

2025 CGIS Faculty Handbook



IN THE EVENT OF AN EMERGENCY ON-SITE, IMMEDIATELY CALL LOCAL EMERGENCY SERVICES.

HEALTH EMERGENCIES

In the event of a health emergency, students should immediately go to the nearest physician or hospital, and contact GeoBlue at the earliest opportunity. GeoBlue will take appropriate action to coordinate and monitor the medical care until the situation is resolved. To contact GeoBlue, call +1.610.254.8771 (collect calls are accepted) or email globalhealth@geo-blue.com. Please visit www.geobluestudents.com for more details.

CONTACTING UM FOR AN EMERGENCY

Once local emergency protocols have been activated, call 734-915-7571 to reach the on-call staff member from CGIS and inform them of the situation and what action has already been taken. Please be sure to leave a voicemail with all pertinent information (including a call back number) if your call is not answered. You will receive a call back shortly from a CGIS staff member.

ONLY UM faculty and on-site staff can contact CGIS staff directly by calling **734.915.7571**. This number is not to be shared with students, parents/guardians, or anyone else.

In the event that a CGIS staff member does not answer the phone or immediately return your call, please call UMPD at 734.763.1131 and identify yourself as a CGIS Program Leader for students abroad.

WHO CALLS	EMERGENCY NUMBER	WHO ANSWERS
U-M PROGRAM LEADER AND ON-SITE STAFF <u>ONLY</u>	734.915.7571	CGIS STAFF
ANYBODY, INCLUDING STUDENTS/GUARDIANS	734.763.1131	<ul style="list-style-type: none">● UMPD● ITOC● CGIS STAFF

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INTRODUCTION TO CGIS

CGIS Staff Contacts

Please refer to Appendix B for information about communicating with CGIS during emergencies, for non-emergencies, and regular updates.

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Advising Team –Student Advising, Student Issues, Student Applications, Post-Acceptance Materials, Website and M-Compass

- **Callie Rouse**: Advising Portfolio: Czech Republic, Scandinavia, STEM programs in Hungary, Ireland, Spain, and the UK, GCC Denmark and Czechia/Austria
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Terminology

M-Compass: M-Compass is the online portal that students use to search and apply to study abroad programs. Most documents that students need to submit when applying for their program (i.e. passport, transcript), or that they need to submit after program acceptance, (i.e. the Participation Agreement or the CGIS Withdrawal Policy) must be submitted electronically through M-Compass. The website address for M-Compass is [M-Compass](#). CGIS Faculty also use M-Compass to submit materials to CGIS.

FERPA Privacy Laws: Within the United States, once a student reaches the age of 18 or attends an institution of postsecondary education, the families have no guardian rights under the Federal Educational Rights and Privacy Act (FERPA). Only the student can give permission for their families and others to have access to their academic records, which includes health information that the student discloses on the health form in M-Compass. CGIS will only disclose information related to a student's health without the student's permission in the event of an emergency, such as when the student is hospitalized or poses a threat to themselves and/or others. Source: [Student Rights and Student Records | Office of the Registrar](#)

Health Insurance Portability and Accountability Act (HIPAA): HIPAA is a US regulation that imposes requirements on the use and disclosure of protected health information, which includes any information that includes health status, provision of health care, or payment for health care that can be linked to an individual. Under HIPAA regulations, the University of Michigan will not disclose an individual's health information without their permission in writing. Please see the UM Compliance Resource Center's information on HIPAA for more details, including when information can be disclosed: [Topics & Contacts – Compliance](#)

ITOC: The International Travel Oversight Committee (ITOC) provides guidance and policy recommendations regarding the health, safety and security of U-M faculty, staff and students who travel outside of the United States. The CGIS Risk Mitigation Manager is a member of ITOC. For more information, visit <http://global.umich.edu/about/international-committees>.

Training/Meeting Dates

Council on Global Engagement

Date: March or April 2025 (Date and Details TBA)

Location: TBA

Format: TBA

MARCH - APRIL

- Katie Kelton of The University Record wrote a column about the event titled "Faculty share international experiences to inspire others." You can read that [article here](#).
- The recording of the event can be viewed via [Zoom here](#). Feel free to share this recording with any faculty who may be interested. The agenda is also attached.
- The [Global Engagement Team](#) will compile the feedback that you shared during the event in our efforts to promote more faculty-led programming. Your feedback is critical in forming the Provost Office initiatives in the months and years ahead. If you have additional ideas to share, please let us know.
- At the event, we provided physical copies of the "LEADING SHORT-TERM EDUCATION ABROAD PROGRAMS: Know the Standards" guide developed by the [Forum on Education Abroad](#). The Global Engagement Team has additional physical copies. If you would like a physical copy for yourself, or to share with others, please let Amy Carey or I know.
- If you or a faculty member are interested in learning more about developing a new faculty-led program or initiative, you can connect with the [Global Engagement Team](#) for a consultation by emailing global.engagement@umich.edu

GLOBAL COURSE CONNECTIONS (GCC) PROGRAMS AND ROLES

Program Leader Responsibilities

General responsibilities for CGIS instructors :

- Understand and comply with UM policies on conflict of interest and conflict of commitment. On-Site Personnel are expected to adhere to University of Michigan guidelines regarding COI and COC. In order to be well-informed on these issues, all on-site personnel are required to complete a web tutorial and refer to the following links:
 - Tutorial for Faculty:
<https://provost.umich.edu/resources-policies/faculty-resources/conflicts-of-interest-commitment/>
 - General Website:
<https://provost.umich.edu/resources-policies/faculty-resources/conflicts-of-interest-commitment/>
 - Standard Practice Guide: <http://www.spg.umich.edu>
- Sign the Faculty Agreement and submit all other required documents prior to departure
- Attend required pre-departure sessions.
- Create an M-Compass account and complete CGIS requirements (see Program Administration Policies and Procedures section for list of requirements).
- Obtain appropriate travel documents (e.g. hold a valid passport, obtain the appropriate visa).
- Take appropriate actions to promote and protect the health, safety and welfare of all program participants.
- Encourage students to engage with their host culture and local people (see Appendix G).
- Encourage a positive learning environment and constructive group dynamics (see Appendix F).
- Keep CGIS informed of any problems or issues as soon as they arise.
- Understand the basics of GeoBlue health insurance coverage and how to use it.
- Follow and abide by health and safety protocols for both emergencies and non-emergencies (See Emergency Response section).
- Report sexual assault cases that fall under Title IX compliance (see Appendix I for details). Be clear to students about reporting responsibilities.

- Respect the privacy of student participants in regards to the Family Educational Rights and Privacy Act (FERPA) detailed at nces.ed.gov/pubs2006/2006805.pdf

Program Set-up

- Provide course details for MCompass pages

Student Recruitment

- Reach out to potential student participants through academic departments or classes on campus.
- Attend information sessions for prospective students and/or other appropriate outreach events as requested by CGIS such as the CGIS Study Abroad Fair.
- Work with CGIS advisor to schedule orientation session dates/times for the Winter term.

During the Winter Term

- Attend all CGIS workshops.
- Set the direction and tone of the academic atmosphere for the program. This could be accomplished through any or all of the following:
 - Actively assisting students with curricular issues.
 - Participate in program orientation.
 - Helping to plan course related study trips, guest lectures, or other activities.
- Design course related experiential educational activities for students on site that promote intercultural learning. Submit a finalized program itinerary via M-Compass for approval by the Associate Director.
- Submit on-site emergency contact information to CGIS via M-Compass before departure along with a finalized, detailed itinerary, your flight information, and a copy of your passport.

Pre-Departure Orientation during Winter Term

- All students registered in a GCC must attend a general retreat (with a course-specific break-out component) in which the majority of information deemed important by CGIS will be covered. Faculty are asked to present site-specific information to their students at the retreat's course-specific breakout session, and plan one additional meeting in March or April.
- The post-retreat departure meeting should be held at a time outside of the winter term on-campus course. It should cover the following:
 - Introduction and team building activity
 - Turn-in assignments/questions
 - Academics/syllabus review
 - Assignments
 - Grading policy
 - Final itinerary
 - Day-to-day

- Accommodations (photos)
 - Group/cultural expectations
 - Review arrival plan
 - Connect with partner on-site (if applicable)
 - Partner materials (if applicable)
 - Language preparation
- Your designated CGIS Program Advisor and the CGIS Risk Mitigation Manager can assist with planning and facilitating pre-departure orientations. First-time faculty leaders should set up a meeting with their CGIS Program Advisor soon after the Winter term begins to discuss orientation topics. Please see Appendix F for a detailed list of topics to be covered.
 - Schedule and provide dates and times for the pre-departure session to the CGIS Program Advisor by time of student acceptance notification.
 - Establish the official date and time at which the program is considered over, and communicate this time to students in advance.

On-Site

- Remain on-site throughout the duration of the program. Faculty leaders must arrive one day prior to students and leave one day after student departure.
- Encourage students to participate fully in the educational and cultural experience.
- Report student disciplinary issues that may arise on-site. CGIS will provide assistance and liaise with appropriate offices on campus as needed.
- Fulfill academic requirements outlined in the course syllabus.
- Lead course related activities and excursions where applicable.
- Complete the Incident Report Form as necessary and notify CGIS immediately of any significant issues that arise.
- Maintain contact with CGIS for the duration of the program through regular check-ins (via email, WhatsApp, phone, etc.).

After Program Has Ended

- Assess student course work and submit grades within 72 hours of program conclusion.
- Submit end-of-program report/evaluation to CGIS covering academic issues, student issues, logistics issues, administrative issues, and suggestions for the future (see Appendix B).
- Submit any travel/expense reimbursement requests via Concur.

GCC Program Calendar

Beginning the academic year before the proposed program is to run:

<u>DEADLINE</u>	<u>PROGRAMMING STEP</u>
FEBRUARY	Program proposal due
MARCH	CGIS selects programs to run Sp/Su of following academic year
JUNE – AUGUST	Initial meeting with CGIS to discuss program structure
JUNE – AUGUST	Provide information as requested in order for CGIS advisor to set up M-Compass program brochure
JUNE – AUGUST	Determine course name and course number (in conjunction with the faculty leader's department). This may require submitting information to the Curriculum Committee.
MID – AUGUST	M-Compass pages go live
MID – AUGUST	Applications open on M-Compass
MID – AUGUST	Marketing materials needed before CGIS Study Abroad Fair
MID – AUGUST	General site itinerary due
SEPTEMBER	Rough draft of syllabus for field component due
EARLY OCTOBER	Attend CGIS Study Abroad Fair and promotional events.
SEPTEMBER – DEC.	Help CGIS recruit students through active promotion. Programs that do not meet minimum enrollment numbers will be canceled.
EARLY DECEMBER	Final draft of field component syllabus due
DECEMBER 10	Student GCC application deadline. LSA scholarship application deadline
LATE DECEMBER	Faculty and CGIS advisors make student application decisions (prior to end of Fall semester)
JANUARY 05	Students must confirm their spot on the program by January 5 at noon
AFTER ACCEPTANCE	Students must complete post-acceptance materials on M-Compass
JANUARY - APRIL	Remind students to complete M-Compass requirements as needed

JANUARY - APRIL	Faculty complete M-Compass forms and online tutorials including: Program Leader Agreement, Program Itinerary, Conflict of Interest/Commitment Agreement, Passport Information, Leader/Assistant Emergency Contact Information, On-site Group Contact Information, Flight/Travel Information, Conflict of Interest Tutorial
FEBRUARY 9 (SUN)	GCC Retreat; 12:45 pm - 4:15 pm: Weiser Hall 10th floor and other spaces in Weiser Hall
FEBRUARY	Program fee will be billed to student accounts.
MARCH - APRIL	Faculty sets up and facilitates final group meeting with students to go over outstanding logistics and site-specific information.
END OF WINTER TERM	Submit on-campus course grades. Please be sure to submit grades as normally done at the end of the term.
SPRING/SUMMER TERM	Field component takes place
ON-SITE	Maintain regular communication with CGIS
72 HOURS AFTER END OF PROGRAM	Submit grades for the GCC field component and preliminary report for all programs
UPON RETURN	Submit any remaining expenses for reimbursement
1 MONTH AFTER RETURNING TO UM	Submit faculty report
AUGUST - SEPTEMBER	Debriefing meeting with CGIS

Administrative FAQs from GCC Faculty

WHAT IS THE GCC GRANT AMOUNT?

CGIS subsidizes each GCC program with a minimum grant of \$10,000 to cover program expenses. In some cases, the grant amount will be adjusted to accommodate longer programs, underrepresented sites, or new programs.

WHAT HAPPENS IF A STUDENT DROPS AFTER THEY SIGNED A PARTICIPATION AGREEMENT?

Please have the student immediately contact their designated CGIS Program Advisor. As stated in their Participation Agreement, students will still be charged for their full program fee if they withdraw after signing the Participation Agreement. This policy was implemented to protect the financial integrity of the program. In the past CGIS has had several students drop towards the end of the semester, resulting in a substantial grant going to fund a program with only a handful of students. Please note that depending on the circumstances of their withdrawal, students may be able to recover some of the costs by petitioning the director of CGIS. Some type of refund may be approved in the case of a medical situation or a family emergency, but not for a student deciding to accept a summer internship, for example, or concluding that the program is more financially onerous than initially thought. Students are asked to review the cost sheet very carefully before signing a Participation Agreement, which alerts them to other expenses not covered by the program fee, so once they commit they are expected to follow through with their decision to participate. A student who withdraws must be dropped from the field component course.

TRAVEL AND EXPENSE REIMBURSEMENT

Faculty must adhere to University of Michigan policies regarding travel and expense reimbursement. Please see the U-M Standard Practice Guide at <http://spg.umich.edu> and <https://procurement.umich.edu/u-m-employees/travel-expense-reporting/travel/> for more details. Faculty should refer to their appointment letter to confirm the allowable amounts for their travel. Expenses for spouses or dependents will not be reimbursed.

Faculty and staff should book their own travel arrangements and submit the corresponding expense reports. Instructions for doing so are included below.

Collegiate Travel Planners (CTP), the university's designated travel partner, provides negotiated rates on airfare, hotels, rental cars, and more for university business travel. U-M and CTP discounts will be automatically applied when booking business travel with CTP, either through the online travel booking tool, Lightning, or via agent assistance. Full instructions including training videos can be accessed [here](#). CTP agent assistance is provided at 877-804-3688 or umichigan@ctptravelservices.com. It is strongly recommended that employees book with CTP, through the booking tool or via agent assistance.

Airfare booked via Collegiate Travel Planners is charged to a Central Travel Account (CTA). With CTA, travelers do not need to charge airfare to a PCard or personal credit card. Collegiate Travel Planners will charge the central account and the transactions will show in the traveler's Concur profile for approval and reconciliation. CTA charges will subsequently be charged to the appropriate shortcode. CTA is the only payment option when booking airfare with CTP but the CTA payment method is not accepted for booking other travel expenses (hotel, car rentals, and ground transportation, etc). The University is exploring the option to use the CTA for other types of travel expenses in the future.

The steps below outline the reconciliation process for airfare purchased via CTA:

- Forward the flight confirmation email from Lightning to ExpenseReports@umich.edu with the shortcode, business purpose (name of the program), and expense approver (Jocelyn Kwolek).
- Please use the subject line of your email to indicate that you are requesting reconciliation of a CTA expense.
- You will receive an email when your expense report has been prepared and is ready to submit. Follow the link in the email to submit your report.

The steps below outline the reimbursement process for travel expenses not booked with CTA:

- Submit an expense report request [here](#).
- CGIS will provide you with the appropriate short code.
- You will receive an email when your expense report has been prepared and is ready to submit. Follow the link in the email to submit your report.
- Expense reports must be submitted within 45 calendar days from the end of the trip.

CGIS Responsibilities

CGIS provides the following services for these programs:

- Assists with recruitment and program marketing. CGIS will organize informational sessions for programs as needed, as well as creating electronic and print marketing materials.
- Sets up an online application system in M-Compass, collects application materials and shares them with faculty.
- Consults with faculty to design program itineraries.
- Coordinates and administers the student application and admissions process.
- Conducts UM disciplinary background checks on all student applicants.
- Provides some program funding, sets budget and the program fee
- Gathers post-acceptance materials from students, including but not limited to: a Student Health Form, arrival information, and a Participation Agreement.
- Enrolls student participants in international health insurance (GeoBlue).
- Provides faculty leaders with instructions on how to use their GeoBlue Health Insurance while abroad. GeoBlue International Health insurance is included in all faculty and staff benefits packages for travel on University business.
- Administers student online Health and Safety Orientation, ensuring students have passed with at least an 80% score.
- Provides orientations for faculty leaders.
- Notifies students of scholarship opportunities within LSA.
- Coordinates with the Office of Financial Aid to ensure that all students have their aid properly re-packaged once the program roster is finalized.

- Provides LSA Scholarships Office and the Office of Financial Aid with necessary program information, including cost sheets.
- Bills student accounts.
- Responds to program emergencies.
- Communicates with and provides assistance for groups while they are on-site.
- Conducts post-program evaluations.

Selecting Student Participants

STUDENT ELIGIBILITY

To be eligible for participation, students must meet the application requirements established by CGIS and outlined in M-Compass. Eligibility requirements vary from program to program and may or may not include a minimum GPA, prerequisite courses, and class standing. All students must be enrolled at the University and be in good standing at the time of application.

THE APPLICATION PROCESS

CGIS coordinates the program application process, and the CGIS program advisors typically make admission decisions.

During the application process, students interested in participating on a CGIS program must complete the following pre-decision application materials on M-Compass:

- Submit passport information.
- Sign the Records Release form.
- Sign the Verification Statement.
- Sign the Transcript Notification.
- Obtain an academic recommendation form.
- Complete the UM Undergraduate Study Abroad Application, which includes two essay questions:
 - **Goals:** In no more than 500 words, describe your primary reasons for wanting to participate in this program. Include how this experience will further your academic, professional/career, and/or personal goals and why you are a good candidate for this particular program.
 - **Previous Intercultural Experience:** In no more than 250 words, describe an intercultural experience (international or within the U.S.) and include what you learned from this experience. An intercultural experience could be a time you interacted with someone or a group of people different than yourself (could be a difference based on race, citizenship, religion, sexuality, class, etc...).

In addition, it is important for faculty to let students know up front what they are looking for when selecting students to participate. These expectations can be outlined in the program overview on the M-Compass brochure page.

The GCC application deadline is typically December 10.

Program Administration Policies and Procedures for ALL CGIS Faculty-Led (232, 230, GCC, upper-level language, etc)

Program Evaluation

For assessment purposes, CGIS may have participating students complete surveys to gauge intercultural learning and to improve future programming. Students should be encouraged to complete the surveys. Evaluation surveys are administered online; links will be sent from CGIS directly to students. A compilation of anonymized survey results will be sent to faculty.

Financial Considerations for Student Participants

PROGRAM FEES

An itemized program budget sheet for every program is provided to every student upon acceptance. Students should use the budget sheet to identify and plan for the various expenses associated with the program. Students accept responsibility for all program costs once they have reviewed the program budget sheet and completed the commitment process on M-Compass (see Appendix E for a sample budget sheet).

It is the student's responsibility to make all payments and to make them on time, either to UM or directly to the program provider (partner), as appropriate.

ADDITIONAL EXPENSES

In addition to program fees, each student is responsible for paying some costs out-of-pocket.

Additional expenses for student participants could include:

- Transportation (*e.g. refundable airline ticket or non-refundable airline ticket and flight insurance*)
- Passport, visa fees (*if needed, or other entry fees if required*)
- Meals that are not included in the program fee
- Personal incidental expenses (*e.g. snacks, bottled water, toiletries, miscellaneous expenses incurred during off time – museum fees, shows, movies*)
- Souvenirs

For international sites, students must check the local embassy website and/or the US State Department website to confirm the country's entry requirements. Not all students are U.S. citizens; international students might have different visa requirements, and they are responsible for verifying this. Costs may range from \$60 - \$200. For students with considerable financial need, some or all of these costs might be met by scholarships.

TUITION

For GCC participants, program fees are posted to participants' Winter accounts in February.

For all other faculty-led programs, students will be charged U-M tuition plus the program fee at the appropriate rate for their Spring or Summer program.

FINANCIAL AID

LSA students who participate in CGIS programs receive in-residence credit, and thus are able to apply available financial aid towards the cost of the program. To be considered for U-M financial aid, applicants must:

1. Be registered full-time for a UM-sponsored global study program, and
2. Be enrolled in a degree program at UM

The Office of Financial Aid (www.finaid.umich.edu) will take into account the full cost of the program, including international airfare, but may or may not meet a student's full financial need. Students may be offered additional financial aid in the form of loans and/or scholarships to cover additional costs. Students receiving MET (Michigan Educational Trust) funds may apply these to the tuition portion of their program cost.

Students are required to fill out their Free Application for Federal Student Aid (FAFSA) by the deadlines set by the Office of Financial Aid (www.finaid.umich.edu/Abroad) and are encouraged to apply early to be considered for available funds. Prior acceptance into the CGIS program is not required to complete the FAFSA, since study abroad application deadlines sometimes fall after financial aid deadlines.

International Students: Federal regulations and UM policy severely limit the types of financial assistance available to international students. University admissions policies require that students with F-1, F-2, J-1, J-2, and G-series visas have enough resources to meet their expenses throughout their stay at U-M; students with these visas are not eligible for federal student aid. However, some non-U.S. citizens may be eligible for need-based financial aid programs. Details can be found at www.finaid.umich.edu/International.

Once approved for financial aid, it is the student's responsibility to work with the Office of Financial Aid to meet all deadlines to ensure financial aid is paid on time. Students who plan to use financial aid, as well as MET funds, for program costs are required to contact the Office of Financial Aid upon admission to the program. Students should monitor their accounts on Wolverine Access to verify when financial aid is posted. More information is available through U-M Financial Operations: www.finance.umich.edu/finops/payroll/forms/directdepositauthorizationform.

CGIS cannot access student financial accounts. Students must take responsibility for making payments.

Scholarships

Scholarships and awards for CGIS programs are available for LSA students with demonstrated financial need through the LSA Scholarships office. Deadlines are strict, so it's important for students to apply by the stated deadline. LSA Study Abroad Scholarship applications are located within M-Compass. All U-M scholarships and/or awards will be applied directly to the student's U-M account.

Students are encouraged to visit the CGIS website for more information on funding possibilities.

Non-LSA students are encouraged to contact their department or college for scholarship information.

CGIS Program Participation Agreement

In order to participate in a CGIS program, students must sign the Participation Agreement, the CGIS Withdrawal Policy, and the Budget Sheet Agreement, which are all accessed through students' M-Compass accounts. Students are strongly encouraged to read all CGIS materials carefully. The Participation Agreement and the CGIS Withdrawal Policy represent a binding agreement between the University of Michigan and the student (see Appendix C), and must be signed by each student participating in a CGIS program. Students are encouraged to share all CGIS information with their parent(s) or legal guardian(s) so that they understand CGIS policies and student responsibilities.

In signing the Participation Agreement, students acknowledge and agree to the conditions outlined therein, and affirm acceptance of those conditions. **It is each student's individual responsibility to become informed about their programs, participation requirements, and applicable UM and CGIS policies by carefully reading the materials provided by CGIS.**

Standards of Personal and Academic Conduct

Students on CGIS programs are expected at all times to be as responsible and considerate as they would be on their own campus or in their home communities. **All students are subject to U-M regulations**, U-M codes of conduct, host institution program guidelines (if applicable), and program partner guidelines (if applicable), as well as the laws of the host country.

- LSA Academic Integrity: <https://lsa.umich.edu/lsa/academics/academic-integrity.html>
- Statement of Student Rights and Responsibilities: <https://oscr.umich.edu/statement>

Withdrawal and Dismissal

DEFINITIONS:

Withdrawal

When a student decides to leave the program at any time after signing the program's Participation Agreement and before the program's official end date. This can happen before the student departs or while the student is on-site.

Dismissal

When CGIS, the on-site program leader, or other official determines the student should no longer be permitted to participate in the program. This can happen before the student departs or while the student is on-site.

About Program Dismissal

Unless the situation poses an immediate threat to the safety of a student, the program leader should first consult with CGIS before taking any disciplinary action, especially in the cases of program dismissal.

There are circumstances under which program partners and CGIS administrators have the authority to dismiss students from a CGIS program. These circumstances include but are not limited to the following:

- Students who become ineligible due to academic probation
- Students who fail to pass the prerequisite courses needed to participate in the program
- Students whose conduct before or during the program is deemed undesirable and whose actions are in violation of the University of Michigan Statement of Student Rights and Responsibilities, as applicable to the CGIS program. These students will be dismissed from the program and will be subject to campus disciplinary reviews
- Students whose conduct is in violation of the rules and guidelines of the on-site partner, if applicable
- Students whose conduct is in violation of regulations set forth by CGIS or the program leader
- Students whose conduct is in violation of the host country's civil and/or criminal statutes
- Situations in which the academic or social behavior of the student causes his/her presence in the program to jeopardize the reputation of the program, the participation of others in the program, or the safety of the student or other participants
- Failure to participate in required pre-travel, on-site, and post-travel orientations, programs and assignments

Students dismissed from the program for any reason will receive no credit for completed work, will be considered as not having completed the program, and will not be entitled to any refund. See the CGIS Participation Agreement Form and see the CGIS Withdrawal documents within M-Compass for more details (also see Appendix C).

Financial Implications of Withdrawal or Dismissal

When students sign the Participation Agreement, CGIS will begin to make arrangements for their participation in the program. When students withdraw or are dismissed from a program, students are responsible for all following financial obligations:

- Students are still responsible for the full amount of all CGIS fees.
- Students are responsible for paying U-M tuition, when applicable, and are subject to the same U-M policies for tuition payment and course withdrawal as for on campus courses.
- All scholarship awards must be repaid in full.
- Students are responsible for all travel/transportation logistics and costs associated with their departure.

Students who withdraw from a program are able to petition for a reduced financial penalty under certain extenuating circumstances by submitting a petition to CGIS Interim Director, Pardip Bolina. The petition will be reviewed to determine if any reduction or refund of fees is appropriate.

Students dismissed from the program for any reason are not granted the opportunity to submit a petition and will not be entitled to any refund.

Attendance Policy

Virtual or in-person attendance at all class sessions is mandatory. Any unexcused absence will result in a lowering of the final grade by five percentage points. Repeated tardiness can be counted as an unexcused absence – the details of this are up to each individual professor.

This is CGIS's recommended attendance policy. If you would like to deviate from it, please discuss that with the director of CGIS prior to informing the students.

Passport and Visa Information

Prior to departure, it is each faculty and staff member's responsibility to research and comply with entry/exit requirements. Each country determines its own visa requirements, and the application process for each type of visa; this information is available on official websites maintained by each country, typically organized by embassy or consulate. Consular information and entry/exit requirements can also be found on the U.S. State Department website: **travel.state.gov**.

Student participants are also responsible for researching passport/visa requirements and obtaining appropriate entry/exit documentation in advance.

Additional information can be found in the Preparing to Travel section of the CGIS website.

Traveling with Companions/Dependents

While faculty are permitted to have family members or other non-enrolled companions accompany them onsite, non-enrolled companions may not participate in any program-sponsored activities or travel (including excursions and group meals). Faculty must notify CGIS of any family members or other companions who accompany them (via M-Compass); if any minors accompany a faculty member, there must be another adult with no connection to the program responsible for caring for the minor(s) on a full-time basis.

Finally, please note that qualifying companions and dependents are automatically covered under the University's Travel Abroad Health Insurance (GeoBlue Traveler). No additional steps are needed to enroll your companions/dependents. For more information on who qualifies as a dependent/companion and the plan itself, please visit

<https://hr.umich.edu/benefits-wellness/benefits-enrollment/changing-your-benefits/life-events/international-travel>

Faculty Documentation in M-Compass

CGIS uses M-Compass to collect pertinent personal and program related information from faculty and staff prior to their departure. Via this system, faculty and instructors will be asked to submit/sign the

following pieces of information:

Individual Information

1. Copy of passport
2. Emergency contact (here in US)
3. Cell phone number (on-site)
4. Flight/Travel information
5. Health and Safety Worksheet
6. Dependent Questionnaire
7. Program Leader Agreement
8. Conflict of Interest/Commitment Agreement
9. Roles of Responsible Employees requirement

Group Information

1. Program on-site contact information
2. Program Itinerary

More detailed information about how to access M-Compass will be provided in the Program Leader Health & Safety workshop. Questions about these documents or how to submit them may be sent to the CGIS Risk Mitigation Manager, Rachel Reuter, at reuterra@umich.edu.

Health, Safety, and Emergency Response

Health and Safety

On faculty-led programs, successful and safe travel begins with the faculty and at the pre-departure orientations.

To assist faculty in preparing students for safe travel, CGIS provides faculty with:

- A health and safety workshop is available at:
 - <https://sites.google.com/umich.edu/faculty-healthsafety>
- The Health and Safety section of the CGIS website, which all CGIS students and faculty are encouraged to read before departure:
<http://lsa.umich.edu/cgis/undergraduate-students/health-and-safety.html>
- This handbook, which includes recommended pre-departure orientation topics
- Access to CGIS staff, who can assist faculty in planning pre-departure orientations and are available to assist with on-site emergencies and non-emergencies.

The University of Michigan acknowledges that health and safety challenges are endemic to study abroad, and has implemented policies and procedures to mitigate risks and help prepare students to have a rich cultural and academic experience. However, the University also acknowledges that no single plan or procedure can address all concerns for all locations. For this reason all faculty should encourage their students to take responsibility for their own wellbeing and to be proactive with regard to any health and safety concerns, keeping the faculty leader informed as appropriate.

Health

All faculty and students should make a travel health appointment with the University Health Service Travel Clinic (1-734-764-8320) two to three months before departure. The Travel Clinic will discuss necessary and recommended immunizations, share tips for healthy travel, and will provide a health and safety report: <https://www.uofmhealth.org/our-locations/overseas-travel-clinic>

TRAVEL IMMUNIZATIONS

Faculty and students traveling to countries with endemic health issues should access the U.S. Centers for Disease Control and Prevention website (wwwnc.cdc.gov/travel/destinations/list.htm) to carefully read all sections pertaining to their host country and intended travel destinations. Students should contact their doctor or the University Health Service at 1-734-764-8320 if they have specific questions or need further information. Maximizing student health and safety while abroad requires a partnership between students, faculty, and CGIS. CGIS takes student health seriously; in return, CGIS expects students to be equally serious and participate actively in minimizing their risks while abroad. More detailed information is available on the Health & Safety section of the CGIS website. <http://lsa.umich.edu/cgis/undergraduate-students/health-and-safety.html>

HEALTH INFORMATION

Prior to departure, all students are required to verify that they have completed the Travel Health Questionnaire and reviewed the results with their health care provider. Neither CGIS nor faculty members will have access to any specific medical information relating to individual students. If a student chooses to share their health information with CGIS, due to FERPA regulations CGIS cannot share this information with faculty unless there is an emergency or other extreme situation, or we are granted permission to do so by the student. CGIS encourages students to share relevant medical or psychological conditions with faculty and on-site staff. Faculty should also encourage students to self-disclose relevant conditions and be up front about the benefits of doing so.

HEALTH RELATED ISSUES WHILE ON-SITE

Maintaining good health is of vital importance when studying abroad. While living in another environment is a good opportunity to change one's daily routine, it is important that students who are experiencing difficulties in the U.S. (with relationships, health problems, emotional issues, substance abuse, etc.) do not expect a vacation from their problems.

It is important that students anticipate having to adjust to potentially dramatic changes in climate, diet, living, and/or study conditions that may seriously disrupt their accustomed patterns of behavior. In particular, if students are concerned about their use of alcohol or other drugs, or if they have emotional or physical health concerns, they should address these concerns honestly before making plans to travel and study abroad. The [Health & Safety section of the CGIS website](#) contains detailed information about mental health and substance abuse issues abroad, including tips for managing mental health.

GeoBlue Travel Health Insurance

FACULTY/STAFF

All faculty and staff at the University of Michigan automatically receive GeoBlue International Health insurance coverage for University-related travel as part of their benefits package. Faculty/staff do not need to register for this insurance; they are automatically covered when traveling on University business (such as during your CGIS program). Additionally, GeoBlue Health Insurance provides coverage for eligible accompanying dependents/companions. For more information on

dependent/companion coverage, please contact the CGIS Health & Safety Team.

To view the details of the GeoBlue coverage, please visit <https://uhs.umich.edu/tai>. To print a copy of your group insurance card prior to your departure, please visit www.geo-blue.com and use Group Access Code: QHE99999UMBT

STUDENTS

All students participating in the program are required to be covered by GeoBlue health insurance while abroad. CGIS is responsible for enrolling students in the program.

The GeoBlue international insurance plan for students is reasonably priced, covers a wide range of conditions and events, and eliminates the need to ensure that students' own health insurance will provide sufficient international coverage. The GeoBlue Student coverage brochure can be downloaded at <https://uhs.umich.edu/tai>.

Prior to departure, students will receive GeoBlue policy information and printable health insurance cards by email. Details of GeoBlue coverage change annually. To learn more about the GeoBlue insurance coverage, please visit www.geobluestudents.com.

COVERAGE DURATION

For students, coverage extends from two days prior to the official arrival date until two days after the last official day of the program.

Faculty are covered for the duration of their trip overseas, even when traveling for personal reasons. As long as personal travel before or after the program dates is continuous, faculty are covered for up to 60 additional days.

EXTENDING HEALTH INSURANCE COVERAGE

If students plan to travel before or after their official program dates, CGIS recommends that they extend their insurance coverage. Students are responsible for costs associated with extended coverage (approximately \$1.68/day). Instructions are in the Health and Safety section of the CGIS website.

If faculty or staff undertake international travel for personal reasons after having returned to the US, they will have to purchase additional GeoBlue coverage at www.uhs.umich.edu/tai (i.e. the 60-day period of automatically extended coverage referred to above must begin outside of the US when faculty or staff are abroad on UM-related travel).

Questions about this process should be addressed to the CGIS Risk Mitigation Manager.

USING GEOBLUE FOR A MEDICAL EMERGENCY

In the event of a medical emergency, students (or faculty/staff) should go immediately to the nearest physician or hospital without delay and then contact GeoBlue. GeoBlue will then take the appropriate action to monitor and coordinate the medical care until the situation is resolved. To contact GeoBlue in the event of an emergency, call +1.610.254.8771 (collect calls accepted) or e-mail globalhealth@geo-blue.com.

GeoBlue insurance has a website that provides full information about the insurance program and its benefits: www.geobluestudents.com.

USING GEOBLUE FOR ROUTINE MEDICAL CARE ABROAD

The stresses of living and traveling abroad require students to be especially attentive to their health. Students are able to research potential health needs prior to departure by reviewing GeoBlue's Student Portal: www.geobluestudents.com. Some of its many features include lists of approved local hospitals, doctors, dentists, and pharmacies, as well as translation services. Students should use their GeoBlue insurance to schedule health appointments, seek mental health support, obtain prescription medications, and so forth.

Whenever possible, students should contact GeoBlue prior to receiving any non-emergency medical care or incurring any medical expenses. Contact information for GeoBlue is located on the Health Insurance ID Card that students receive prior to departure and should always carry with them.

In a **non-emergency**, GeoBlue will assist students in making appointments as long as students contact GeoBlue first. Whenever possible, GeoBlue will pay the medical provider directly.

If GeoBlue cannot pay the medical provider directly, students may have to pay the bill. In these cases, students should ask the doctor, hospital or pharmacy for a copy of the bill and a receipt of payment. These documents are needed for reimbursement.

To request reimbursement, a claim form must be submitted, which is available on the GeoBlue website. Instructions for filing a claim are on the back of the form.

In an **emergency**, students should seek appropriate medical care first, and then call GeoBlue for assistance.

If a student requires **medical evacuation**, GeoBlue must be contacted in advance to facilitate logistics and to purchase flight tickets or the evacuation **may not be eligible for reimbursement**. Students must also contact CGIS before deciding to evacuate for political or other health/safety concerns.

To contact GeoBlue, call:

- Inside the US, call 844-268-2686
- Outside the US, call +1-610-263-2847

In an Emergency or for Medical Assistance, call GeoBlue 24/7 (collect is OK) at:

- +1-610-254-8771

OVERVIEW OF GEOBLUE COVERAGE BENEFITS

- Students will have access to a website listing GeoBlue-certified English-speaking physicians in their destination city and can pre-arrange an introductory appointment if necessary. The www.geobluestudents.com website will also provide links to other important resources available through GeoBlue.
- GeoBlue will pay "up-front" for medical treatment, eliminating the need to file claims for reimbursement, if students visit a GeoBlue-preferred physician (information available on the GeoBlue website).
- GeoBlue will reimburse via a claim form covered medical treatments if students visit a

non-GeoBlue preferred physician.

- Coverage includes payment for treatment of mental and nervous disorders, including drug or alcohol abuse.
- Coverage includes most outpatient prescription drugs.
- Coverage does not exclude most pre-existing conditions.
- Coverage is valid for a student's entire time abroad, whether in their primary host country or traveling elsewhere outside the U.S.
- Coverage includes payment for emergency medical evacuation, as well as expenses (up to \$1,500) for a bedside visit by a family member if students are hospitalized.
- Evacuation is covered for natural disasters, political and social upheaval, and other contingencies beyond health conditions.
- Please note that students are encouraged to purchase their own travel (e.g. flight) or property insurance, since GeoBlue does not reimburse for flight cancellations or stolen or lost possessions.

Please consult www.uhs.umich.edu/tai for the latest coverage updates.

ADDITIONAL INFORMATION

As part of their visa application process, students may be required to provide proof of health insurance. Students may access their Plan Brochure, Certificate of Coverage, and Guide for Members through the UHS Travel Abroad Health Insurance website: <https://uhs.umich.edu/tai>.

GeoBlue Frequently Asked Questions

WHAT IS SPECIAL ABOUT GEOBLUE-VETTED MEDICAL FACILITIES, PHYSICIANS, AND CLINICIANS?

GeoBlue evaluates each of its suggested medical facilities to ensure that it meets GeoBlue's standards, including English-speaking staff. GeoBlue is also better able to facilitate payment with medical facilities it has vetted. CGIS will provide GCC faculty with a list of vetted facilities near the study location.

WHAT IF A TRUSTED LOCAL MEDICAL FACILITY, PHYSICIAN, OR CLINIC DOES NOT ACCEPT GEOBLUE?

Please contact CGIS' Health and Safety Team at (734) 764-4311 to discuss getting that facility or physician approved by GeoBlue.

CAN STUDENTS GO TO A MEDICAL FACILITY THAT HAS NOT BEEN APPROVED BY GEOBLUE?

Yes, students can go to medical facilities that have not been vetted and approved by GeoBlue, but it cannot be guaranteed that the facility will have English speaking-staff, GeoBlue may not be able to facilitate payment, and the student will have to save their receipts so they can be reimbursed by GeoBlue.

MEDICATION

Detailed information on how to carry medications and fill prescriptions is in the Health and Safety section on the CGIS website.

INOCULATIONS AND VACCINATIONS

Detailed information is in the Health & Safety section on the CGIS website. Students are also encouraged to consult the CDC website prior to departure.

University of Michigan Resources

LESBIAN, GAY, BISEXUAL, TRANS*, TWO-SPIRIT, QUEER, OR QUESTIONING (LGBTQ+) STUDENTS

Differences in gender presentation and/or sexual orientation can present special challenges to students abroad. There may be additional challenges if a student is going through or anticipating a period of transition such as coming-out or gender reassignment. CGIS recommends that students learn as much as they can about prevalent attitudes in the culture of the host country in order to be prepared for any personal, social, legal, or safety issues that may arise, and think of ways to use language and coping skills to bridge the gap with others.

Study abroad participants should not be afraid to ask for help and support. Intercultural Program Advisors in the CGIS office (734.764.4311) can assist students in addressing any issues and refer students to available resources. The UM [Spectrum Center](#) (734.763.4186; 3020 Michigan Union) can also help students identify valuable resources and support services. They can be reached at spectrumcenter@umich.edu. It is strongly recommended that students familiarize themselves with the website of the Rainbow Special Interest Group of the National Association of Foreign Study Advisors (NAFSA), at: www.rainbowsig.org/resource-center/study-abroad/.

LGBTQ+ students who are not familiar with the legal status of and the attendant cultural attitudes towards sexual orientation in the host country might consider purchasing a current edition of one of the various LGBTQ+ international reference guides before departing.

Whatever a student's own sexual orientation, keep in mind that there may be LGBTQ+ students in their CGIS group as well as the various groups of individuals they encounter in the host country environment. Some will be "out," some not, and some may just be coming to terms with their sexual identity. Sensitivity to this diversity within a student's own group as well as the diversity of the host culture will further enrich everyone's overall CGIS experience.

DIVERSITY

CGIS is working to expand our online resources for diversity and access abroad. On our website students and faculty leaders can find resources for identities abroad including gender, race, disability, first-generation students, heritage-seeking students, mental health, and religious identities.

- <https://lsa.umich.edu/cgis/undergraduate-students/identities-abroad.html>
- <https://lsa.umich.edu/cgis/about/Diversity.html>

The Diversity Abroad Network is the leading professional organization bringing together educational institutions, government agencies, for-profit and non-profit organizations dedicated to advancing diversity and inclusive good practices that increase access, achieve greater diversity and foster inclusive excellence in international education.

- <https://www.diversitynetwork.org/>

IFSA-Butler, a study abroad provider has a “study abroad guide” that publishes student-written stories on personal experiences abroad that were affected by diverse student identities.

- <https://ifsa-butler.org/ifsa-student-stories/>

OFFICE OF STUDENT CONFLICT RESOLUTION (OSCR)

[OSCR](#) offers a variety of services to the University of Michigan community to assist in preventing and resolving conflicts between University members.

- <https://oscr.umich.edu/accessing-services>
- Phone Number: 734.936.6308

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

The main service goal of [Counseling and Psychological Services](#) is to provide students with the highest quality of counseling while on-campus (either before or after the program dates), which will enable them to overcome personal and interpersonal concerns.

- <https://caps.umich.edu/>
- Phone Number: 734.764.8312
- After Hours Urgent Support: 734.764.8312 (press 0)

U-M PSYCHOLOGICAL CLINIC

Students who are experiencing an emergency, contact U-M [Psychiatric Emergency Services](#) at 734.936.5900 or go to your nearest emergency room for help. Like CAPS, the Psychological Clinic can provide on-site staff with advice about how to support students in distress. Please contact CGIS to be put in touch with Psychological Clinic staff.

- <https://mari.umich.edu/psych-clinic>
- Phone Number: 734.764.3471

SEXUAL ASSAULT PREVENTION AND AWARENESS CENTER (SAPAC)

[SAPAC](#) offers a number of services to the University of Michigan community concerning sexual assault, intimate partner violence, sexual harassment, and stalking. Services include education and training, information and referral, crisis intervention, advocacy, and special events. Support services are available through a 24/7 crisis line at 734.936.3333, even while the person seeking support is abroad.

- <https://sapac.umich.edu/>
- Phone Number: (734) 764-7771
- 24-hour Crisis Line: (734) 936-3333

Disability and Accommodations

Students with disabilities can and do study abroad and are encouraged to explore their options with CGIS. Students receive detailed information about arranging for accommodations (in collaboration with

UM's Services for Students with Disabilities office) in the Health & Safety section of the CGIS website.

Faculty can assist students in choosing study abroad programs that fit their needs by:

- Familiarizing themselves with the [Students with Disabilities website](#)

- Being clear about program conditions and requirements, such as extensive walking, extent of available wheelchair-accessible accommodations, amount and type of travel in the program (subway, bus, commuter train, walking, taxis), types of support services available, etc.
- Encouraging students to self-disclose approved accommodations to open discussion of what is and what is not reasonable during the program.
- Strategizing with individual students to plan and set goals so they are comfortable on the program and have realistic goals in order to be successful.
- Consulting with the SSD office and CGIS to form strategies that allow students to succeed.

Risk Management

While it is impossible to eliminate risk altogether, potential and reasonably anticipated risks should be identified and considered at the earliest stage of project planning, and arrangements should be made to minimize these threats. The most common risks facing travelers tend to be petty theft (e.g. being pickpocketed) and accidents.

Faculty must:

- Assess the risks in all locations on the proposed itinerary. The Health and Safety Mitigation Worksheet will guide faculty in assessing risk (to be submitted with initial proposal).
- Inform students, CGIS, and (if appropriate) parents/guardians about any risks.
- Make arrangements for student safety while on site with CGIS Health and Safety Team
- Discuss with students the risks they may face and how these risks can best be avoided or minimized.
- If students are victimized or encounter dangerous situations, be attentive and supportive to their needs and get them somewhere safe as soon as possible. Notify CGIS immediately once students are safe. Once the immediate concerns are taken care of, help them put the incident into perspective, and if possible (and appropriate) proceed with the course.

Note: Students with health concerns (including mental health) have been strongly urged to disclose their condition to their program leader and CGIS staff prior to travel. However, students may wait until they are on site to inform others of any medical conditions. Students with special dietary restrictions or allergies have also been encouraged to disclose their situation to site leaders, so appropriate advance accommodations can be made. Please see the Health & Safety section on the CGIS website for details.

LIABILITY

Undergraduate students are adults and are responsible for their own decisions and behavior. In an emergency situation, faculty should always act to meet the health and safety needs of themselves and their students first, before considering liability issues. Faculty acting in good faith and with common sense incur no personal liability in general since the University, as an institution, stands behind the program and bears full liability. Standard policies of harassment and non-discrimination are applicable. Additionally, **CGIS staff and UMPD are always on call for consultation, and faculty should not hesitate to seek advice, share information, or request support.**

DEPARTMENT OF STATE INFORMATION

The U.S. Department of State periodically assesses security and safety in countries throughout the world. These evaluations, called **Consular Information Sheets**, include assessments of political stability, potential for natural disasters, and risks of major and minor crimes. Consular Information Sheets are also sources of general information about the reliability and safety of local transportation: <https://travel.state.gov/content/travel/en/international-travel/International-Travel-Country-Information-Pages.html>

If a situation is especially threatening, the State Department will issue a Travel Warning or Travel Alert. **Travel Warnings** are dire and typically suggest U.S. citizens defer travel to a particular country until the State Department judges the situation has improved.

The University of Michigan maintains its own List of University Travel Warning and Travel Restriction Destinations, as well as COVID-19 High Risk and Medium Risk locations. Any project located in a country on these lists must comply with appropriate University protocols prior to travel. See Global Michigan for details: global.umich.edu

OTHER RELIABLE SOURCES

Overseas Security Advisory Council — <https://www.osac.gov/Pages/Home.aspx>

Centers for Disease Control — wwwnc.cdc.gov/travel/

Smart Traveler — www.smartraveller.gov.au/

University of Michigan Health Services Travel — www.uhs.umich.edu/travelhealth

Contingency Travel and Evacuation

It is CGIS' hope that contingency travel and evacuation plans will not have to be put into effect, but it is best to be prepared. Faculty should set a meeting point at each travel destination on their itinerary and discuss each meeting point with their group. Please contact Rachel Reuter or Pardip Bolina for questions concerning contingency travel and evacuation plans.

CGIS has the right to decide to end a program if there are significant concerns about risk to student safety, even if travel alerts or travel warnings have not been issued. The program leader and student participants must adhere to these decisions as part of their responsibilities. See Faculty Participation Agreement and the student's Participation ***Agreement in Appendices C and D for details.***

Travel Information Dissemination

Any changes in program logistics must be communicated to the CGIS office prior to informing students. Faculty must prepare a detailed itinerary with dates, phone numbers, physical and email addresses, and names of contact persons for all accommodations and on-site partners. If this information changes, faculty must resubmit this information.

COMMUNICATING WITH PARENTS

CGIS encourages students to share program information with their families, friends, and other important people in their lives. CGIS encourages students to consult with others in order to make an informed decision about participating in study abroad, as the decision to pursue a global experience is a significant commitment with academic, financial, and personal implications.

As a CGIS representative, faculty may find they are interacting with parents or other relatives of participants. Whenever possible, faculty are encouraged to consult with CGIS prior to communicating with parents, or have parents contact CGIS themselves. The Family Educational Rights and Privacy Act (FERPA) governs both the release of and access to student records. CGIS encourages all program staff to review the following resources:

- Office of the Registrar FERPA guidelines:
ro.umich.edu/records-registration/student-rights-records/

CGIS Emergency Response

WHAT IS AN EMERGENCY? An emergency is any circumstance that poses a risk to or that has already negatively impacted the safety and well-being of program participants. Emergencies vary in severity and happen in many contexts.

Emergency situations can include the following:

- Serious illness or injury, hospitalization, missing student, death
- Emotional or psychological distress that appears to require removal from the situation and/or professional attention
- Being the victim of a serious crime (armed robbery, burglary, harassment, assault, sexual assault, etc.), or being accused of committing a crime
- A situation in-country arises that poses a serious threat, e.g. political unrest or a natural disaster

CGIS encourages UM faculty to contact CGIS if they are unsure whether or not an incident qualifies as an emergency. Some situations escalate slowly, while others emerge and evolve rapidly, so it is critical to inform CGIS of the situation and make use of the office's resources.

WHAT ARE THE CGIS GUIDING PRINCIPLES CONCERNING EMERGENCY RESPONSE?

In managing emergencies, CGIS is guided in its decision-making before, during, and after a crisis by the following principles: All responses to a crisis will be governed by the highest concern for the safety, health, and well-being of students, faculty, and staff participating in a CGIS program.

WHAT SHOULD UM PROGRAM LEADERS DO IN THE EVENT OF AN EMERGENCY?

- Use their best judgment to determine if a situation is an emergency or a non-emergency and contact CGIS accordingly.
- Attend first to the immediate safety needs of student participants. For example, if a student/s needs to go to the hospital, go to the hospital first and then contact CGIS.
- Faculty are not expected to be experts in emergency management, so they should use their

resources both on-site and at CGIS.

- Since CGIS staff are assisting from a remote location, CGIS faculty (or on-site staff) are expected to be the main communication link between CGIS and students, local emergency responders and resources, and on-site staff. In this role, CGIS relies on the UM faculty (or on-site staff) to provide assessments of the situation and to record the incident in an incident report when time permits.
- CGIS expects faculty to comply with any requests or instructions that CGIS staff issue.

UM faculty and on-site staff can call CGIS directly at 734-915-7571. This number is not to be shared.

Example emergency response scenarios are available upon request. These scenarios help prepare faculty for potential emergencies. CGIS goes over these scenarios with UM faculty in pre-departure workshops, and the scenarios are available as resources in the event of an emergency.

HOW DO UM PROGRAM LEADERS CONTACT CGIS IN THE EVENT OF AN EMERGENCY?

In the event of an emergency, on-site staff and UM faculty can call the CGIS emergency phone directly at 734-915-7571. This phone is carried by a CGIS staff member 24/7/365. This number is NOT to be shared, including with students. In the event that a CGIS staff member is temporarily unavailable and is unable to answer the emergency phone, callers are encouraged to call the UMPD number at 734-763-1131. UMPD will then route your call to a UM emergency responder who is a member of ITOC.

WHO ARE THE CGIS STAFF WHO ANSWER THE EMERGENCY PHONE?

There are several staff members at CGIS who take turns carrying the CGIS emergency phone:

- Pardip Bolina, *Associate Director and Interim Director*: bolina@umich.edu
- Rachel Reuter, *Risk Mitigation and Compliance Manager*: reuterra@umich.edu

During non-emergency health and safety situations, UM faculty and on-site staff should call 734-764-4311 and the CGIS front desk staff will route incoming calls to a staff member based on availability in the following order:

1. Rachel Reuter, *Risk Mitigation & Compliance Manager*: reuterra@umich.edu
2. Pardip Bolina, *Associate Director*: bolina@umich.edu

WHEN DO STUDENTS CONTACT THE PROGRAM LEADER OR, IF NECESSARY, A CGIS STAFF MEMBER?

1. In an emergency, students should first contact local authorities (or in a medical emergency, call the local 911 equivalent and/or go immediately to the nearest physician or hospital).
2. Students are then directed to contact on-site staff or UM faculty to inform them of emergency and to obtain additional resources and support (faculty can contact CGIS or GeoBlue on the student's behalf).
3. If students are unable to reach someone on-site and need support, they are encouraged to

contact CGIS staff by calling 734-763-1131 (UMPD -> ITOC -> CGIS). For non-emergencies, students are encouraged to contact on-site staff, their CGIS Intercultural Program Advisor via email, or the CGIS main office number during UM business hours: 734-764-4311.

4. Callers should give the UM emergency responder (whether from UMPD, ITOC or CGIS) the following essential information:
 - Provide their name and username (if applicable).
 - Identify themselves as a student, faculty or staff member on a program administered through CGIS.
 - Provide at least one number where they can be reached (preferably multiple numbers or sources, i.e. Facebook, WhatsApp, etc.).
 - Provide their exact location.
5. The UM emergency responder may ask questions and will give the caller basic instructions, such as wait for a CGIS staff member to contact them, or seek immediate medical attention. Callers should follow the instructions of the UM emergency responders, who are experienced in responding to international emergencies and are members of the UM International Travel Oversight Committee (ITOC).
6. The UM emergency responder will contact CGIS using emergency channels.
7. A CGIS staff member will immediately call the person in distress.

WHAT KIND OF EMERGENCY SUPPORT CAN CGIS OFFER?

1. Provide information. CGIS gathers electronic copies of student passports, GeoBlue insurance policy cards, travel itineraries, and emergency contact information in M-Compass. The UM students who own these documents can also access them online.
2. Provide next steps in the event of an emergency, coordinate emergency management, and advocate for the student's best interest.
3. Offer peace of mind by providing a second opinion regarding management of the situation, which acts as a protective measure to make on-the-ground staff more comfortable about the decisions they are making.
4. Locate students on non-program/personal travel. In M-Compass, students are encouraged to register any "Side Trips" they take for personal travel before, after, or during their study abroad program. This may allow emergency responders to locate students who are not on site. For this reason on-site staff and UM faculty should also strongly encourage students to register personal travel as a "side trip" in M-Compass.
5. Provide ideas on how UM faculty and on-site staff can communicate risks on-site to students.
6. Though the UM faculty and on-site staff are the primary contact for students, CGIS can be brought in to address UM study abroad participants as needed, for example to reassure them that the emergency procedures are being followed/implemented to assure for their security and well-being.
7. Consult with UM emergency responders, including the Critical Incident Team within the UM

Dean of Students office. Consulting with these experts is especially important when a student poses a risk to themselves, to others, and/or to the program. CAPS and the Psychological Clinic are also available for consultation. CGIS may contact these resources independently if a situation threatens program participants and/or the program.

8. Connect students with other University of Michigan resources including the Sexual Assault Prevention and Awareness Center (SAPAC), Services for Students with Disabilities (SSD), and the Psychological Clinic.
9. Answer insurance questions.
10. With GeoBlue, coordinate hospitalization, mental health care, and medical evacuation.
11. Since GeoBlue does not cover domestic U.S. medical costs, CGIS facilitates continued support for medical and mental health services for returning students here at the University of Michigan by putting them in touch with on-campus resources, such as Counseling and Psychological Services (CAPS): caps.umich.edu/.
12. Answer questions about FERPA (UM's FERPA Question and Answer page can be viewed at ro.umich.edu/records-registration/student-rights-records and Title XI Compliance for reported sexual misconduct.
13. Secure necessary emergency funds if necessary and possible.
14. Communicate with the student's emergency contact/family/legal guardians on behalf of the program staff. Faculty should not contact family members due to FERPA privacy laws.
15. Handle requests for information, including those coming from parents, students, members of the UM community, and/or media here in the United States.
16. Provide advice on how to navigate resources on-site, such as filing a police report, visiting clinics, legal procedures, using US consulate services. etc.

Contacting CGIS for a Non-Emergency

ROUTINE CHECK-IN

Please see Appendix B: the CGIS Communication and Program Report Template regarding routine reports to CGIS regarding the group's progress. If phoning, please remember any time zone differences

CGIS staff are available to consult on individual student issues that may arise. CGIS encourages faculty to use their best judgment in handling student conflicts, homesickness, or other issues within the group. Such incidents are expected in any extended group activities and are also considered part of intercultural learning, as students grapple with their new surroundings and negotiate with each other to manage personal differences and dilemmas.

MANAGING STUDENT ISSUES

On-campus resources such as CAPS and the Psychological Clinic are available to consult with faculty about issues on-site. Please contact CGIS to be put in touch with such resources.

For illnesses that are not an emergency (sun exposure, exhaustion, common cold, traveler's flu, etc.), CGIS encourages faculty to use their best judgment in handling the situation, including contacting GeoBlue for a referral if medical care is necessary.

OBSERVATION LOG

CGIS encourages on-site faculty to take brief, daily notes of their observations of student behaviors and interactions. If any circumstances develop that raise questions, please take detailed notes to be included in an Incident Report.

INCIDENT REPORT

When situations that are disruptive to the group or emergency situations develop, the faculty leader is strongly encouraged to take detailed notes in the Incident Report and to contact CGIS using either the Non-Emergency Contact Procedures or the Emergency Contact Procedures. Please note, depending on the nature of the incident, faculty may want to complete the incident report after managing the immediate emergency situation.

PERSONAL SUPPORT

Recognize that members of the team are subject to group stress. They should set aside time to talk with colleagues or family members. CGIS staff are also available for personal support, advice or debriefing.

Appendix B: CGIS Communication and Program Report Template

Strong communication between CGIS and faculty on-site is vital to the safety and success of CGIS programs. Faculty are encouraged to update and consult with CGIS throughout the program as needed, but at a minimum, communication must be made according to the following schedule:

1. **Arrival Day Check-In:** via e-mail or phone call (to the Director, Associate Director, Intercultural Program Advisor & Risk Mitigation Manager)
 - On the program start date, confirm all students arrived safely and/or report any delays.

2. **Initial Report:** First week of the program; written report (to the Associate Director, Intercultural Program Advisor)
 - Recap on-site orientation topics and first days on the program.
 - Report any initial issues or concerns.
 - Briefly update CGIS on program activities (academic and intercultural components) and any issues or concerns.

3. **Weekly Check-In:** via e-mail or phone call (to the Associate Director, Intercultural Program Advisor)

4. **Health and safety** related communications (to the Risk Mitigation Manager & Associate Director)

5. **Program Conclusion:** Contact CGIS to end the program on the last project date by confirming the project has officially ended on site.

6. **Final Report:** One to two weeks after the last day of the program; written report (to the Associate Director, Intercultural Program Advisor)
 - Summarize the program, touching on the following topics and including any topics that had not been previously reported in writing.
 - Pre-Departure Preparation
 - Academic Matters (curriculum, class size, academic advising, class schedule, instructors, assignments, etc.)
 - Administrative Matters (description of classroom facilities/services and any issues with facilities/services, program schedule, etc.)
 - Financial Matters (program budget and expenses, etc.)
 - Housing (description of student and faculty housing, issues with housing/host families, etc.)
 - Program Partner Relations (on-site staff, services, any official connections with people or departments made on behalf of the University of Michigan, any official events attended on behalf of the University of Michigan, etc.)
 - Intercultural Components (excursions/field trips, cultural activities, students' integration into local community, group dynamics, etc.)
 - Safety/Security (safety, health, or security concerns/incidents, GeoBlue insurance - if used, any issues, etc.)
 - Student Incidents (these should have been documented throughout using the Student Incident Report Form, so please simply provide a summary of major issues and outcomes)
 - Recommendations for the Future
 - Recommendations for Program Leader training (content to be added or removed, etc.)
 - Other matters

Appendix C: CGIS Program Participation Agreement and Withdrawal Policy

PARTICIPATION AGREEMENT FOR UNIVERSITY RELATED TRAVEL EXPERIENCE

By signing below, I agree to the following terms and conditions of the university related travel experience:

Travel Risks and Waiver

1. I understand that I am not required to participate in this travel experience. The decision to participate is completely voluntary.
2. I agree to waive and release the Regents of the University of Michigan, its employees and agents (hereinafter "U-M") from any claim arising while participating in the travel experience, whether for injury, loss, damage or expense resulting from illness, quarantine, accident, crime, natural disaster, terrorism, act of war, or government restrictions and regulations, provided that such claim is not due to the negligence of the released parties. For U-M managed programs, I agree to waive and release the program administrators, host school/organization, and all of their employees and agents from the same claims.
3. I understand that participation in this travel experience involves risks. I recognize that I may be exposed to potential risks including, but not limited to, accident, war, natural disaster, sickness, quarantine, terrorism, serious bodily injury or death, crime, property damage and other risks that may not be foreseeable. I understand that the university cannot guarantee my health and safety. I have investigated the risks, including reviewing the [U.S. Department of State travel advisories](#), [CDC Travel Health Notices](#), and U-M Travel Designations as listed on [Global Michigan](#), and I assume responsibility for any and all risks associated with my travel.
4. I recognize that the U-M does not represent or act as an agent for, and cannot control the acts or omissions of any non-U-M program administrator, host family, employer, transportation carrier, hotel, tour organizer or other provider of food, goods, or services involved with the travel experience. I understand that the U-M is not responsible for matters that are beyond its control, and that it cannot warrant the safety or convenience of the circumstances under which I will be living or working.
5. When traveling internationally, I understand that I am subject to host country laws. It is my responsibility to familiarize myself with all laws, rules, orders, regulations, and the like that may be applicable to my travel, including, but not limited to, the host country laws, rules and regulations, local public health guidelines, health testing/immunization requirements, and the import of over the counter and prescription medications. I also understand that I must continue to follow all applicable standards of U.S. law and U-M academic standards including, but not limited to, research guidelines and export control requirements.

Financial Terms

1. I accept responsibility for any tuition, fees, travel and other expenses that may be associated with the travel experience. For U-M managed programs, I understand that the program organizer reserves the right to adjust fees if exchange rates affect program logistics and/or local expenses.
2. I understand that the U-M and/or any external program organizer reserves the right to alter program arrangements or cancel any program as conditions warrant and that I will be responsible for any associated costs that may result. These costs may include, but are not

limited to, unanticipated flight changes, temporary accommodation charges or fees, and non-recoverable costs for any portion of the experience.

3. I agree to indemnify U-M and all of its employees and agents from any financial obligations or liabilities that I may personally incur while participating in this travel experience, including attorney's fees and court costs resulting from my acts, errors or omissions. I agree to accept responsibility for any damages that I may cause to facilities, housing, or other property during the travel experience.

Personal Conduct and Behavior

1. I agree to conform, during the travel experience, to all reasonable standards of conduct, local health guidelines or orders, and public health or emergency response protocols, including those provided by any program administrators or host organizations. If I fail to maintain any of those standards, I will be subject to disciplinary action, up to and including the termination of my participation in the experience. I accept personal responsibility for transportation costs to return home. I will forfeit any fees or other expenses incurred for the experience. For students only: I will also follow the guidelines set forth in the [U-M Statement of Student Rights and Responsibilities](#).

Health and Safety

1. I agree to comply with any U-M requests for travel health planning, which may include reviewing the [U-M Travel Health Preparation Guide](#) and/or completing the Travel Health Questionnaire & Verification in M-Compass. I understand that I am responsible for managing my own health before, during, and after the travel experience, including any pre-existing conditions or health vulnerabilities.
2. I understand that if U-M learns I am experiencing serious health problems, have suffered an injury, or am otherwise in a situation that raises significant health and safety concerns during the travel experience, then U-M may contact any person who I have provided as my "emergency contact" or any family members known to U-M. I understand that the U-M does not ordinarily initiate such contact without first having a discussion with me.
3. I agree to the following U-M recommended risk management precautions: While operation of a motor vehicle is strongly discouraged, I will consider obtaining liability and collision insurance that will cover me in the applicable foreign countries if needed. I will consider purchasing tuition insurance (if applicable) and travel insurance to protect my personal property from loss or theft.
4. I agree to comply with all University and governmental health requirements or orders for participating in the program and for returning to campus after the program concludes, including immunizations, testing, quarantine, and other local health regulations or directives.

Potential Travel Disruptions

1. I understand that events outside of U-M's control may disrupt the travel experience, and I agree to follow U-M directives when such events occur. Such events include, but are not limited to, political unrest; natural disasters; airport closures; changing immigration and entry/exit requirements; increases in [U.S. Department of State Travel Advisory](#) levels, [CDC Travel Health Notices](#), and/or U-M Designations; and changing laws, regulations, and orders, including public health regulations at the travel destination(s). I understand that I am responsible for any costs associated with travel disruptions.

Additional Health and Safety Terms for International Travel

1. I agree to maintain required U-M travel abroad health insurance for the duration of my international experience (either by individually purchasing coverage or by confirming included coverage with my program organizer). I accept responsibility for obtaining required immunizations and researching health issues in my host location. I agree to comply with the U-M International Travel Policy SPG 601.31, including following requirements for locations under [U-M Travel Warnings, Travel Restrictions, Travel Health Medium Risk, or Travel Health High Risk](#) and maintaining accurate travel registration throughout the duration of my experience.
2. I will consider obtaining U-M Travel Abroad Health Insurance for any personal/leisure travel before or after my international experience.
3. I understand that it is my responsibility to understand the coverage details of the U-M Travel Abroad Health Insurance and that any cost not covered by the U-M Travel Abroad Health Insurance is my responsibility.
4. I understand that there is a possibility that I will not be able to leave the travel destination as planned due to transportation disruptions or changes in entry/exit immigration regulations and that I should be ready to shelter in place as, and if, necessary. Sheltering in place includes securing food, water, and shelter; verifying access to funds; and developing a local support network.

Additional Terms for U-M Managed Student Programs

1. For U-M managed programs, I agree to inform official representative/s of the program or the host institution of my personal travel plans during free periods. I accept full responsibility for my activities during independent travel and during absence from supervised program activities.
2. In a medical emergency, if I am unable to give consent, I give permission to the program leaders to authorize on my behalf medical treatment by licensed medical personnel; this includes authorization to hospitalize, secure proper treatment, administer anesthesia, conduct x-rays, or perform surgery. I understand that this authorization is given in advance of any specific diagnosis, treatment, or medical care being required and is to serve as specific consent to any and all such diagnoses, treatment, or hospital care that is recommended or deemed advisable. When requested, I agree to make repayment of any expenses advanced.
3. I accept responsibility for requesting reasonable accommodations related to a disability in a reasonable time frame before departure. I understand that I must provide the university's [Services for Students with Disabilities](#) (SSD) office with documentation of my disability to be considered for accommodations. I further understand that I am responsible for coordinating requested accommodations and that my requested accommodations may not be available at the travel destination.
4. I understand that program organizers and host institutions have the authority and right to cancel programs for health, safety or security reasons. In the event that I am en route to or at the program site during such a cancellation, I agree to depart the program site or cancel my planned arrival at the site, and return to the location designated by the U-M immediately.
5. I understand that I am responsible for all expenses related to the program, including any unforeseen expenses that may not be listed in my U-M program budget or cost sheet.
6. I understand that there are circumstances under which program organizers and host institutions have the authority to withdraw students from the program. Students withdrawn or dismissed from the program will not receive credit and will not be entitled to any refund. These circumstances include but are not limited to the following:
 - Students whose conduct before or during the program is deemed undesirable and whose actions are in violation of the U-M Statement of Student Rights and Responsibilities.

- Students who purchase, possess, and/or use any illegal or unauthorized drugs during the duration of the program, including free time. This includes drugs that are illegal in the United States and/or of the country of participation.
- Students whose conduct is in violation of the rules and guidelines of the partner/host institution.
- Students whose conduct is in violation of regulations set forth by the on-site Resident or Program Director.
- Students whose conduct is in violation of the host country's civil and/or criminal statutes.
- Situations in which the student's behavior, whether academic or social, jeopardizes the reputation of the program, the participation of others in the program, or the health and safety of the student or other participants.
- Failure to participate in the required pre-departure, on-site, and post-travel orientations, programs and assignments.
- Failure to maintain application requirements (academic or disciplinary), including course prerequisites, or failure to notify program organizers of any enrollment status changes.
- Failure to comply with the U-M COVID-19 Vaccination Policy (up to date with COVID-19 vaccinations / approved exemption)

26. I understand that if I choose to withdraw from the program for any reason, I am responsible for any and all associated costs and am subject to the academic policies of the U-M and host institution.

I, {FIRST NAME} {LAST NAME}, have read the entire Participation Agreement for University Related Travel Experience. I fully understand its terms and agree to its enforcement under the laws of the State of Michigan.

revised August 24, 2022

CGIS WITHDRAWAL POLICY

In order to withdraw from a CGIS program, students must:

- Officially notify their CGIS advisor, in writing or by email, of their intent to withdraw from a program. It is not sufficient to withdraw an application on-line.
- Withdraw from the study abroad registration or course in Wolverine Access
- Notify their college and/or academic (major) department, and
- Notify their onsite program provider or host institution (if applicable).
- If the UM add/drop deadline has passed, students must contact their CGIS program advisor for permission to drop the study abroad registration.
- Students who withdraw from a CGIS program and do not return to the University of Michigan for that term must contact their college office and follow the established procedures pertinent to their situation so that they will be allowed to register for the following term.

TRAVEL DOCUMENTATION

If a student is not able to travel to the program destination due to failure to obtain the required travel documentation (e.g. passport, visa, proof of immunizations, etc.), it will be considered a withdrawal on behalf of the student and will result in financial implications as outlined below.

PRE-DEPARTURE REQUIREMENTS

If a student does not complete required tasks (e.g. attending pre-departure orientation, submitting housing forms, or uploading passport information) as listed in M-Compass or instructed by CGIS staff, it will be considered a withdrawal on behalf of the student and will result in financial implications as outlined below.

ON-SITE ACTIVITIES

The complete academic experience on a CGIS program transcends the classroom, incorporating engagement with the host culture on various excursions and other co-curricular activities. Participation in all co-curricular activities (unless specifically designated as optional) is a required element of the program; failure to participate for any unexcused reason may result in disciplinary action. Please note that personal travel is not a valid excuse for missing class or any official program activities. Because schedules are subject to change, CGIS recommends that students not plan personal travel until they are on site and have confirmed their program obligations.

FINANCIAL IMPLICATIONS OF WITHDRAWAL

FINANCIAL IMPLICATIONS FOR CGIS BILLED PROGRAMS

Whether a student withdraws themselves or is withdrawn from the program after having signed the Participation Agreement, they are still responsible for the full CGIS program fee posted to their U-M account (even if the withdrawal occurs prior to the start of the program). A student is able to petition under extenuating circumstances by submitting a written petition to the CGIS director; the petition will be reviewed to determine if any type of refund is possible.

For programs that charge University of Michigan tuition, students are responsible for paying U-M tuition and are subject to the same U-M policies for tuition payment and course withdrawal as apply to on campus courses.

U-M - billed health insurance will be refunded for unused days of enrollment/participation.

Detailed information about these program expenses can be found on the program's budget sheet, located under the "Finances," tab on MCompass for the corresponding program.

SCHOLARSHIPS

Any university scholarships awarded for the intended study abroad term (including the LSA Global Experience Scholarship) will be removed upon a student's withdrawal from the program. Students should make themselves aware of similar policies relevant to other study abroad scholarships they may have been granted.

I, {FULL PRIMARY NAME}, understand that by clicking on this agreement, I am signing a legal document. I acknowledge that I am the person whose name is listed below and I logged on to this website on the date listed below.

Updated: 01/18/2024

Appendix D: Agreement for Program Leaders

Faculty Agreement

This document outlines CGIS's expectations of Program Faculty (hereafter referred to as "Program Leaders") on CGIS programs. By signing, the Program Leader agrees to comply with these requirements.

1. The Program Leader is expected to demonstrate a commitment to the basic underlying principles of CGIS programs: experientially-based intercultural learning that gives students significant opportunities for interaction with local populations and cultures.
2. Faculty should reinforce the message that academic responsibilities take priority over personal

interests, that student participants are effectively “cultural ambassadors,” and that the misconduct of any given individual(s) will be seen as representative of the United States, the University of Michigan, and – more immediately – of the group as a whole.

3. The Program Leader must attend any training sessions required by CGIS including the CGIS Program Leader Orientation.
4. The Program Leader is required to comply with decisions and/or requests made by CGIS with regard to the implementation of the program.
5. The Program Leader must comply with government regulations of both the U.S. and the host country regarding travel, study, and research in the host country. The Program Leader must obey the laws of the host country while on-site, and must take reasonable precautions to ensure that the student participants are aware of and obey these laws as well.
6. The Program Leader is responsible for communicating essential academic information to the student participants in writing and before departure, including the program itinerary, assignments, grading policies for any class(es) the program leader is teaching.
7. The program leader is responsible for informing CGIS as soon as possible of ways in which s/he can be contacted on site, such as personal phone numbers (local and/or US cell phone), phone numbers of local partners or other contacts, social media or messaging handles if appropriate, etc.
8. While on site the Program Leader should maintain regular contact with the students throughout the program, through class contact hours and office hours.
9. Disciplinary or behavioral problems with students should be dealt with immediately, and CGIS should be notified as soon as possible. In serious cases, intervention by CGIS or other UM offices may be required, and the student may be dismissed from the program.
10. Students should be educated about legally and culturally appropriate behavioral norms, as well as the consequences of inappropriate behavior. Violation of local laws and/or CGIS policy may result in immediate dismissal from the program.
11. Responsible use of alcohol is required on the part of the Program Leader as well as program participants. CGIS funds may never be used to purchase alcohol. While meals and program activities may include socially acceptable amounts of alcohol, Faculty are discouraged from engaging in recreational consumption of alcohol with students. The use of drugs that are illegal in Michigan, even if legal in the foreign destination, is strictly prohibited.
12. Faculty and students are advised not to operate motor vehicles while on the program. For liability reasons, Faculty may never drive student participants while abroad. When traveling on program-related activities, participants should be transported via public transportation or in vehicles rented for that purpose and driven by professional, hired drivers.
13. Faculty must comply with UM policies and procedures related to financial accounting and stewardship of University resources. This includes submitting an expense report by the dates specified by CGIS and University policy, including original receipts as required.
14. While Faculty are permitted to have family members or other non-enrolled companions

accompany them onsite, non-enrolled companions may not participate in any program-sponsored activities or travel. Faculty must notify CGIS of any family members or other non-enrolled companions who accompany them; if any minors accompany the Program Leader, there must be another adult with no connection to the program responsible for caring for the minor(s) on a full time basis. Dependents are covered by GeoBlue insurance under the Faculty and Staff blanket coverage policy.

15. CGIS will budget for accommodations for the Faculty member only. Should the Program Leader require more spacious lodging to accommodate traveling companions as well, s/he will be financially responsible for the difference in cost. CGIS will budget for housing beginning one day prior to the students' arrival until one day after the students' departure for programs lasting ten weeks or less, and one week prior to students' arrival until one day after their departure for longer programs. Faculty will be responsible for the cost of housing beyond the dates noted above. Faculty must make such requests for housing early in the appointment process so arrangements can be made with the local provider.

By electronically signing this document I, {FULL PRIMARY NAME}, acknowledge and agree to comply with the expectations elaborated in this document.

Appendix E: Sample Budget Sheet

PROGRAM BUDGET SHEET

GCC: Literary Monsters in London, UK

Winter 2020

EXPENSES	LOCAL CURRENCY	USD \$	NOTES
Expenses billed via U-M Financial Service	£	\$	
U-M Tuition	YES		Tuition is included in U-M Winter 2020 tuition. U-M home college/school tuition as applies, at appropriate resident/non-resident upper-/lower-division rate. For more information, see: http://ro.umich.edu/tuition/ . *Please note that if participation in this program results in Winter semester credit hours going above 18 hours, students will incur additional tuition charges as dictated by the Office of the Registrar.
GeoBlue Insurance		\$ 37.13	*Mandatory; Based on program dates
Program Fee		\$ 2,163	Students will be billed by and pay fees to U-M Student Financial Services. Program Fee includes cost of housing, internet connection in residence hall, 6 meal stipends, welcome and farewell meal, cultural events and activities, on-site student services staff, unlimited Tube pass for program relevant zones, and student airport pickup.
Billed by 3rd party provider / host	£	\$	
Entry Expenses	£	\$	
Round Trip Airfare		\$ 1,500	Estimated using DTW and arrival destination. This cost may vary based on point of departure, carrier, and date.
Passport Application		\$ 160	Estimated for U.S. citizens and includes cost of passport and photos. Expedited process will cost more.
Visa		\$ 0	Estimated average for U.S. Citizens; subject to change. Includes visa application, trip to consulate, photos, etc.
Travel Immunizations		\$ 0	Assumes student is up-to-date on standard childhood vaccines. Estimated cost includes only the additional travel immunizations that are recommended for participation in this program and/or travel to this country.
Expenses paid directly by student	£	\$	
Housing		\$ 0	Included in program fee.
Books and Academic Supplies		\$ 10	Estimated.
Food	355		Estimated.
Local Transportation		\$ 0	Students will get an Oyster Card for certain parts of the Tube.
Personal Expenses	200		Estimated.
TOTAL PROGRAM COST	Calculate Individually		

For the latest exchange rate, visit <http://www.xe.com/ucc/>

Appendix F: CGIS GCC On-Campus Orientation Sessions

These modules offer basic, modifiable checklists of orientation topics for faculty who are leading a CGIS study abroad program. Faculty will be provided with a link to several PowerPoint and/or Google presentation templates covering the module material, which can be used and adapted as needed for orientation sessions.

GROUP/TEAM BUILDING TOPICS

Group dynamics are very important during short-term, intensive, international experiences. Facilitating group bonding activities helps to build cohesiveness, supportiveness, and open-mindedness amongst participants during the abroad experience. Faculty are encouraged to include icebreakers and other get-to-know-you activities during each orientation session or group meeting.

Sample activities:

- Have students share why they joined the program, what excites them most, and what makes them most nervous.
- Break students into small groups and play a jeopardy-style game, quizzing them on fun facts about the destination country or region.
- Hold one of your meetings off-campus (e.g. at a nearby coffee shop) and give students free time at the end of the session to get to know one another.
- Provide students with a list of movies or films related to the course or to the destination and encourage students to watch one or two together.
- Conduct a “speed-friending” activity, having a list of questions and allowing students to ask a few to each of their peers, rotating from one to the next.
- Ask students to bring in a box with a few items that represent different things about themselves (their culture, their values, their aspirations, etc.) and have them explain each item.

LOGISTICS AND PREPARATION TOPICS

Packing

- Packing recommendations and airline luggage restrictions: include a list of suggestions about appropriate clothing to bring, how many formal outfits should be taken, and so on. Encourage students to pack what they can carry for four city blocks. Check what you are allowed to bring on the flight on the TSA website:

<https://www.tsa.gov/travel/security-screening/whatcanibring>

Items to Include in Carry-On Luggage

- Passport, other ID, and any entry/exit/visa documentation
- Travel itinerary and arrival/meeting point information
- Local provider contact information and housing contact information

- Local transportation information

- GeoBlue health insurance card
- U-M emergency contact card
- UM Student Handbook, if applicable
- Medications, prescriptions, doctor's notes, and basic first aid supplies
- Cell phone, charger, SIM card (if applicable), and on-site cell phone information and instructions
- Camera and electronic equipment
- Change of clothing
- US dollars and local currency (if applicable).
- Credit/debit cards
- Anything irreplaceable that you don't want to risk losing in checked luggage

What to leave at home:

- Valuable or expensive-looking jewelry
- Objects that are irreplaceable and you don't want to lose
- All unnecessary credit cards
- Additional copies of the itinerary and documents with guardians

CHECKED LUGGAGE PACKING LIST (MODIFY AS NEEDED)

Note: Items restricted by TSA for carry-on luggage must be placed in checked luggage or not brought at all.

See TSA for details: <https://www.tsa.gov/travel/security-screening/whatcanibring/all>

LOGISTICS

- The need for a passport, visas, and other essential documents should be explained. Ask students to check the expiration date, which should be valid 6 months after returning to the United States. If a visa is needed, give students the necessary forms and instructions to obtain one.
- Explain immunizations and documentation proving the student has received the immunization/s.
- International travel arrangements should be spelled out clearly, including when and where to meet at the site and how to get there. Outline possibilities of traveling in groups if possible. Talk about security measures students are likely to experience in the airport.
- Briefly describe the customs process.
- Phone and email services abroad: tell students how much access they will have to these services. Let students know if they will buy/rent cell phones or phone cards at the host country. Make sure students are aware of the consequences of using their cell phones abroad. Under no circumstances should the program leader be expected to solve cell phone crises of students. While banning cell phones isn't an option, coming up with a plan for the courteous and responsible use of them is. This plan should be determined by the group before going to study.
- Parental contact. Advise students not to promise to call their parents the minute they arrive at their program site. Airline delays, problems with phone systems, and jetlag can interfere with a

student's plan to call home. This results in nervous parents and anxious calls to CGIS.

ARRIVAL/ON-SITE LOGISTICS:

- Arrival — explain best approaches to student arrival; traveling in groups to get to the meeting place at the study abroad location if possible
- After meeting at the pre-assigned meeting point, confirm 100% safe arrival with CGIS.
- Include program obligations such as times and places of important first program meetings (and of a meeting place in cases of emergency).
- Include a map of the area where students will be living and meeting (with housing, hospital/clinic, pharmacy, ATM, police station, subway stops, and food shops clearly marked).
- Information on how to call home, the program leader(s) and calling information for emergencies (redistribute emergency contact cards if necessary).
- Housing at a glance — explain bathroom, curfew, internet access, kitchen privileges, laundry facility, location of clean water, quiet hours, roommates, telephones, etc.

POST-PROGRAM TRAVEL

Students planning to continue travel independently after the UM program has concluded need to register their additional travel into the Travel Registry. For safety and emergency situations, the student should notify faculty of:

- Their planned itinerary, giving as much information as possible about location, accommodations, or other addresses and phone numbers and any other contact information.
- Their mode of transportation, that is, all scheduled train and plane travel information, including departure and arrival dates and times and plane or train numbers.

FOR STUDENTS TO COMPLETE

- Visas (US and any non-US students) and immunizations.
- Send the professor information about individual travel arrangements for reaching the program.
- Register at the US Embassy on the Department of State website. CGIS recommends that students and faculty sign up for the US State Department [Safe Traveler Enrollment Program \(STEP\)](#) before departure.

CULTURE TOPICS

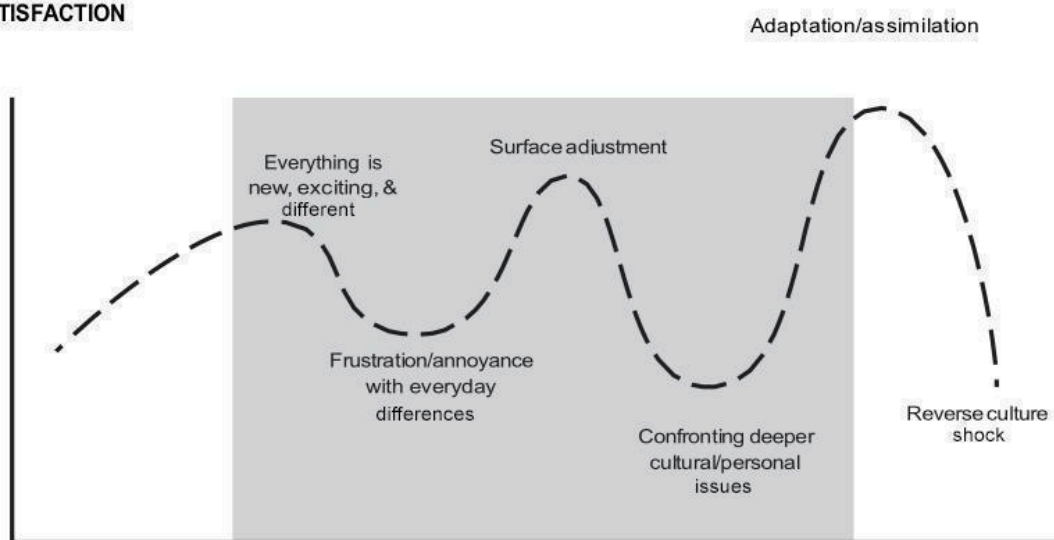
Discussion Points

- Local languages spoken and communication skills (verbal and nonverbal) needed to communicate.
- Intercultural opportunities on-site; ways to maximize contact with locals (can be a brainstorm session).

- Cultural highlights on-site (food, religion, historical places, etc.).
- Teach your students at least a few basic phrases in your host community's language. Discuss how local people greet each other at the field site location and practice that greeting during learning team meetings. Body language is also important. Remind students to be astute and adapt their body language appropriately.
- What to expect culturally; understanding local taboos and customs (dressing norms, personal space, eye contact, relations between sexes, drinking norms, etc.).
- Dressing appropriately: respecting the dress code, especially around religious sites.
- Appropriateness of taking pictures of people or sites in the host culture.
- Day-to-day differences between your culture and the host culture.
- Rationalize the difference from the host culture perspective.
- Similarities between your culture and the host culture.
- Information about people students will meet during the experience, including study buddies or possible host family members. Who are they, what will you be doing with them, are gifts or polite forms of address expected?
- Beggars and panhandlers: What to expect and how to act around them.
- What is culture shock and how to cope; reverse culture shock and how to cope (see 'Cultural Adjustment Curve' image below).

CULTURAL ADJUSTMENT CURVE

LEVEL OF COMFORT
& SATISFACTION



- Provide an overview of the history, economy and political system/structure of the host country.

- **Frameshifting:** show an image that can be perceived in different ways (example below). Have individuals share what they see. Discuss how the various interpretations of the image demonstrate how people perceive situations in different ways, and how it can sometimes be hard to see things from another’s perspective. One goal of intercultural learning opportunities is to increase our awareness of how we perceive and make meaning out of our own experience and to recognize that there may be many other ways for doing so.



- Encourage students to set goals for getting outside of their comfort zone, including a goal for the number of people to meet each day while on site.

HEALTH AND SAFETY TOPICS

Tip: This orientation is more exciting if observations of past experiences, historic events, and/or cultural points are mixed in with the health and safety message. For example, “In order to (objective while abroad), we should (health and safety action). Or “Before doing this_, we should (health and safety action). Or “While you’re doing___, it’s best to (health and safety action).”

SAFETY AND SECURITY CLIMATE

- Political situation of the country
- Elections, if any upcoming, and the peacefulness of rallies and demonstrations
- Existence and caution about any of the following: riots, demonstrations, student activism
- Caution about harassment or a cultural disdain/mistrust against individuals of any of the following categories: gender, race, religious beliefs, sexual orientation, socio-economic status, nationality, etc.
- Caution about personal safety issues: fear of bodily harm, kidnapping, theft, safety of neighborhoods/areas around travel locations, housing facilities, etc.
- Caution about high risk activities: swimming, diving, mountain climbing, hiking, riding bicycles, etc.

GROUND TRANSPORTATION

- Description of by what means students will travel once on-site
- Safety on highways

- Public transportation overview
- Public transportation safety tips (with the group and away from the group)
- Road safety and the dangers of driving vehicles, scooters, and even bicycles in a foreign environment and whether it's permissible on this trip or not (note that students should never drive abroad)

SAFETY PREVENTION TIPS

- Use the same precautions abroad that you would in any U.S. metropolitan area.
- Avoid poorly lit places and walking alone. Stick to well-traveled streets and travel with a buddy or in a group, especially at night. Be especially cautious when you are new to a city and do not yet know what parts of town may be less safe.
- Don't carry valuables, even in a backpack or locked luggage. If you must carry cameras, smart phones etc., don't leave them unattended.
- Discuss how to safely carry money and passports.
- Don't flaunt wallets, purses, or valuables.
- Leave valuables, unneeded electronics, and expensive or expensive-looking jewelry at home.
- Be aware of your surroundings; don't drown out background noise by wearing headphones.
- Avoid situations likely to draw attention to you or give clues as to your identity, such as talking loudly, wearing a baseball cap, etc.
- Avoid demonstrations, political rallies, and other crowds that can escalate into a riot.
- When asking for directions, ask someone who is in an official capacity, e.g. police, security guard, concierge, or someone who is currently working.
- If necessary, walk with a purpose and don't look like a tourist or lost. If you need to consult a map, do it inconspicuously or before you go out onto the street.
- Don't trust vendors who have their wares at a different location from where they are peddling. Do not follow people to a "special store" for a "special deal."
- Evaluate strangers' offers to walk with you or buy you something. This may be a scam or be a threat to your safety.
- Pack light, leave irreplaceable objects at home, and bring all necessary medications, documents, and money (see Packing for details).

HEALTH

- GeoBlue Coverage (CGIS Handout)
- Needed immunizations and CDC forms
- Illnesses in that area
- Advice on how to keep oneself healthy before, during, and after travel; include information about jet lag, traveler's flu, water safety, street food, eye care, dehydration, altitude sickness, homesickness, culture shock, depression, anxiety, emotional issues, and eating disorders; basic hygiene and proper nutrition are the best preventative measures against illness; ask students to be frank with you and the on-site staff when issues arise.
- Encourage students to voluntarily disclose any dietary restrictions, medications, health issues, and mental health issues before departure.
- Precautions and recommended procedures for transporting sufficient quantities of prescription and over-the-counter medicines. Have participants carry all prescriptions and over-the-counter medications in original packaging with medical labels and packed in a carry-on bag. Be mindful that some medications are considered illegal in other countries. The GeoBlue website provides local names and dosages for many medications.
- Along with medications, bring insect repellent, sunscreen, Pepto-Bismol or other bismuth-based products, and/or other preferred health related or personal items.
- Mental health: have participants monitor themselves for signs of stress. Have participants review travel plans with their mental health provider. Make sure participants know how to reach their mental health provider while on site
- If students have disabilities, have them speak with The Office for Students with Disabilities to discuss accommodative services. ssd.umich.edu/
- Risks of being sexually active with other group members or other people during the program.
- Dangers of drugs and alcohol; the policy on alcohol and drug/medication use abroad.
- Along with their emergency contact card, students are also recommended to carry a medication/emergency card with their name, drug allergies, physician's name and contact information, and exact names of the medications that they are currently taking; students can write this information on the back of their emergency card if they choose.

LOCAL RESOURCES ABROAD

- Medical access (hospitals, clinics, urban vs. rural if applicable)
- Mental health support, if available
- Disability services, if available

- Local emergency “911” number

COMMUNICATIONS

- Appropriate communications with parents before going abroad and while abroad, including the first communication with home and letting guardians know about UMPD number and your travel itinerary
- Listserv with guardians
- Emergency contact card: emergency contacts and telephone numbers to be filled out by program participants and kept on person throughout the duration of the program ensuring that students know how to call for help
- Hold a structured weekly check-in with each student to see how they are doing in meeting their goals. Have students evaluate what is going well and what is not. This can be a time for students to talk about challenges, including health.

EMERGENCY PROCEDURES

- Protocol for medical emergencies and non-emergencies while on-site: who to contact and what to do for different types of emergencies
- Establish a meeting point at each study abroad location
- Knowing when “staying put” is the better option
- Incorporating a phone tree: establish which students have phones so students know which students can contact the program leader/s who will then contact UMPD. Consider who has phones when students go out in groups during free time.

FOR STUDENTS TO COMPLETE

- Mandatory intercultural learning and development training session, links within M-Compass
- Encourage students to voluntarily share health issues with you directly, including dietary needs and medications.
- Accessing money from abroad. Before departure, ask your bank and credit card companies if your credit and debit cards will work in countries you are visiting, and alert them where and when you will be traveling abroad. Make sure your credit card has a sufficient balance to get home quickly if you need to, and to cover unexpected expenses.
- Phone: evaluate options for phone use overseas, and verify arrangements will work at your destination.

GROUP MANAGEMENT TOPICS

Tip: This module may be most interesting if presented in the context of the itinerary to draw examples and to promote safe cultural interaction and exploration.

DISCUSSION POINTS

- The itinerary and expectations of where to be and when
- Responsibility for group safety, whether in a buddy system, as a “sheriff” during an excursion, when using language/intercultural skills, or using a “phone-tree” system
- Self-monitoring disruptive behavior, such as unannounced absences, running off without telling anyone, problems with other students, being culturally insensitive, etc.
- Group-accepted ground rules for personal interactions can benefit the group as a whole: i.e. speaking and behaving respectfully toward and about all members of the group and all people that the group will interact with; balancing one’s desire to speak with the need to allow others time to speak; making one’s needs known, in the proper context and tone, so that they can be properly addressed. Strong feelings may be the result of what students have heard and seen during the day, may result from intragroup dynamics, or may be a reaction to culture shock.
- Although people may disagree with one another, differences should be treated as differing perspectives, not as personal affronts or a contest to see who is right or wrong.
- Contingency plans for separation, including for when communications are available and when communications break down (loss of phone and/or internet services).
- Expectations in non-structured time

SUGGESTED STUDENT ON-SITE EXPECTATIONS

- 1. Be ready to listen and learn; the field experience is short.
- 2. Bring small gifts for the host family (if applicable): suggestions — picture frames, pens/crayons for kids, small games, UM/Ann Arbor/Michigan souvenirs.
- 3. Treat others with respect — both within the group and on worksite and homestays.
- 4. Let site leaders know of any allergies/medical conditions/medications to be aware of in case of emergency.
- 5. Get adequate rest. Let site leaders know if you are ill.
- 6. Attend worksites daily unless other group plans are made. Be on-time and wear appropriate clothing.
- 7. Be flexible while abroad — it won’t always be exciting or what maybe was expected.
- 8. Avoid walking outside of home neighborhood alone during daytime and going anywhere alone at night.
- 9. If leaving the neighborhood, let a site leader know where you are going.
- 10. Respect the traditions of those you interact with while on-site.

- 11. Know and obey all local laws concerning drugs and alcohol and make smart choices regarding alcohol consumption.
- 12. Make no promises or commitments you are unable or do not plan to fulfill. This includes return visits, visa sponsorship, and monetary assistance.
- 13. Avoid excessive gifts to neighborhood children (i.e. don't buy every child candy every day — it establishes a precedent).
- 14. Avoid “romantic” situations: if you meet the love of your life, you're welcome to return after our trip is complete.
- 15. If any behavior is considered inappropriate, expect a warning. If behavior remains inappropriate, you may be dismissed from the study abroad experience and asked to leave the site.

ACADEMIC TOPICS

- Note for graduating seniors: Due to the field component, these students' grades will be processed during the summer.
- Faculty leaders should provide syllabi and class expectations, a schedule of class meetings (before, during, and after travel), and in-field activities.
- Grading and assessment policy (where applicable): like any course, expectations should be spelled out clearly.
- Students should receive grades for an off-campus GCC course. Students should not take this course for Pass/Fail or Credit/No-Credit unless required by their specific college policies.
- Academic policies about plagiarism and disciplinary procedures should be articulated.

ON-SITE ORIENTATION/S

- Buy local SIM card or cell phone rental and make sure phone works
- Setting up a location and times for orientation/s
- A tour of the neighborhood to help students locate items on the map and give them a feel of the local culture and safety of the area; can bring the map showing local hospital/clinics, pharmacy, ATM, bank, police station, subway stops, food shops, etc.
- Directions from the housing location to the place the group will be meeting daily for classes/ excursions
- Reiterate how to use phones
- Overview of local transportation and scenic places

- Updates on student activities, health and safety issues, academics, impressions, cultural impressions, etc.
- Opportunities for reflection
- Reconfirm health and safety aspects of the program, including the “emergency meeting place” in case of emergency and other emergency protocols (who to contact, how to contact, and where to meet) and program rules and regulations; local safety tips
- Reiterate how to call for help — vocabulary, 911 equivalent, how to get to the hospital, etc.
- Housing at a glance — bathroom, how to get to daily meeting points, curfew, internet access, kitchen privileges, laundry facility, location of clean water, quiet hours, roommates, telephones, etc.
- Reiterate regulations on alcohol and drugs
- Go over the itinerary and events happening in the near future

OPTIONAL EXERCISES

CULTURAL ACTIVITIES

- Time can be set aside or transit time can be used for reflection sessions. This is a time for the group to share any insights, concerns, or questions with each other and with the program leader.
- Allow students to choose significant destinations that will be visited during the study abroad experience. They can research this destination and report to the group while on-site to help others get a contextual understanding of the site.
- Do in-depth research about your destination. If you have not already done so, learn about its history, political situation, current events, cultural groups and intercultural dynamics, religion, geography, cuisine, transportation, etc.
- Focus on something you are interested in while abroad. If they have a passion or hobby, they could seek out how people in another culture approach or deal with the same theme.
- What to expect culturally: gender, the role of age, education system, perceptions about Americans, day-to-day differences. Have students come up with questions, research, and share with the group
- Interview someone from the culture.
- Watch a contemporary film and discuss observations.

HEALTH AND SAFETY EXERCISE

- Have students break up into groups of two. Each student receives a card with a health and safety concern (homesickness, depression, upset stomach, food poisoning, alcohol poisoning,

passed out, altitude sickness, jet lag, twisted ankle, culture shock, lost from the group, robbed and have no money, assaulted, unwanted attention from the opposite sex, badgered by a crowd, being followed, caught in a riot, near a political demonstration, you are arrested, or others the professor can think of that are region-specific). The other student must ask “Yes” and “No” questions until they are certain they know the answer.

- After both students have guessed each other’s card, each student should take turns describing their symptom as if it is their own, and then the other student will pretend they are the student’s roommate and give advice (either in person or over the phone). Afterwards, have each student share with the group.

DISMISSAL POLICY EXERCISE

- Students come up with a list of helpful hints or unacceptable conduct (academic and behavior) to add to the “Suggested Student On-Site Expectations List.”

ACADEMIC EXERCISE

- Have students answer “Why do you want to study at this particular location? List one academic, one cultural, and one personal growth goal.” As the program progresses, ask students to do a goal check to see if they are on track to meet their goals and how they can alter their current trajectory to better meet their goals.

Appendix G: Reflection Exercise Examples

One of the most important ways that undergraduates learn during engaged intercultural field experiences is through guided reflection with other team members and Program Leaders. The dynamics of your group have an important effect on the overall experience for everyone, including the faculty leader. We remind you to use group opportunities both to analyze and process the large amounts of new information everyone is gaining, and also to build understanding of each other and the very different experiences and reactions within your learning team. Before group reflective exercises, in order to build cohesion within the group and ensure that everyone is contributing positively, it may be useful once again to remind students of the ground rules discussed in your “Group Management” pre-departure orientation module. Example ground rules: listen actively and attentively, do not interrupt one another, critique ideas and not people, etc.

Some ideas for varied ways to change the format as you encourage sharing of knowledge and understanding:

- Have students check in a **go-around** in which they do not comment on each other’s timed statements (two to three minutes long, not permitted to be shorter).
- Have students identify their personal **highs and lows** over the past week or two days or whatever appropriate duration.
- Use a **subject focus** to discuss a particular incident or set of circumstances or to discuss a specific activity, presentation, or interaction.
- Set up a **fishbowl** where a subset of three or four group members has a discussion in the center. The rest of the team observes and can join the center group by tapping in or out.

- Ask students to take a **photo** that encapsulates what they have learned about the culture. Students share out to the group and explain how the subject of the photo made them reflect on their own culture. (from SAE Barcelona)
- Provide a short **worksheet** or set of questions for students to first answer in small groups of two or three, or to interview each other, and then share what they learned (not report what the other person said).
- Debrief with each other while engaged in another **group activity** such as preparing a meal or planting a garden or painting a child's home.
- Do a **feedback** debrief where each person remains silent while others in the group talk about how they think that person is doing regarding a specific situation or activity.
- Have a session of sharing **favorite quotes** from the journals each student is keeping, or from individuals that the group has encountered up to that point at the field site.
- Use a **one-word reaction** go-around, perhaps focusing on emotion, when debriefing from a specific day, event, or activity.
- Have students **sketch or draw** and then explain or have others interpret how things are going with each individual.
- Require **three positives for a negative** in any session that starts to deteriorate into complaints. Studies of human mood and psychology show this ratio is necessary to restore balance when negative expression starts.
- Have students debrief as **travel partners** with a bus-seat-mate or the person they are walking with, and make sure that such pairs regularly rotate so that the group stays balanced.
- Have a **true confessions** session of most embarrassing moments over the past week, or biggest social or cultural faux pas. Alternatively, such a session could be about things students have been afraid to tell the group.
- Allow for **student-led** debriefing sessions where they think of one of these formats, or lead one from this sheet.
- Pull everyone together for a "**don't go to bed angry**" session, especially if there has been some conflict in the group or particularly stressful activity.
- Devote at least one session a week to discussion that directly addresses **identity differences** within the group and how those affect the experience. Gender and racial dynamics, students with heritage or other links to the local field site, language ability, family and religious practices and traditions, etc. all have profound effects worth discussing and understanding.

We hope this is a helpful list and would be happy to hear other creative ideas from you to keep the insight and intercultural sharing flowing during the field site experience.

JOURNAL WRITING EXERCISES

It is wise to encourage your students to keep journals of their experiences, as research has shown the great value of reflective journaling for processing off-campus experiences.

Example of On-Site Journal Writing Group Activity:

Gather students together in a comfortable setting. Have students think about their time in the program so far, reflecting on what they've experienced culturally, academically, and personally. Ask students to write in their journal for 15 minutes in response to the following questions:

- What has been most surprising (in a good way)?
- What has been most challenging, and what makes it so difficult?
- Think about a particular moment when you've felt uncomfortable. Describe: Why were you uncomfortable? What were you feeling? What did you do? Looking back, would you have done anything differently?
- What is something you are proud of having accomplished? (e.g. if talking to a parent or friend, what would you tell them about your experiences so far?)

Have students share their thoughts in small groups for about 10 minutes (consider asking students to come up with a question or two about what they've experienced) and then bring the group back together to have a group discussion and reflection.

Other Examples of Reflective Journal Writing Prompts:

Source: PurdueUniversity:

https://www.purdue.edu/science/Current_Students/study-abroad/study-abroad-reflection-paper-outline.pdf

- In what ways is the culture where you studied different from your own?
- How is this culture similar to your own?
- What, if anything, shocked you?
- How does this culture define "learning" or "knowledge"?
- How have cultural differences made you more aware of your own culture---of its benefits, limitations, strengths, or biases?
- In what ways might your own culture/society benefit by learning from that of others, specifically from the one in which you studied?
- How do cultural differences allow others to view you differently than you view yourself?
- How might your experience abroad affect your future --- with regard to academic, social, career, and/or personal choices?

Source: Michele Price and victor Savicki; Western Oregon University,
<https://www.wou.edu/~savickv/Study%20Abroad%20Poster.pdf>

Linda Gross's Questions to Simulate Self-Reflection

Prior to departure:

- How and why did you choose the particular location of your study abroad? Who or what influenced your choice?
- What expectations and what preconceived notions do you have of your host culture? How do you see yourself interacting with the host culture in light of your expectations and preconceived notions?
- What are your expectations and what are your preconceived notions about your academic program? What do you hope to learn, and how do you envision the instructors and learning environments?
- How do you feel about leaving home and campus? What are you glad to be leaving behind?

What do you think you'll miss?
- What ideologies are you taking with you? Identifying these beliefs and their source may help you when you are challenged abroad by those with a different point of view.

While Abroad:

- What has the separation from friends, family, school, and a familiar way of life revealed to you about yourself?
- Describe the scene that greeted you upon arrival in the airport and recount the behavior you observed. What bewildered, delighted, interested, amused, or frightened you? Why?
- Describe how your expectations and preconceived notions of the host culture are being met or not. How have your first impressions of the country and its people changed since your arrival?
- Systems of education and teaching vary from country to country. What have you discovered about the system of education in your host nation compared to the system of education you experience in the US? Are your preconceived notions hindering your progress or aiding you in navigating new academic rules?
- Have your relationships with individuals or your understanding of the culture become more complicated as your stay lengthens? How long do you think it takes to begin to understand and be part of the complexities of your host culture?

After Returning:

- Were the expectations you had of your host culture met? Why or why not? Was the vision of yourself in interaction with the host culture realized? Why or why not? What about your preconceived notions? Which have you changed and which beliefs or attitudes have you retained?
- Were the expectations you had of your academic program abroad met? Why or why not? What

about your preconceived notions? Which have you changed and which beliefs or attitudes have you retained?

- How do you feel about being home and back on campus? Are you glad to be home? What do you miss the most about your host country?
- What hard skills did you learn or build upon while abroad? How can these be reflected on your resume? How will these skills support your desired employment? How will you articulate these skills during an interview with a prospective employer?
- What soft skills did you learn or build upon while abroad? How can these be reflected on your resume? How will these skills support your desired employment? How will you articulate these strengths during an interview with a prospective employer?

Source: (Linda Gross, Ph.D., Michigan State University, 2003. "A few questions to stimulate your self-reflection...")

Other Prompts

- Share an example of how you had to set priorities to achieve a desired outcome in your study abroad experience.
- How did your study abroad experience enhance your knowledge, skills, and understanding of your intended career field? What assets might international study yield as opposed to someone who studied domestically?
- Share an example of a travel situation that helped you build your understanding of human motivation. How did this enhance your understanding of leadership or teamwork?
- Share an example of how your international experience has improved your skills in communicating with others. How might this make you a better professional in your field?
- How did you have to adjust/adapt to your new cultural surroundings? Share examples from academic, social, and work settings. How did this influence your ability to interact successfully with others?
- Share an international experience in which you had to resolve a conflict or solve a problem. What skills and personal qualities did you tap into? How did the experience help you grow as a person?
- Share an example of a study abroad experience in which you took initiative to achieve a greater result.
- Share an example of a time when you may have been in danger or afraid. What did you learn from it? Why?
- What was the most significant thing you learned about yourself through your study abroad experience? Why?

RETURNEE REFLECTION

CONNECTIONS

- How did your experience in the program relate to what you already knew about the host country and its people from class, movies, books, heritage, etc.?

GLOBAL PERSPECTIVE

- Did you have any experience in which your values were tested? What did you learn about your values through that experience? What did you learn about your host country's values?

SELF-ASSESSMENT

- Explain why you chose a specific signature assignment among the various assignments you completed for this class

GLOBAL SELF-AWARENESS

- How do you think your host country residents perceive the U.S.? How does it benefit you to understand this perspective?

KNOWLEDGE & CONNECTIONS

- While in your host country was there any situation in which you relied on cultural knowledge to solve a problem or accomplish a task?

CURIOSITY

- What is the most important topic NOT discussed in this class?

VERBAL COMMUNICATION SKILLS

- Which strategies did you use to navigate complicated linguistic endeavors? Did you do something that you did not think you could do?

ADAPTABILITY

- Describe a situation in which your expectations were not met. How did you react? Did this cause anxiety? How did you deal with the situation?

Source: Reflective Prompts from Santa Fe College/University of Florida Salt Lake City Community College

CRITICAL INCIDENT REFLECTION

Definition of Critical Incidents: "The vast majority of critical incidents... are not at all dramatic or obvious: they are straightforward accounts of very commonplace events that occur in routine [life] which are critical in the rather different sense that they are indicative of underlying trends, motives and structures. These incidents appear to be 'typical' rather than 'critical' at first sight, but are rendered critical through analysis" (Tripp, 1993: 24-25).

A reflection on critical incidents allows for a positively-focused group activity, encouraging participants to problem solve, think critically, and come to a greater understanding of their intercultural experiences and encounters abroad.

To reflect on critical incidents, have students discuss or journal on the following:

- Describe the incident: what happened, where and when? Who was involved? What was your role or involvement in the incident? What was the context of this incident?
- How was I feeling at the time of the incident? What was I thinking?
- Explain why the incident was critical or significant for you. Also, why might it have been critical for others?
- How might others involved have been feeling and thinking?
- Why do I/they view the situation like that?
- What assumptions have I made about the situation? Why do I view the situation like that? What assumptions have I made about the other person(s) involved?
- How else could I interpret the situation? From whose perspective?
- What research could I do to broaden and deepen my understanding? (talk to involved people, study culture, etc.)
- What action could I have taken that might have been helpful?
- What lessons have I learned from this? How interested am I in applying those to my future? How might I do that?

Consider: how is this situation an opportunity for intercultural connection and learning?

(Adapted from a handout written by Timothy Corvidae, University of Michigan, “Critical Incident Technique”)

Other references:

Tripp, D. (1993). *Critical Incidents in Teaching. Developing Professional Judgment*. London: Routledge.

Appendix H: Pedagogy

GCC programs are meant to provide students with “field-based extensions to on-campus courses [in which] they can put into practice or experience what they have learned.” Beyond this, however, CGIS expects all faculty-led programs to feature experientially-based intercultural learning opportunities that involve significant interaction and engagement with local populations and cultures.

There are many barriers to realizing the goal of intercultural learning (e.g. lack of linguistic competence, misunderstandings based on cultural differences, biases and prejudices, logistical difficulties, finances, etc.) CGIS will meet with faculty to discuss pedagogy and provide some tips and examples for engaging students and building greater intercultural learning opportunities into faculty-led programs.

EXAMPLE SCENARIOS

SCENARIO 1:

Your program features visits to several museums: one on the country's indigenous cultures, one that deals with its colonial history and another that focuses on independence. How can you transform one or more of these visits into engaging and/or experiential intercultural learning opportunities?

Ideas:

- Make a connection to present (what do we see in present that connects what was shown in the past)
- Discuss examples of contemporary indigenous issues
- Pick a theme/topic and have students find 3 exhibits that examine that theme (blog or present on them)
- Make a comparison to the US & its history

SCENARIO 2:

Your group of 15 students includes only two with any knowledge of the local language: one is a heritage speaker; the other has had one year of language study at UM. You are fluent in the local language, though not a native speaker. How can you build opportunities for engagement and intercultural learning into your program given the language gap?

Ideas:

- Find local university or high school students who speak English to partner with (even virtually) and have students work in pairs or groups. (Make sure this interaction also benefits and meets the goals of the local students.)
- Observation assignments relying on other senses
- Plan during pre-departure with group (can things be proactively translated, what resources will they have access to, survival language resources)
- Reflection on what it is like to not speak the language or to not be literate

EXAMPLE ASSIGNMENTS

- Conduct a scavenger hunt after arriving on site. Have students form small groups and complete certain tasks around the city requiring that they use public transportation, speak with locals (e.g. purchasing something at the market), and familiarize themselves with the site
- Have students submit photo journaling assignments, helping to contextualize what was learned in the class with what was experienced on-site

- Prior to departure, ask students to pick a site that they will be visiting during the field component. Have them research and then present to the group during the site visit
- Provide students with a printed a map of the location prior to departure and ask that they annotate the map during the abroad experience

Appendix I: Title IX Obligation to Report Sexual Assault and Harassment Instances

The University of Michigan’s Sexual Assault Policy is located at <https://studentsexualmisconductpolicy.umich.edu/>

YOUR ROLE AS A RESPONSIBLE EMPLOYEE

What is a Responsible Employee?

A Responsible Employee is a member of the University of Michigan community who meets specific criteria (see below) to share any incident of sexual assault, intimate partner violence, sexual and gender-based harassment or stalking that they become aware of with the Office of Institutional Equity.

To report an incident of suspected misconduct to the University, please visit <https://portal.dpss.umich.edu/public/reporting/>

Are you a Responsible Employee?

Yes. The University has listed many different criteria that an individual might meet to become a Responsible Employee. One of them states, “[any] faculty or staff member who provides oversight to, or is traveling with, students on University-related travel abroad, including University-sponsored study abroad, research, fieldwork, or internship programs.” Since this applies to all of our faculty and staff traveling on CGIS programs, you are considered a Responsible Employee. For more information, please review the Information for Responsible Employees website via:

<https://studentsexualmisconductpolicy.umich.edu/content/1-responsible-employees>

WHAT SHOULD I DO IF I LEARN OF A MISCONDUCT INCIDENT?

1. BE TRANSPARENT

- Let the student know that you want to help and whether you will be sharing certain forms of information with the Office for Institutional Equity.
- If possible, share this before the student or third party discloses information to you, please do, and answer questions about what it means when you share information with OIE.
- If a student discloses before you are able to provide this information or you do not realize the student is going to disclose, please let the student know during that conversation, if possible, that you will be sharing information with OIE.

2. LISTEN

- Listen, without asking questions. Keep in mind that you are not being asked to (nor should you) investigate the matter.
- Remain as empathetic in demeanor as possible; validate that the student should not have experienced this and that you believe them.

3. INFORM

- Share with the student all of the resources and places they can go to for help, including the following

confidential resources:

- Sexual Assault Prevention and Awareness Center (SAPAC): <https://sapac.umich.edu/>
- Counseling and Psychological Services (CAPS): <https://caps.umich.edu/>
- Office of the Ombuds: <https://ombuds.umich.edu/>

– Share with them how the OIE Investigative Process works

4. CGIS and SAPAC can provide details on how to approach a student who may have experienced sexual assault.