as additional spending money and optional immunizations.

Program Assessment

As *UI01: Global Perspectives* will be running for the first time in the Fall of 2017, the assessment of this program is crucial to determine if the program goals, as well as participant goals, are successful. To this effect, assessment of the program is tri-faceted.

To begin with, students will be required to submit a First Year Seminar Assessment, an online assessment of the program that is due in December 2017. This assessment is not unique to this program, rather it is a mandated requirement for participants of any section of a University 101 program. This will allow the First Year Programs office to ensure the program meets their standards.

The second assessment portion is the Post-Study Abroad Program Evaluation Report (P-SAPER), managed by the SAO. This is a required questionnaire in which students are prompted to answer a series of questions regarding their study abroad experience. This includes questions regarding pre-departure guidance and preparation, courses, housing, excursions, faculty/staff, and re-entry resources. This assessment allows the SAO to refine their existing programs, better design future programs, and provide statistics for their annual Year End Report.

Finally, the SAO will track students who participate in the initial *U101: Global Perspectives* program. With a program goal being to encourage students to participate in further international opportunities, the office will follow participants' collegiate careers to find out if this is indeed the case. Tracking participants over a number of years, which is a long-term assessment plan, will allow the SAO to determine the efficacy of the program in leading to more immersive experiences for the students. It will also allow both the SAO and First Year Programs office to determine whether or not this program leads to higher retention rates among participants, a goal of all University 101 programs.

Conclusion

The development of *U101: Global Perspectives* has proven enlightening. Ideally, during the pre-departure phase of the course, participants of this program will learn basic

theories of culture, learn how to better navigate through new cultures, and prepare themselves for travel. This preparation, along with their cohort as a strong support structure, will allow them to dive quickly and efficiently into their short study abroad experience. They will lose minimal time in adjusting to the new language and culture due to their pre-departure preparation, and instead will be able to maximize their time in cultural exploration and independent research. During the re-entry phase of the course, participants will learn how to make meaning of their experience in Quebec, articulating what they learned and what they hope to gain from the experience. Given the program's success, students will ideally choose to study abroad again, this time for a longer, more significant, extent of time.

There is one misgiving I hold about this course. Should a participant decide to not participate in further study abroad opportunities, he or she will have a thorough grasp of the *theories* of study abroad, without significant *practice*. As discussed above, the evidence indicates that the majority of participants *will* partake in further international experiences during their collegiate career. Nonetheless, those few that choose to not study abroad again may be missing an essential piece of their international education.

As I near the completion of my capstone, I find myself reflecting quite often upon this experience. My practicum has focused very specifically on study abroad advising processes, practices, and procedures. Because program development has not been a part of my practicum, the opportunity to create programming, in what seems to me a clear void of first-year programming in the francophone world, has been educational and inspiring. This practice has allowed me to understand a new facet in the world of international education, yet it has also allowed me to understand my specific office on a

different, deeper level. I am quite confident that this capstone experience has allowed me to gain new knowledge and skills in an area in which it is necessary for me to be proficient, should I want to advance and progress in the field.

I, in no way, claim to have an expertise in program development. This capstone experience has humbled me, given me food for thought, and has only increased my insatiable curiosity and drive for more knowledge in the field of international education.

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Appendix A: Timeline

Program Development Timeline	
2016	
March	<ul style="list-style-type: none">• Site visit to Quebec
May	<ul style="list-style-type: none">• Final proposals to Director of University 101 programs and Vice Provost of International Programs
August	<ul style="list-style-type: none">• Develop marketing materials• Develop handbook for first-year student advisors
2017	
March	<ul style="list-style-type: none">• Mailings sent out to incoming freshmen/transfer students and their parents
April	<ul style="list-style-type: none">• Registration for Fall 2017 classes
May	<ul style="list-style-type: none">• Confirm lodging, excursions, meals
June	<ul style="list-style-type: none">• Confirm guest lecturers• Finalize syllabus/student readings• Distribute handbook for first-year student advisors
July	<ul style="list-style-type: none">• Presentations at New Student Orientations• Selection of Peer Advisor• Reserve group flight
August	<ul style="list-style-type: none">• Class begins
October	<ul style="list-style-type: none">• Travel to Quebec
December	<ul style="list-style-type: none">• Final grades due• Students complete First Year Seminar Assessment, P-SAPER

Appendix B: End of Semester Student Evaluation

1. Compare several aspects of Quebecois culture with American culture.

Emerging		Developing		Engaging	
1	2	3	4	5	6
Student does not show understanding of his/her culture in a comparative context. Analysis is too broad with no evidence of understanding of other culture.			Student shows an understanding of his/her culture in a comparative context. Analysis is nuanced with evidence of understanding of other culture.		

2. Share a time when you felt clueless as to what was happening in Quebec. How did you react? What did you learn from the experience?

Emerging		Developing		Engaging	
1	2	3	4	5	6
Student does not show understanding of his/her culture in a comparative context. Analysis is too broad with no evidence of understanding of other culture.			Student shows an understanding of his/her culture in a comparative context. Analysis is nuanced with evidence of understanding of other culture.		

3. What cultural differences did you notice while abroad. What did this teach you about Quebec's value system?

Emerging		Developing		Engaging	
1	2	3	4	5	6
Student does not show understanding of his/her culture in a comparative context. Analysis is too broad with no evidence of understanding of other culture.			Student shows an understanding of his/her culture in a comparative context. Analysis is nuanced with evidence of understanding of other culture.		

4. Based on your experience in Quebec, discuss some ways in which you view the world as interconnected.

Emerging		Developing		Engaging	
1	2	3	4	5	6
Student does not show understanding of his/her culture in a comparative context. Analysis is too broad with no evidence of understanding of other culture.			Student shows an understanding of his/her culture in a comparative context. Analysis is nuanced with evidence of understanding of other culture.		

5. Discuss a time in which you encountered a problem while in Quebec and how you used a different perspective to understand the problem.

Emerging		Developing		Engaging	
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1	2	3	4	5	6
Student does not show understanding of his/her culture in a comparative context. Analysis is too broad with no evidence of understanding of other culture.			Student shows an understanding of his/her culture in a comparative context. Analysis is nuanced with evidence of understanding of other culture.		

6. At any point while in Quebec, did you use another language besides English? In what ways did this allow you to understand your host culture?

Emerging		Developing		Engaging	
1	2	3	4	5	6
Student does not show understanding of his/her culture in a comparative context. Analysis is too broad with no evidence of understanding of other culture.			Student shows an understanding of his/her culture in a comparative context. Analysis is nuanced with evidence of understanding of other culture.		

7. Describe a cultural identifier of Quebec that you find of particular interest.

Emerging		Developing		Engaging	
1	2	3	4	5	6
Student does not show understanding of his/her culture in a comparative context. Analysis is too broad with no evidence of understanding of other culture.			Student shows an understanding of his/her culture in a comparative context. Analysis is nuanced with evidence of understanding of other culture.		

8. Based on your experience in Quebec (or other overseas experiences), explain how a global perspective is important to your academic field.

Emerging		Developing		Engaging	
1	2	3	4	5	6
Student does not show understanding of his/her culture in a comparative context. Analysis is too broad with no evidence of understanding of other culture.			Student shows an understanding of his/her culture in a comparative context. Analysis is nuanced with evidence of understanding of other culture.		

Appendix C: Syllabus

U101 GLOBAL PERSPECTIVES

BASIC INFORMATION

Course prefix, catalog number, and title: U101: Global Perspectives

Number of credits: 3

Term and year: Fall 2017

Instructor's name: Chrissie Faupel

Office location: Close-Hipp Building, Suite 453

Office hours: By appointment only

Phone Number: 777-7557

Email Address: faupel@sc.edu

BULLETIN DESCRIPTION

This three-credit course will equip students with the knowledge and skills to develop their own cultural compass, as well as to better understand other cultures. This course will challenge students to analyze and explore global learning opportunities abroad. Students will analyze the significance of their global learning experiences, the impact of what they have learned, and their goals for the future. Course content will be comprised of readings, lectures, an embedded study abroad program, and an independent research project to allow students to develop an understanding of their experiences in a broader context.

COURSE OBJECTIVES

- I. *Learning and Professional Development.* As a result of this course, students will:
 - a. be able to articulate their global experiences in a meaningful way
 - b. develop a body of professional materials
 - c. hone their presentation skills

- II. *Intercultural Communication and Competency.* As a result of this course, students will:
 - a. be able to analyze their global experiences
 - b. develop a greater understanding of other cultures
 - c. learn how to navigate across cultural differences

- III. *Leadership and Management.* As a result of this course, students will:
 - a. participate in networking activities
 - b. develop leadership and management skills through class projects
 - c. identify models of leadership in a global context

REQUIRED STUDENT RESOURCES

No required textbooks. All required readings will be supplied to the student via Blackboard.

COURSE SCHEDULE

U101 Semester at a Glance		
Week	Topic	Assignment Due
1: Week of August 28	Identity: Our place in the world Introduction to cultural theory	
2: Week of September 4	Cultural Identifier: Film & Literature	International Student Interview
3: Week of September 11	Cultural Identifier: Food	Food project
4: Week of September 18	Cultural Identifier: Religion	Film review
5: Week of September 25	Cultural Identifier: Politics & History	
6: Week of October 2	Cultural Identifier: Language	First draft of independent project
7: Week of October 9	Assembling our Cultural Compass	
8: Week of October 16	Quebec Perspectives	
9: Week of October 23	Global Citizenship	
10: Week of October 30	Cultural Studies Project	News presentation
11: Week of November 6	Post-Study Abroad Opportunities Fair	
12: Week of November 13	Marketing your Global Experience	Resume
13: Week of November 20	Thanksgiving Break	
14: Week of November 27	Final Project Individual Meetings	
15: Week of December 4	Final Project Presentations	Final project; Passport

EVALUATION PROCEDURES AND GRADING CRITERIA

Attendance	10% of final grade	A = 90 – 100%
Class Participation	10% of final grade	B = 80 – 89%
News Presentation	5% of final grade	C = 70 – 79%
Passport Completion	5% of final grade	D = 60 – 69%
Interview	10% of final grade	F = 0 – 59%
Film Review	10% of final grade	
Food Project	5% of final grade	
Resume	5% of final grade	
Final Project	20% of final grade	
End of Semester Evaluation	<u>20% of final grade</u>	
	100%	

ATTENDANCE

Students are obligated to complete all assigned work promptly, to attend class regularly, and to participate in whatever class discussion may occur. Absence from more than 10 percent of the scheduled class sessions, whether excused or unexcused, is excessive and the instructor may choose to

exact a grade penalty for such absences. It is of particular importance that a student who anticipates absences in excess of 10 percent of the scheduled class sessions receives prior approval from the instructor before the last day to change schedule as published in the academic and refund calendars on the registrar's Web site.

AMERICANS WITH DISABILITIES ACT FOR STUDENTS WITH SPECIAL NEEDS

Any students with disabilities or other special needs, who need special accommodations in this course, are invited to share these concerns or requests with the instructor and contact the Office of Student Disability Services as soon as possible.

ACADEMIC INTEGRITY

The University of South Carolina has clearly articulated its policies governing academic integrity and students are encouraged to carefully review the policy on the Honor Code in the Carolina Community. Any deviation from these expectations will result in academic penalties as well as disciplinary action. The area of greatest potential risk for inadvertent academic dishonesty is plagiarism. Students should also read closely the discussion of avoiding plagiarism that is included in your reference manual.

Weekly Calendar

Week 1 – Identity: Our place in the world.

- Activity: Nacirema
- Introduction to cultural theory
- Cultural identifiers
- Read ethnography. Assignment for next week.

Week 2 – Cultural Identifier: Film & Literature

- How do film and literature define culture?
- Film: The Red Balloon
- Film Reviews

Week 3 – Cultural Identifier: Food

- How does food define culture?
- Food project
- Chef Thiam and Senegalese Teranga

Week 4 – Cultural Identifier: Religion

- How does religion define culture?
- Religious panel + Q&A

Week 5 – Cultural Identifier: Politics & History

- How do politics and history define culture?
- Guest lecture: Dan Henk on the politics and history of East Africa

Week 6 – Cultural Identifier: Language

- How does language define culture?
- Activity: Barnga
- French crash course

Week 7 – Assembling our Cultural Compass

- Assignments for final project
- Resources for cultural identifiers

Week 8 – Quebec Perspectives

- Travel to Quebec
- Individual research projects

Week 9 – Global Citizenship

- What is global citizenship?
- Guest lecture: Magdalena Grudzinski-Hall, Director of Study Abroad

Week 10 – Cultural Studies Project

- Guest lectures
 - Africa: Chris Reid
 - Oceania: Neil Mellen
 - Latin America: John or Jessica Artz
 - North America: Will Moreau Goins
 - Europe: Rachel Hardison
 - Asia: Katie White

Week 11 – Post-Study Abroad Opportunities Fair

- An opportunity to learn about further international experiences.
 - Study Abroad
 - Work/Intern Abroad
 - Volunteer Abroad
 - Graduate School

Week 12 – Marketing your Global Experience

- Shaping our stories
- Resume review
- Interview prep

Week 13 – No Class – Thanksgiving Break

Week 14 – Final Project Individual Meetings

- No formal class – each student will meet individually with the course leader for a final review of his or her project

Week 15 – Final Project Presentations

Appendix D: Job Descriptions

Job Title	Course Leader
Department	Study Abroad Office
Contact Person and Email	Chrissie Faupel faupel@sc.edu
Phone Number	803.777.7557
Number of Positions	1
Position Description	
Institution Description: The University of South Carolina is a public research institution in Columbia, South Carolina. With 15 colleges/schools and 324 unique degree options, USC provides challenging and inspiring opportunities for its undergraduate and graduate students. With the new Global Carolina initiative, USC has proven itself a leader in the internationalization of its faculty, staff, and curriculum.	
Roles and Responsibilities: The CL will remain with the students for the entirety of the program. S/he is the instructor during the on-campus phase. S/he is responsible for designing the curriculum, writing the syllabus, leading the classes, evaluating the students, and generally setting the tone for the program. During the international component, the CL will act as leader, facilitator, and activities coordinator. S/he will act as point person on the ground as the primary contact and transmitter of messages both to and from USC.	
Qualifications: <ul style="list-style-type: none">• Experience designing curriculum, as well as implementing course instruction• Experience teaching, facilitating discussion, and leading reflection activities• Must possess a high level of responsibility and initiative• French language proficiency• Previous international experience• Master's Degree required	

Job Title	Peer Advisor
Department	Study Abroad Office
Contact Person and Email	Chrissie Faupel faupel@sc.edu
Phone Number	803.777.7557
Number of Positions	1
Position Description	
<p>Institution Description:</p> <p>The University of South Carolina is a public research institution in Columbia, South Carolina. With 15 colleges/schools and 324 unique degree options, USC provides challenging and inspiring opportunities for its undergraduate and graduate students. With the new Global Carolina initiative, USC has proven itself a leader in the internationalization of its faculty, staff, and curriculum.</p> <p>Roles and Responsibilities:</p> <p>The PA will be a current student working in the Study Abroad Office. S/he will remain with the students for the entirety of the program. Already familiar with the field of international education, the PA will be responsible for assisting the CL in leading the on-campus phase of the course, facilitating activities both domestically and internationally, assisting with logistics, and setting the tone for the program.</p> <p>Qualifications:</p> <ul style="list-style-type: none"> • At least a semester, or a semester-equivalent, of study abroad experience • Experience working with first-year students • Must possess a high degree of maturity and responsibility • Knowledge of the French language a plus • Preference will be given to those interested in working in the field of international education 	

Appendix E: Pre-Departure Medical Concerns Checklist



University of South Carolina

Study Abroad

Study • Intern • Service Learning • Research • Teach • Work

Pre-Departure Medical Concerns Checklist

As you prepare for your study abroad experience, keep in mind the following items related to maintaining your health while abroad:

- Discuss your study abroad plans with your physician
If you are currently taking any medications or are under any care for physical or mental health concerns, it is imperative that you speak with your physician as early as possible to discuss your study abroad plans. It is very important to follow all recommendations made by your physician in order to maintain your physical/mental health while abroad.
- Ensure you have enough medication to last the duration of your stay
Even if legal to import, many U.S. prescriptions are not available outside of the United States. You should bring enough of your medication to last the entire program (and pack it only in your carry-on bag in the original prescription bottles). You should also bring two pieces of documentation with you: 1) copies of the prescriptions with the chemical drug name, as trade names vary from country to country; 2) a letter from your doctor stating that you have been prescribed this medication and why, again listing the chemical (not brand) name of the medicine.
- Review availability of your prescriptions in your host country
Some countries do not allow certain medications into the country. Examples of these medications include some pain medications (ex. Vicodin), prescription sleeping medications, medications for panic and anxiety (ex. Xanax) and ADD/ADHD medications (Adderall, Ritalin, etc.). If you have a questions about this, contact the embassy of the country or countries to which you are travelling or Cultural Insurance Services International - www.culturalinsurance.com, the insurance company covering you for your time abroad. Another great resource to look into for more information on your country is the CDC (www.cdc.gov/travel) or the U.S. Department of State (<http://travel.state.gov/content/passports/english/go/health.html>).
- Do NOT have any prescriptions mailed to you
You should not have any prescriptions mailed to you while you are abroad. It may be illegal to send some prescription medications to certain countries through the mail. Even if mailing a medication is technically permitted, be wary of using this method. It is common for packages to be delayed, damaged or lost when going through customs, or you may end up spending significant fees to have them released from customs, if it is even possible. We strongly discourage you from having any medications mailed to you while abroad. If you are unable to obtain enough of your prescription to last the duration of your stay, contact the Study Abroad Office for more information.
- Inform your study abroad program of chronic condition, if desired
If you have a chronic condition (ex. epilepsy, diabetes, anxiety, depression, Crohn's disease, etc.) we recommend that you also contact your study abroad program and let them know about your prescriptions, any medical concerns, or special conditions you may require in case of an emergency, but you are not required to do so. This might also be good information to share with your host family and/or roommates, if applicable. Make sure to take a copy of your insurance card with you abroad.

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Email: studyabroad@sc.edu • studyabroad.sc.edu

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- Review CISI (Cultural Insurance Services International) policies
You are provided with comprehensive emergency medical insurance through CISI (www.culturalinsurance.com), unless you successfully waived the insurance. If you do seek medical care while abroad, you will most likely be required to pay upfront. Make sure that you retain all receipts and contact CISI by phone or online to submit a claim. If you haven't already, you can print off a copy of your insurance card from the website, after making an account. The contact information to file a claim can be found on that card, along with your participant ID number and the policy number.
 - Reach out to the USC Study Abroad Office in case of an emergency
If you need any assistance while you are abroad, please reach out to us at 803-777-7557. If you have an emergency after business hours, call the Campus Police at 803-777-4215 and they will get in touch with our staff.

Stressors and Demands of Studying Abroad

To be completed by the participant: please read carefully and sign below.

A study abroad experience can be demanding, both physically and emotionally. A certain amount of stress due to an unfamiliar environment, culture shock, a change in living conditions, and separation from a daily support system are normal parts of the study abroad experience. However, in some cases, such stressors may aggravate existing health issues which a student normally has under control at home. Even mild physical or psychological disorders can become serious while studying abroad. In light of this, students are strongly encouraged to discuss their medical and/or emotional concerns with their medical professional(s) and develop a plan for health management both prior to and after departure.

Because overseas study can be quite rigorous and demanding, the Study Abroad Office staff asks you to consider whether or not you are in good physical and emotional health and therefore prepared for the challenges of studying abroad. In addition, we ask you to consider your program location and level of support provided by the program on-site as it relates to any health concerns you might have, to ensure that it is the best fit for you.

Please consider the following statement carefully before signing and dating below:

"I certify that I have read the above Pre-Departure Medical Checklist and that I will follow these guidelines in order to prepare for my study abroad experience. I have also read the above Stressors and Demands of Study Abroad and am aware that I should discuss my plans with my medical professional(s). I acknowledge that in traveling abroad, it may be difficult or impossible to secure medical care or consent for medical care in a timely manner. I further acknowledge that I am responsible for the payment of all fees, charges and other monetary obligations related to such treatment or care. I acknowledge that I am responsible for my own medical needs during my travel abroad, and that the University of South Carolina is not responsible in any way for my medical needs or any medical treatment of any kind."

By signing below, I also acknowledge the following:

I, and my parents or guardians, agree to release and hold harmless the University of South Carolina and their employees and agents from any claims arising out of the provision of medical care in my host country.

Signature of Applicant: _____
(If my parents or guardians have not signed this form, I represent and certify that I am not a minor.)

Date: _____ Name (please print): _____

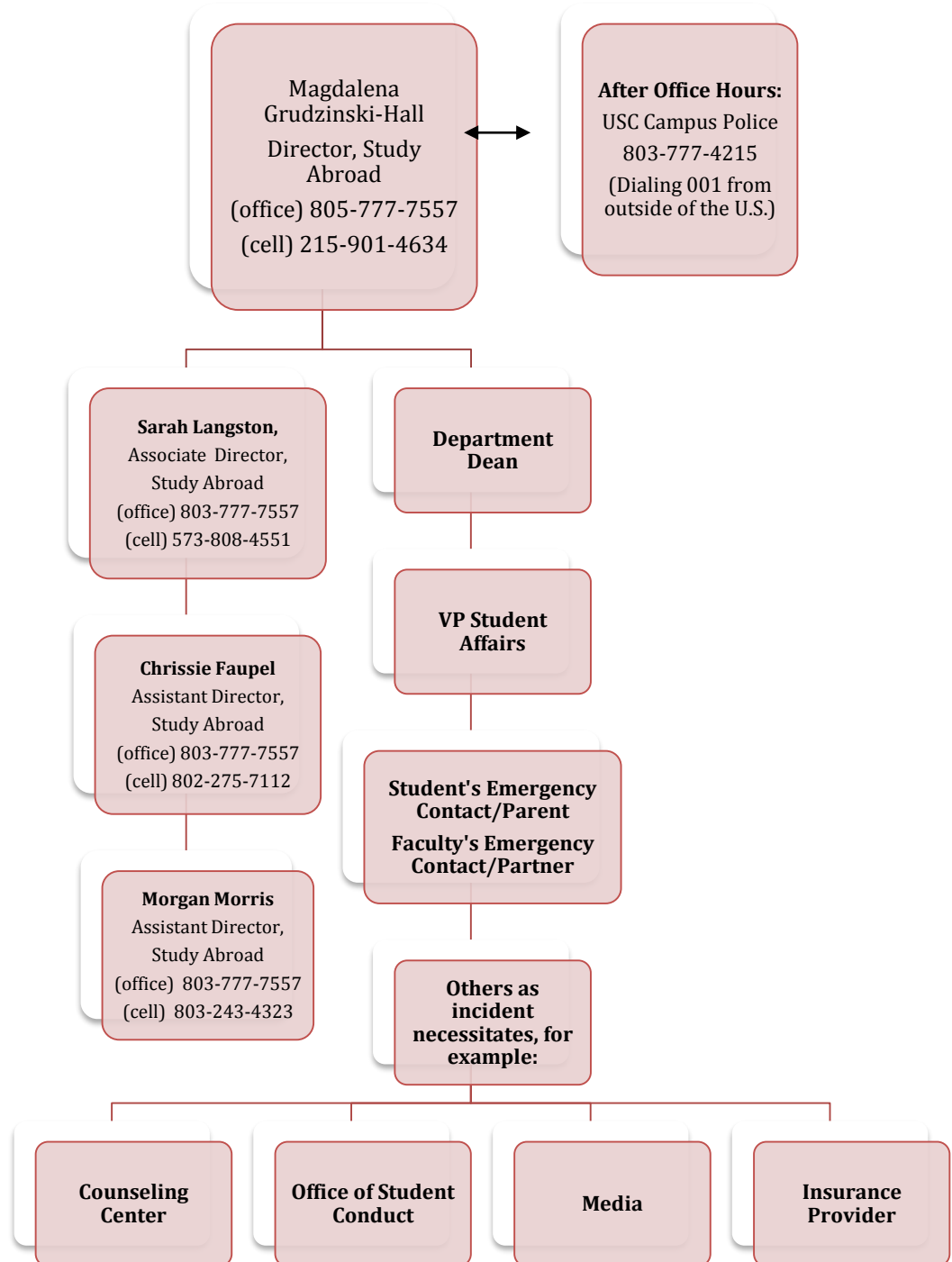
Signature of Parent or Guardian: _____
(If under 18 years of age)

Date: _____ Name (please print): _____

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Email: studyabroad@sc.edu • studyabroad.sc.edu*

Appendix F: Crisis Management Plan

Emergency Call Chain



Appendix F

Emergency Calling Card

In case of emergency abroad, call:

USC Study Abroad Office.....	803-777-7557
USC Campus Police.....	803-777-4215
Magdalena Grudzinski-Hall (cell).....	215-901-4634
Sarah Langston (cell).....	573-808-4551
CISI insurance emergency line.....	312-935-1703
Provider emergency line.....	_____
Other contact.....	_____

Emergency procedures may vary depending on the situation, but in general you should:

1. Assess situation and ensure immediate student safety
2. Contact local authorities/resources as needed
3. Contact USC Study Abroad or Campus Police
4. Document details and complete incident report forms



University of South Carolina

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Incident Report Form

- 9) If the participant(s) has been injured, assaulted, or raped, list the precise details of the accident or attack, the on-site response and subsequent follow up to the emergency:

Political Emergency

- 10) What is the proximity of the event to the participant(s)?
- 11) Who/what is the target of the unrest?
- 12) What kind of military or other security personnel are present and how are they behaving?
- 13) Is there a curfew, or is travel in the country being restricted in any way? Yes No
Explain.
- 14) Has the U.S. Embassy advised individuals to take appropriate action? Yes No
Describe.

Disaster Emergency

- 15) What is the proximity of the event to the participant(s)?
- 16) Has the U.S. Embassy advised individuals to take appropriate action? Yes No
Describe.

Legal Emergency

- 17) If a student(s) has been taken hostage, what negotiation support is available?
- 18) If a student(s) has been arrested, has the US Embassy been notified? What charges have been filed?
- 19) If a participant(s) is missing, for how long? Are search and rescue operations available or already in use?
- 20) Based on these facts and other relevant information, make an initial determination as to whether this emergency is:
- Real:** There IS a significant risk to the health, safety and security of program participants and/or overseas staff.
 - Perceived:** There is NO significant risk to the health, safety and security of program participants and/or overseas staff.

Appendix F



University of South Carolina

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Incident Response Log

Should an emergency arise involving University of South Carolina students, faculty and/or staff, gather the following information and record it as completely and accurately as possible on this form. This information should be communicated immediately to: **International Programs – Study Abroad Office**

Magdalena Grudzinski-Hall
Director, Study Abroad
803-777-7557
mg.hall@sc.edu
Fax: 803-777-7559

Sarah Langston
Associate Director, Study Abroad
803-777-7557
langston@sc.edu
Fax: 803-777-7559

USC Campus Police: 803-777-4215

Names of those involved: _____

When incident took place: _____

Where incident took place: _____

Description of incident:

Date: _____ Time: _____ Spoke with: _____
Action Taken:

Date: _____ Time: _____ Spoke with: _____
Action Taken:

Date: _____ Time: _____ Spoke with: _____
Action Taken: