

# Study Abroad Practices & Procedures Manual



Albany State University   
OFFICE OF INTERNATIONAL EDUCATION

*Compiled by  
Mary Davis, former Study Abroad Coordinator  
Edited by Dr. Nneka Nora Osakwe, Director and  
Mark Hankerson, Study Abroad Coordinator  
Office of International Education (OIE)  
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## Table of Contents

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Acknowledgements	3
CISP: COMPREHENSIVE INTERNATIONALIZATION STRATEGIC PLAN FRAMEWORK	4
INTRODUCTION TO STUDY ABROAD	5
Student Participation	5
Obstacles	5
Looking Ahead	5
Defining Program Phases	5
Roles and Responsibilities of Faculty Coordinators	6
Annual Updates: FY 2019 Changes	7
ESTABLISHING A STUDY ABROAD PROGRAM	7
Needs Assessment	7
Approval Process	8
Program Design	8
Course Proposal	9
Proposing a Budget	9
Alternative Program Providers	10
Professor Compensation	11
Additional Program Attendees	11
USG Approval Requirement Changes (2019)	11
RECRUITMENT	12
Study Abroad Participation Requirements	12
Timeline (General)	12
Promotional Materials	13
Study Abroad Fair	13
Passport Caravan	13
Faculty-Student Interest Meetings	14
Classroom Outreach	14
Transient Students	14
PRE-DEPARTURE	15

Timeline	15
Vendors and Invoices	16
Fundraising	16
Visas (if necessary)	17
Program Fee Payment	17
Cancelation Policy	18
Travel Authorization (PeopleSoft)	19
Unexpected Expenses	20
DURING THE TRIP	20
Emergency Response Plan (ERP)	20
Receipts and Bookkeeping	21
Contingency/Emergency Funds	22
Communications	22
RETURN	<u>22</u>
Remaining Balances/Reconciling	<u>22</u>
Evaluations	23
REFERENCES	24
APPENDIX	25

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### FACULTY-LED STUDY ABROAD PROGRAMS

Country	Faculty Coordinator	Program	ASU College and Courses Taught
<b>Cambodia</b>	Dr. Ronald Leonhardt	Summer	<b>College of Arts and Sciences</b> HIST 2112 Sur of American Hist. or HIST 2113 Minorities in America
<b>China</b>	Dr. Nneka Nora Osakwe	Summer	<b>College of Arts Sciences</b> ENGL 4998-Special Topic- Inter. Comm  <b>College of Arts Sciences</b> Mass Communication (COMM 3280, COMM 4280, COMM (4570)
	Dr. Jianchuan Zhou	Summer	
<b>England, France, and Italy</b> (London, Paris, Florence & Rome)	Dr. Nneka Nora Osakwe	Summer	<b>College of Arts and Sciences</b> ENGL 4990: Special Topics-Cultural Diversity through Rhetoric & Composition OR COMM. 1000-Cultural Diversity in Composition ENGL 1102-Composition II
<b>Jamaica</b>	Dr. Annalease Gibson	Spring Break & Summer	<b>College of Arts Sciences</b> Social Work (SOWK 7137) & Special Topics Undergraduate Level)
<b>Japan</b>	Dr. Mihoko (Mimi) Noda	Summer	<b>College of Arts Sciences</b> Fine Arts/Music (JAN 1001, MUSC 1100/XXXX special topics)
<b>Belize</b>	Dr. Kathaleena Monds	Summer/Maymester	<b>College of Professional Studies</b> Business (BUS 4105)

<b>Trinidad &amp; Tobago</b>	Dr. Irma Gibson	Summer	<b>College of Arts Sciences</b> Social Work (SOWK 4460/6460 and SOWK 4310/7139)
<b>Paris</b>	Dr. Ghislain Mandouma	Summer	<b>College of Arts and Sciences</b> CHEM 2111-Principles of Chemistry I OR CHEM 2112 Principles of Chemistry II
<b>Paris</b>	Dr. Matthew Stanley	Spring Break	<b>College of Arts Sciences</b> History (HIST 3633)
<b>Portugal</b>	Prof. Jason Armstrong	Summer	<b>College of Arts Sciences</b> Criminal Justice (CRJU XXXX special topics)
<b>India- Nursing</b>	Prof. Jan Rodd & Dr. Donyale Childs	Summer	<b>Darton College of Health Professions</b> Nursing (NURS 2601 and NURS 4240)
<b>India- Forensic Science</b>	Dr. Zachariah Oommen  Dr. Uzoma Okafor	Summer	<b>College of Arts and Sciences</b> FOSC 4050 Forensic Nadu Chemistry FOSC 2130- Crime Scene Investigations and Reconstruction 1
<b>India- Business Management</b>	Dr. Akella Devi	Summer	<b>College of Business, Education and professional Studies</b> MGMT 3105-Legal Env. Bus. Or MGMT-4127 Small Business Management
<b>Greece and Portugal</b>	Prof. Charles Williams	Spring Break	<b>College of Arts Sciences</b> Art (ARTS 4403 and ARTS 4601)
<b>Ghana</b>	Dr. Nneka Nora Osakwe  Dr. Anthony Owusu-Ansah Dr. Carolyn Medlock  Dr. Uzoma Okafor	Summer-UCC  Summer Summer  Summer	<b>College of Arts and Sciences</b> ENGL-3106 & ENGL -4990-Sp.Topics- ESL/Language Arts Internship Abroad  <b>College of Professional Studies</b> Education (EDUC 2120 and EDUC 3233) EDUC 3402 Preparation Practicum. I, II OR EDUC 3403 Preparation Practicum III <b>College of Arts and Sciences</b> FOSC 2130- Crime Scene Investigation & Recon OR CHEM. 2310 Scientific Mathematics
<b>Spain</b>	Dr. Adriana Primo-McKinley	Summer	<b>College of Arts Sciences</b>  Spanish (SPAN XXXX any level and SPAN 4491/4492)

# CISP: COMPREHENSIVE INTERNATIONALIZATION STRATEGIC PLAN FRAMEWORK

## Albany State University Comprehensive Internationalization Strategic Plan (CISP) Framework

Approved by ASU Comprehensive Internationalization Committee, 2016  
OWG (Consolidation) 21-International Programs and CIC

Goal: The main goal of this Plan is Comprehensive Internationalization of the Campus

**Comprehensive Internationalization** is a process embarked upon by progressive twenty-first century learning institutions to increase the number of graduates who acquire international learning. It involves a commitment confirmed through action and policy to infuse international and comparative perspectives throughout the curriculum and co-curriculum programs including teaching, research, and service mission of higher education (Hudzik and McCarthy, 2012).

**The Framework for Albany State University (ASU) Comprehensive Internationalization Strategic Plan is as follows:**

- **EDUCATION ABROAD:** Increase the number of students who participate in Study Abroad/Exchange programs, international internship, service learning; and the number of study-abroad collaborations and faculty led programs.
- **INTERNATIONAL STUDENT ENROLLMENT AND INTERNATIONAL COLLABORATION:** Increase the number and diversity of international students' enrollment and retention and the number of international collaborations, aware that international students are a great resource for internationalizing the campus through planned curricular and co-curricular activities.
- **CURRICULUM:** Increase the number of internationalized courses and develop a Global Citizenship (or Distinction) Certificate to enhance students' global learning on graduation.
- **CO-CURRICULUM-** Increase global awareness and learning of students, faculty, and staff through campus co-curricular programs and facilities in collaboration with the community and external partners
- **PROFESSIONAL DEVELOPMENT:** Increase awareness, interest, and involvement of faculty and staff in international education and the number of faculty who internationalize their courses.
- **CAMPUS PROGRAMS AND CO-CURRICULAR ACTIVITIES:** Increase international awareness of students, faculty and staff by enhancing international visual outlook of the campus and creating more international co-curricular activities in collaboration with the community.

## INTRODUCTION TO STUDY ABROAD

Study abroad and exchange programs are gaining ground and recognition worldwide for the value they bring to college and university campuses. These programs offer students the opportunity to engage in experiential learning and grow their intercultural competence. As the world becomes more and more globalized, it is the responsibility of institutions of higher education to offer and encourage students to pursue these valuable experiences. [This manual is a supplement to University System of Georgia's Study Abroad Handbook and other applicable Board of Regents policies.](#)

### Student Participation

Although study abroad numbers are steadily increasing on a national level, 90 percent of American undergraduate students will not have an international experience before they graduate and only about 1.6 percent of students travel abroad each year ([Open Doors, IIE Executive](#)

**Summary**). Only approximately 25 percent of these students are racial or ethnic minority students, which signifies an exclusion of access to these programs for minority students. HBCUs like Albany State University and other minority serving institutions are key in making international education a reality for their students so they can receive equal opportunity for advancement and profit from all that education abroad has to offer.

## Obstacles

Financial commitment is the largest deterrent of students studying abroad. Even applying for financial aid, scholarships, and stipends takes a lot of time and effort that keeps many students from ever filling out an application. Other notable anxieties for students are staying on track to graduate, complicated university processes, ill/de pendent family member(s), sublet/housing commitments, language barriers, and never having traveled abroad before. Part of our duty in promoting these programs to our students is to understand their concerns, whatever they may be, and assist however we can to overcome them.

Recruitment efforts should aim to consider these challenges and address ways to mitigate them through scholarship workshops and assistance, transparent processes for application and payment, comprehensive understandings of financial aid, faculty and staff commitment, and clear payment deadlines. The biggest way for program coordinators to help students face the financial burden of study abroad, however, is to keep program costs as low as possible (without sacrificing the academic integrity of the program). Ideally, students will receive a small refund of unused funds at the end of their program, but they should not expect it. Instead, the program cost should be kept as close to the operating line of the program budget as possible.

“Travel is the only thing you can buy that makes you richer.”

- *anonymous*

## Looking Ahead

Albany State University’s Office of International Education is committed to expanding opportunities for its students through active faculty and student involvement. The 2020-21 academic year will bring some new changes meant to streamline our processes, provide transparency for the students, and adhere to USG business procedures and protocol. This handbook intends to clarify the sometimes complicated processes associated with study abroad programs and contribute to streamlining the existing procedures, moving forward.

## Defining Program Phases

For the purposes of digestibility, this manual is broken down into main “phases” of study abroad programs: establishment, recruitment, pre-departure, the trip itself, and return.

Establishment is the first step in running a study abroad program. Typically, this process is completed the summer before the year the program is intended to run. It requires collaboration among the faculty program coordinator, Office of International Education, as well as the departments and colleges to approve the program. Prospective program coordinators should complete approval forms and meet with the Study Abroad Coordinator to discuss the procedure.

Recruitment is the second phase and consists of shared responsibilities of the faculty program coordinators and Study Abroad Coordinator. The main objective in this phase is to raise awareness of ASU's study abroad programs, encourage potential participants to apply to the program, and address any student concerns that may be affecting their decision to apply to the study abroad program.

Pre-Departure is the third phase and slightly overlaps with the recruitment phase. Most of the practical details and travel arrangements are handled during this phase. While recruitment can continue, it is important to be prudent in advising students about the financial obligations of the program; in other words, the further into the pre-departure phase students are recruited, the less time they will have to pay the same sum of money.

During this phase, students are responsible for obtaining necessary supporting documentation (passports, physician's clearance, requests for non-resident courses if necessary, visas if necessary, and tuition waivers if necessary) in addition to paying their program fees in a timely manner in accordance with the program's set payment plan.

At the same time, the Study Abroad Coordinator provides student and faculty support for obtaining required documents, tracks student payments, and manages account payments to vendors. Faculty program coordinators work directly with vendors to obtain official invoices, arrange necessary goods and services, offer student support about program-specific concerns, and regularly update the OIE with progress.

During the trip, the students and faculty are abroad. Like any other course at ASU, the faculty are responsible for teaching, but are also directing cultural trips during a study abroad. The students are responsible for maintaining their coursework and learning. Faculty and students should send pictures through social media and short journal updates for the "ASU Around the Globe" spotlight series during their trip, whenever possible. At the latest, this should be covered within two weeks of the program's return. The Study Abroad Coordinator provides international administrative support as needed and maintains program communication when program coordinators cannot.

Return is the final phase where students are finishing their projects and coursework and faculty are submitting grades and reconciling expenses. The Study Abroad Coordinator will collect student reports, debrief with faculty, review student evaluations, conduct "Unpack your Study Abroad" events, and assist faculty in settling their travel expense reports when needed.

## Roles and Responsibilities of Faculty Coordinators

A clear understanding of each stakeholder's roles and responsibilities helps faculty and staff communicate clearly and provide the best, most accurate information for students.

### Faculty Program Coordinators

- Develops and proposes study abroad program to lead with guidance from the Office of International Education.
- Collaborates with department dean/chair for needs assessment.
- Develops course curriculum and ensures contact hours requirements for credits are met.  
**Note:** 750 minutes of contact per credit hour; excursions are counted at a half-rate; 2 hours of excursions equal 1 contact hour.
- Recruits students for program enrollment, leads faculty-student interest meetings, and conducts classroom promotion.
- Schedules pre- and post-orientation meetings.
- Prepares students for cultural differences between Albany and the intended location.
- Manages coursework and maintains academic rigor of the study abroad program.
- Creates, balances, and updates student and faculty travel budgets; reconciles accounts upon return.
- Ensures student safety while abroad.
- Encourages returned students to participate in Study Abroad Fairs, Post-Orientation events, and Scholarship workshops.



## Annual Updates: FY 2019 Changes

As of July 1, 2019, the following changes will take place:

- GASB 84 will take effect, eliminating agency accounts and replacing them with custodial and restricted accounts. Emergency funds must be 5%-15% of program cost, and 14000 account must be established for this (formerly 5%-20%).
- Annual programs will be re-approved every year, including a written statement from the University's president acknowledging the proposal and its authorization.
- Accounts must be "zeroed" at the end of the fiscal year.

### Agency Accounts (GASB 84)

Starting July 1, 2019, agency accounts (primary study abroad accounts for collecting student funds) will be eliminated and replaced with *custodial* accounts. Each agency fund will have to be evaluated during FY 2019 and non-custodial activity will be moved to the appropriate fund (emergency/contingency will be established in Fund 20000). At the conclusion of each study abroad, the agency account must be "zeroed" out and remaining unspent funds evenly refunded to the student participants. Emergency/contingency money (5-15% of program cost) is kept in a separate 20000 fund (restricted). These funds can only be extracted in case of emergency and must be replenished every year with surplus from the custodial account before remainders are dispersed to students.



## ESTABLISHING A STUDY ABROAD PROGRAM

The following protocols and procedures are best practices from other USG institutions as well as what has been clearly outlined in the [USG Handbook for Developing and Maintaining Study Abroad Programs](#) (hereafter "USG Handbook").

**Note:** the USG Handbook can change each year, as well as the corresponding Albany State University handbook.

### Needs Assessment

A faculty member should establish a study abroad program to meet the needs and interests of their specific department and students. Departmental approval is the first step to move the proposal forward. As elaborated in the [USG Handbook](#), a formal needs assessment should be conducted and reflected in the program submission. Assessment includes:

- An examination of the goals and mission of the institution and department sponsoring the program
- The means by which a study abroad program might achieve these goals
- Determination of the type of study abroad program needed to fit these goals and interests

- A survey of the interest of students (optional, but preferred)

Faculty members proposing programs should consider elements such as high demand for additional study abroad programs, whether another program already runs in a country (even if that program is in another major/college), the duration of the program in relation to the contact hours required per course, the cultural value of taking this course abroad, and how the program fits into students' graduation/career paths. ([Appendix A: Study Abroad Syllabus Guidelines](#))

## Approval Process

Proposals to establish a study abroad program must be submitted by July 1 the year before it is intended to run. A complete application consists of: (1) completing a program proposal ([Appendix B](#)), (2) completing a course proposal ([Appendix C](#)) with revised syllabus using guidelines ([Appendix A](#)), and (3) an initial budget using OIE template ([Appendix D](#)). To have a complete proposal packet, faculty should also: (4) provide preliminary itinerary (where possible), (5) attach abridged CVs of ASU faculty or foreign faculty teaching students abroad, and (6) include a brief recruitment plan ([Appendix E](#)). Any funding provided by the sponsoring department should also be included in the form of a letter on official letterhead stating what funds will be provided and for what purpose, signed by the dean or chair (where applicable).

Program applications will be evaluated based on completeness, academic rigor, budget, innovative program design, diversity, safety, and faculty knowledge/experience. Decisions regarding the proposal will be sent to the submitting professor, the Department Chair, and the Dean no later than August 1. Any requested changes or updates must be resubmitted to the Office of International Education and final approval made prior to the first day of class in the Fall semester of the academic year that the program is intended to run.

**USG Policy Change 2019:** The College or University President will view and approve final study abroad program proposals and budgets annually, even for established programs. He or she will submit a written statement acknowledging the proposal and its funding being authorized by the institution. The final completed proposal is then submitted to the Board of Regents Office of International Education for authorization. This is outlined in the [USG Handbook](#).

[https://www.usg.edu/assets/international\\_education/documents/study\\_abroad\\_hbook.pdf](https://www.usg.edu/assets/international_education/documents/study_abroad_hbook.pdf)

## Program Design

- When designing a study abroad program, be sure to address the following:
- Course proposal should as much as possible not replicate existing programs offered by other schools in the University System of Georgia. It is advisable to check the [USG Study Abroad Directory](#) to see if similar programs are already offered by other institutions and if cost to ASU students will be comparably the same.
- Student learning outcomes should be clearly defined. Credits awarded are consistent with the curriculum and contact hours. In the case of study abroad, the common practice is to reduce the classroom contact hours because of the cultural trips and experiential learning excursions. Two hours of field excursions are equivalent of one hour of classroom instruction.
- No more than half of the contact hours should be spent on field experiences (37.5 hours for a 3 credit course)
- Study Abroad courses are evaluated like other regular term courses and will be reflected in the overall assessment of the professor's or professors' performance(s) during any academic year.
- The number of student participants may affect faculty pay if not enough students enroll; likewise, faculty will be paid per course and may consider how many courses they need to teach to maintain their paycheck rate during a study abroad program. ASU Senate approved full load for study abroad is 6-8 students taking two three-credit hour course. Less number of students attracts prorated salary.

- Program directors should have a recruitment plan for their programs to ensure enrollment and are encouraged to promote to their students in relevant courses.

## Course Proposal

The faculty study abroad coordinator must also submit a course proposal to teach a maximum of two courses abroad, using the course proposal form. The faculty should submit the proposal annually to obtain approval of the departmental chair, the Dean, the Director of International Education, The Provost, and the President before a course is taught abroad.

The proposal should follow the existing guideline in the course proposal form and the faculty should sign the waiver section before submission. See Appendix-C for the course-approval form template.

## Proposing a Budget

Each study abroad program is expected to be financially self-sustaining from year to year and to be accountable for good financial management practices. The budgeting process for study abroad programs should be based on a reasonable projection of operating costs in the host country, including consideration of projected currency exchange rates (indicate the exchange rate used when the initial budget was created).

Instructional costs paid from the general fund may consider both tuition revenues and state appropriations generated by student enrollments in study abroad programs, consistent with budgeting for other academic programs. Instructional costs are not included in the faculty expenses of the study abroad program fee, which is shared evenly among student participants.

The reserve fund for each program should be no less than 5% but no more than 15% of the program fee. This fee should be appropriate to the size and scale of the institution's programs to ensure that the institution can meet reasonable contingencies that may arise during the operation of the program.

**Note:** Medical emergencies are covered by the travel health insurance so reserve emergency is really just meant to cover impromptu trips (e.g. cab fare) to clinics, purchasing medication (e.g. antihistamine for bug bites) to prevent the faculty program coordinator from paying out-of-pocket for such expenses.

Budgets Generally Must Include:

- International travel
- In-country travel
- Accommodations
- Visas (where applicable)
- Tours, Entry fees to cultural trips
- Medical insurance (CISI contracted 2019: \$1.25 per day)
- Facilities rental
- Reserve emergency funds (5-15% of program fee)

Other elements to consider in your program cost are left to the program coordinator's discretion, but care must be taken to ensure that total program cost is comparable to others in the System. Please note that anything not included in the program cost should be communicated clearly to the students, in-person, at the time of application, and on all promotional materials. Some such elements are:

- Meals (how many and how much per meal) or meal stipends
- Gifts for host institution faculty
- Tips to cab/bus drivers and service staff

- Guest lecturers’ remuneration
- Printing
- Supplies (if needed) – consider keeping a used book inventory
- Transport to/from the US airport from which students depart

**Note:** In addition to the program fees, students will still pay tuition fees according to the number of credit hours they registered. Students who are going for spring break programs will not pay another tuition fees. Only summer study abroad students pay in-state tuition fees. Out of state students should apply for instate tuition waiver for summer before the end of spring semester. USG has now waived all the mandatory fees for study abroad students except the special institutional fee (\$225.00 in 2018). *Board of Regents Policy Manual 7.3.4.2 Waiver of Mandatory Fees-Tuition and Fees/University System of Georgia.*

The 2018 tuition fee was \$660.80 per 4 credit hours for undergraduates, \$756.00 per 4 credit hours for graduates. Check the current **Albany State University Student Fee Schedule to verify the summer tuition fee rate.**

In general, it is not acceptable that a program exceed its budget, as this would mean asking the student participants for more money than they were initially told a program would cost. It is for this reason that program coordinators are encouraged to be generous with estimated costs on their preliminary budget (e.g. airfare and other variable costs). Additionally, budgeting for fewer than expected participants allows for some “wobble room” when the program does, in fact, fill to capacity. For instance, a first-time program that is unsure of the efficacy of its recruitment strategy might base its budget on 5 or 6 students rather than 8. This means the shared costs would be calculated based on a lower number of students, and if the program doesn’t fill but still runs, there won’t be unexpected increases to program cost.

If a program goes over-budget due to unforeseen increases in cost for program director expenses, the director will be expected to subsidize his or her costs and only receive funding up to but not excessive of what was budgeted. If student costs put the program funds in deficit, the program coordinator and Study Abroad Coordinator will reconcile invoices to be paid by agreeing on which expense(s) can be cut from the budget.

All budgets must be approved by the Study Abroad Committee and the Director of the Office of International Education (For the President).

### Alternative Program Providers

While the financial burden of studying abroad is a deterrent to students, it is likewise a deterrent for faculty who don’t want to incur out-of-pocket expenses, or feel that their time abroad is not fairly compensated due to the laborious processes of planning a study abroad program. CIEE, EF Tours, AIFS, and many other external program providers allow faculty to “shop” for study abroad programs, design their own, and integrate their own course curricula in a pre-set framework. These offerings significantly reduce the faculty workload and can still be kept at an affordable cost for students. Of course, there are benefits and disadvantages to using a program provider vs. a faculty planning her/his own program. Faculty coordinators should decide what they want and what they feel best suits their students’ needs.

BENEFITS	DISADVANTAGES
<ul style="list-style-type: none"> <li>• Less planning stress on faculty</li> <li>• Can travel to country without personal connections or language proficiency</li> <li>• Special scholarships usually available to students through program provider</li> <li>• Less fiscal liability, e.g. CIEE</li> <li>• Opportunity to meet other U.S. groups</li> </ul>	<ul style="list-style-type: none"> <li>• Limited destination options</li> <li>• No student refunds for unused program fee funds</li> <li>• Less flexibility for excursions, cultural learning, etc.</li> <li>• More expensive program costs</li> <li>• Varying availability of resources</li> </ul>

Faculty who choose to go this route should still submit a proposal and budget for the president and his designee to approve and forward to the Board of Regents to ensure students can receive academic credit from their home institution and professors to receive salary for teaching.

The Study Abroad Coordinator should correspond with these external agencies to establish the practicalities of the programs such as recruitment, payment, and administrative support, as well as to discuss the billing plan for the university or the students, as needed.

## Professor Compensation

All professors teaching in a study abroad program should be compensated at the same rate as a fully subscribed summer course on campus. The minimum student enrollment required for study abroad at ASU is 8 students as approved by the Senate and confirmed by the Provost's office in 2015; a faculty's salary will be pro-rated if there are fewer than 8 students.

All professors teaching in a study abroad program should receive his/her transportation costs, housing, and meal stipend while abroad as approved in the shared student cost of the program budget. These amounts will be reflected in the approved program budget. Any costs not included in the approved budget are generally not reimbursed or cash advanced, barring emergency situations. Faculty meal stipends should not exceed the [Foreign Per Diem Rates](#) set forth by the State Department; however, these rates are often very high, and due to the longer duration of study abroad programs, end up being a significant financial burden on students. In order to make programs attractive and affordable to students, faculty are encouraged to budget frugally but comfortably for their meals. The travel authorizations and expense reports submitted for faculty travel expenses should reflect the approved budget amount rather than per diem rates, if the two are different.

## Additional Program Attendees

Faculty for study abroad are required to teach one course. For ASU faculty to receive their fully summer salary they must teach two courses, each with a minimum of 8 students. If two professors are attending one program, each professor must teach one course and both courses must have 8 students registered. For both professors to attend and have their fees compensated by the student fee, a minimum of 16 students must register to participate (8:1 ratio).

Faculty or staff who are acting as chaperones should receive housing, transportation and meals while abroad. Chaperones are permitted once 16 students are confirmed for the program. This aid is requested because of the multiple duties handled by the study abroad professor: supervision of students, dispersing and returning funds, and scheduling academic activities related to the host country and other duties.

Program coordinators are allowed to bring a spouse/significant other or child on the program on a case-by-case basis, at the discretion of the International Education Director. Any additional fees incurred by a non-faculty, non-student attendee must be at the program coordinator's expense. This includes but is not limited to: lodging rate increase for a larger room or additional room, airfare and ground transportation, meals, insurance, entry fees to excursions, and emergency funds. Children under the age of 16 are not permitted to travel with a study abroad program. Children 16 or older must be accounted for during teaching hours and other scheduled itinerary; this must be indicated in a signed statement before the program departs. Children and non-student attendees are not allowed in the classroom, as if the class were taught on ASU campus in Albany. College-aged children are permitted to take the course provided by their guardian/faculty program coordinator if they are enrolled as a transient student at ASU and have paid their tuition and program fee.

## USG Approval Requirement Changes (2019)

USG policy used to only require that a study abroad program be approved by the institution's president and Board of Regents in its inaugural year unless major changes to the program have occurred. Starting in July 1, 2019, every program has to be re-approved *every year*.

The same proposals can be used if the program undergoes no significant changes, but signatures from the dean, chair, International Education Director, Provost, and President must be renewed annually, along with a most recent budget, faculty CV, and recruitment plan.



## RECRUITMENT

The Office of International Education is committed to making education abroad opportunities available to all students. This mission calls for raising awareness of study abroad opportunities, increasing the financial literacy of the potential study abroad students through advisement, workshops, and scholarship support, and fostering a community of study abroad students who can promote their experiences to their peers.

Recruitment efforts shall be congruently organized by the faculty and Study Abroad Coordinator in order to maximize impact on student interest. The OIE will use a portion of its budget for developing, advertising, and printing promotional materials for the study abroad programs, for which program coordinators are encouraged to provide photos, excerpts, and input. The Study Abroad Coordinator will additionally plan and organize a Study Abroad Fair, which gives faculty a valuable venue to promote their programs face-to-face with potential students. The Study Abroad Coordinator and faculty coordinators should jointly plan classroom outreach efforts and faculty-student interest meetings, with the primary initiative being taken by the faculty program coordinator.

### Study Abroad Participation Requirements

ASU requirements for students to participate in study abroad follows the USG Study Abroad Policy: **From page 38 of the *USG Study Abroad Handbook* (updated May 2020)—**

“In general, study abroad students should be in good academic and disciplinary standing, must maintain appropriate standards of behavior and meet any course prerequisites to be eligible to apply. Individual programs may determine higher requirements for GPA or other qualifications for entry (such as minimum language proficiency), based on the program content. Study abroad programs may request other materials to assess eligibility for admission, such as a personal statement or essay or letter(s) of reference.

ASU Study Abroad Committee/OIE/Program faculty-coordinator may consider asking students for the following documentation for evaluation:

● GPA (official or unofficial transcript) ● Personal statement or essay ● Foreign language skills (if necessary) ● Students’ academic standing, and if any pre-requisite courses are required ● Reference letters may be requested as students apply for study abroad’ since certain discipline issues may need to be reviewed before students are admitted to a program.”

### Timeline (General)

In general, the recruitment timeline for summer programs should mirror the following (for Spring Break, Maymester, or Decmester programs, keep in mind the time is relative to departure date):

- **August through December** | Presentations and class visits by faculty program directors, Study Abroad Coordinator, and Global Ambassadors
- **Late August or Early September** | Study Abroad Fairs at ASU; program materials, applications, and passport instructions are available to students
- **September through November** | Faculty program coordinators follow up with student interest from study abroad fair; answer general questions, address concerns, hold **faculty-student interest meetings**, and encourage students to submit their applications for study abroad. Faculty program coordinators should try to visit other classes in their department to promote the program (if schedule does not permit, set up time/day for Study Abroad Coordinator to visit classes instead) as well as promoting their program to their own classes.
- **September through January** | Study Abroad Coordinator holds advisement meetings, aids students in applying for a passport, conducts financial literacy/study abroad scholarship workshops, and encourages students to submit their applications for study abroad. Study Abroad Coordinator also visits FYE classes and intro-level courses to promote all study abroad programs and visits nearby study abroad fairs to recruit transient students.
- **October 15** | Student deadline for early application: only \$100 deposit instead of \$200 deposit is required
- **November 18** | Student deadline for regular application: \$200 deposit required
- **Early or mid-November** | Payment schedules begin and run through the end of March

**Note:** applications received after this deadline should submit a deposit equal to the payments they missed and no applications should be accepted less than 3 months before program departure date/when airfare is purchased.

Once the students are accepted to the program and pay a non-refundable application fee, payment schedules will be re-iterated to the student participant and a [Student Study Abroad Handbook](#) provided (in hard copy or electronic), to outline general information which will be helpful prior to departure, during trip, and upon return.

## Promotional Materials

While the Study Abroad Coordinator is largely responsible for developing ASU program materials for study abroad fairs, external recruitment, and online disbursement, faculty coordinators play a large role in enhancing these materials. Study abroad alumni and faculty program coordinators provide more genuine photos, videos, and blogs than stock photos of a destination. This sort of regalia appeals greatly to prospective students. Furthermore, the faculty coordinator's input for material development is crucial for effectively representing and recruiting for the program.

While abroad, faculty coordinators and students are both encouraged to take high-quality photos (600 dpi for printed publication, 200 dpi for electronic publication) that can be used for promotional materials. There is an annual photo contest for students to receive prizes in order to incentivize them to take pictures and share them on social media. If at all possible, group photos with some sort of ASU apparel or gear are preferred and generally make great program promotional photos.

Students who receive a Student Affairs Study Abroad Scholarship (SASAS) are required to submit a short (2 pages, single-spaced) report to the Office of International Education. This assignment is crucial to the development and production of the office's *Global Issues* volumes, which highlight student experiences abroad. These materials are not only a condition of their scholarship, but instrumental in recruiting the next years' students—peer testimonials are highly effective. Faculty program coordinators are encouraged to proof-read these assignments or make constructive suggestions about unique topics or content. No two students should be writing on the same topic. ([Appendix F: Student Report Guidelines](#))

Furthermore, faculty and students are both highly encouraged to submit a short blog post while abroad about one of their experiences in order to help the program's publicity in the ASU campus news. All correspondence for photo, video, or blog updates while programs are abroad should be sent to the ASU Study Abroad Twitter, Instagram, or Facebook accounts, or alternatively sent directly to the Study Abroad Coordinator or Publications Specialist.

**Note:** In order to have materials ready for the promotion and recruitment upon students' return in the fall, faculty program coordinators should proof their materials and provide any necessary feedback by August 1, when printing purchases aim to be completed.

## Study Abroad Fair

The Study Abroad Fair is the largest event for gathering initial study abroad interest on campus. Every fall, a study abroad fair will be held on both East and West campus (back-to-back days) in the student center. Faculty are encouraged to share pictures, posters, projects, and other program materials that will be of interest to prospective students. The primary objective of this event is not only to raise awareness of study abroad at ASU, but to display the many options available to students, give them the opportunity to meet their potential study abroad program coordinators, and collect contact information to follow up with the students.

Albany State will also host representatives from other study abroad programs in the USG, not to compete with its own faculty-led programs, but to offer a greater variety of study abroad options to its students. Representatives from volunteer abroad organizations, NGOs which offer international service learning, and program providers are also welcome to share their opportunities with ASU students.

Shortly after the fair, each study abroad program coordinator will be sent a list of prospective students who were interested in their particular program. Faculty program coordinators should make an effort to follow up with these students with an introductory email, availability to meet (office hours), and some information about the first faculty-student interest meeting.

## Passport Caravan

As a continuance of 2017's Council for International Educational Exchange (CIEE) Passport Caravan initiative, the Office of International Education will host an annual caravan to give away as many passports as possible to enable students to expand their global citizenship.

Faculty coordinators are encouraged to advertise this to their students and colleagues to increase awareness and internationalization efforts on campus. The number of passports given away varies from year to year, depending on funding. However, it is imperative that study abroad students are given every opportunity to take advantage of this initiative to assist in their intent to travel. Students must prepare their documents before being eligible to receive checks for their passport. Requirements are outlined in the [Guidelines to Getting a U.S. Passport \(Appendix G\)](#).

## Faculty-Student Interest Meetings

Faculty and study abroad alumni are often the most effective recruiters for study abroad programs. Rather than just a follow-up email to interested students after the study abroad fair, faculty should arrange to host at least two interest meetings (preferably in mid-September and mid-October). A faculty program coordinator can hold more than two meetings if there is a perceived demand for it, but a minimum of two is strongly recommended. This is more personal and effective in connecting with the students and encouraging them to participate. For students who have never extensively traveled before, knowing the faculty program coordinator personally helps to alleviate some anxiety and students who might otherwise be deterred are more willing to participate.

If a student is unable to make it to either interest meeting, faculty coordinators should, schedule permitting, be available to meet with prospective students if necessary. The Study Abroad Coordinator can field some of these “advisement” sessions, as well.

These meetings do not have to be incredibly elaborate; a quick slide of pictures, discussion about the destination and courses, and/or a Q&A session is sufficient. The aim of these meetings is to give students the opportunity to learn the program and help decide if it is the right choice for them.

Be sure to send the dates, times, and locations of the faculty-student interest meetings to the Study Abroad Coordinator well in advance (two weeks is preferred) to allow for proper promotion. It is also advisable that the faculty program director email their list of prospective students separately. ([Appendix H: Email Templates for Prospective Students](#))

## Classroom Outreach

Faculty program coordinators should plan to promote their study abroad program in their own courses (when courses are relevant to the courses taught on the program). Like interest meetings, these presentations do not need to be incredibly long or detailed. In fact, it is better that they stay concise so as to not impose on other professors’ teaching time. Ideally, with the support of the sponsoring department, other professors will welcome either the faculty program coordinator, Study Abroad Coordinator, or Global Ambassador alumni to speak to other classes for a short period of time. The objective of this effort is to raise program awareness in a more focused setting where the target student population will be available to learn about a specific program that they are likely to have more interest in than general study abroad programs.

Additionally, the Study Abroad Coordinator, with help from Global Ambassadors, will target First Year Experience (ASU 1101) courses and other intro-level courses that feed into majors which sponsor study abroad programs. The Study Abroad Coordinator is available to present in major-specific courses that are arranged by the faculty program coordinator if the faculty has another class or prior engagement and cannot give a program presentation in person.

**Note:** classroom outreach is even more effective when supplemented by faculty-student interest meetings; be sure to include this information and/or your available office hours when you give short outreach presentations.

## Transient Students

Students from other institutions can enroll in ASU study abroad programs as transient students. The University System of Georgia encourages all of its institutions to open their programs to students from other institutions and welcomes recruitment across those campuses. However, before the transient process begins, the study abroad or academic advisor of the student’s home institution should verify that the credits earned in the study abroad course will be accepted by the student’s home institution. Faculty program coordinators should not recruit or enroll students in their student abroad program whose credits may not be accepted at a student’s home institution. Likewise, ASU students who enroll in a study abroad program offered by another USG institution must comply with this policy.

[Albany State Admissions](#) dictates of transient students that: “Students who are regularly enrolled in other institutions may be allowed temporary matriculation at Albany State University. Transient admission is ordinarily limited to one semester. Transient students must



submit official applications for admission and letters of approval from the Registrar of the institution in which they are enrolled certifying that they are currently eligible to return to the parent institution, and that they have been granted permission to enroll at Albany State University for a specified period of time. The University requires that the letter of approval from the Registrar include a list of courses that the student should take while enrolled at Albany State University.”

## PRE-DEPARTURE

### Timeline

Following the “recruitment phase”—from August until November/December, as outlined in the Recruitment section—is the pre-departure phase. During this time, students, faculty program directors, and the Study Abroad Coordinator are working together to arrange program payment, necessary documentation, and travel arrangements to participate in their study abroad program. In general, the pre-departure timeline for summer programs should mirror the following (for Spring Break, Maymester, or Decmester programs, keep in mind the time is relative to departure date):

- **November 1** | Student study abroad cohorts are finalized and students begin making initial payments; faculty coordinator and Study Abroad Coordinator meet with students regularly or as needed to ensure they stay “on track” for payments and additionally required application documents
- **December 1** | Students without passports should be reminded to submit their applications for passports by the end of the semester and make arrangements to meet with their Primary Care Physician for a physical ([Appendix I: Health Clearance Form](#))
- **January 31** | Students must have made payments that cover 20-25% of the program fee, not including the deposit. If students need to apply to take non-resident courses, the student should sign his/her form and then obtain signatures from his/her academic advisor, and then submit the form to the OIE to procure chair, dean, and provost signatures. The faculty program coordinator should submit most, if not all, invoices from vendors.
- **February 28 or 29** | Students are expected to have made arrangements or have paid the next 25% of the program fee. If students are using financial aid to cover part of their program fee, all waivers must be signed by them and the office from which the waiver is born (usually Financial Aid, Registrar, or Academic Services) to ensure that the amount is available and will be in the account by May 1. Students must have scans of their passports to the OIE and faculty program coordinator by this date. If students need visas, their visa applications with corresponding documentation need to be sent out by this date.
- **Late February or Early March** | OIE purchases airline tickets for student participants and faculty program coordinators. This advance purchase is in effort to procure the best rates possible.  
**Note:** each student must have paid in at least enough to cover his/her own airfare—other students’ funds cannot be used to make non-refundable group purchases  
**Note:** no more program applicants can be accepted after airline tickets are purchased and the trip cannot be cancelled; if an emergency arises and the faculty program coordinator cannot attend his or her trip, a replacement faculty must take their place
- **March 31** | Students continue to make payments; any forms not submitted up to this date are officially overdue and may not be processed in a timely manner (request for non-resident courses, tuition waivers). No less than 65% but ideally 75% of their program fee has been paid by this date.



- **April 30** | Final payments are due. If a student is awaiting scholarship fund disbursement, proof of those funds must be submitted to the Study Abroad Advisor/OIE and handled on a case-by-case basis. Students need to make further arrangements to pay their tuition and fees before their departure.  
**Note:** It is the official policy of the Office of International Education that students who have not paid their program fees in their entirety before the departure date are NOT permitted to travel. On rare occasion, specific and binding arrangements can be made to procure funds that are pending disbursement (e.g. scholarship funds) so the student may travel with a balance owed. Even in this instance, the funds for the program must be able to incur this financial burden.
- **May 1** | Pre-departure orientation sessions begin. Students must sign liability waiver and faculty program coordinators must submit their Emergency Response Plans to the Office of International Education.

## Vendors and Invoices

As faculty program coordinators have their own networks of connections for their programs, it is their responsibility to collaborate with their vendors to obtain invoices and provide them to the OIE for payment from program funds. When at all possible, these invoices should be submitted to the OIE no later than January 31, along with an indication of how the vendor prefers to receive payment (wire transfer, check, or cash upon arrival).

**AS OF FY 2018** (July 1, 2017)

**International vendors** must be in the Shared Services Database in order to receive a check from the institution. The Shared Services Database requires foreign vendors to fill out and submit a W8-BEN form, which binds the vendor to pay a tax to the U.S. government. If a vendor does not want to be registered in the vendor database, options for payment include (1) wire transfer through a U.S.-routed bank which is FDIC insured, or (2) receiving payment in cash from the faculty program coordinator upon his or her arrival in country. ([Appendix J: International Vendor W 8-BEN](#))

**Domestic vendors** must also be in the vendor database but fill out a separate form to send to shared services. This does not include an additional tax, but allows them an additional payment option (check from the institution and/or direct deposit). ([Appendix K: Supplier Authorization Form \[domestic\]](#))

All vendors, foreign and domestic, are encouraged to thoroughly read through the respective vendor registration forms and consider what payment method and added benefit of being in the USG Shared Services Database means for their company. Please allow up to three weeks for international vendors and two weeks for domestic vendors to enter the database after submitting their required forms to Shared Services.

## Fundraising

For students, independent fundraising is highly encouraged. Students should start a *Gofundme* or other crowdfunding pages, ask for donations from friends, family, and any other network of connections that they are privy to. These channels are not officially tied to the university and, therefore, don't typically require routing through the ASU Foundation. The students should make their intention very clear that their fundraising is a personal effort and not directed by the university. If a donor would rather donate to a university account (e.g. to ensure their donation is put to its intended use or receive a tax receipt), the Study Abroad Coordinator will assist the student in using the ASU Foundation account for his or her donor's contribution. Otherwise, the student is solely responsible for putting donations toward his or her study abroad program and refunding that money to his or her sponsors if they choose to withdraw from the program.

**Note:** If fundraising is directly related to Albany State University, or any of its representatives (faculty and staff), the donated funds must be sent through the ASU Foundation. Reasons for this are multiple, including offering the donor tax incentives as well as security for both the donor and the university that the funds are put toward their intended use. The Office of International Education has a Foundation account that is available to be used for such fundraising and the OIE will document its transfer to each respective agency account and mark discounted program fees for specific students as necessary.

It is strongly recommended that each study abroad group conduct a group fundraising event for all students to share in the proceeds. For instance, a program going to Mexico might coordinate with a local Mexican restaurant to organize a percentage night. There are reciprocal benefits to such collaboration: for the study abroad program, obviously, funds are raised to reduce the program cost for student participants. For the participating organization (restaurant, car wash, local business, etc.), they receive extra patronage through the students' promotion of

the percentage night, thereby increasing sales, customer base, community presence/reputation, and free advertising. ([Appendix L: Percentage Night Fundraiser Letter Template](#))

Program coordinators should provide the students some structure and direction, if not actively participate in fundraising efforts. Faculty typically have more local connections for students to take advantage of and more expertise in collaborating with organizations or planning events. There need not be a time-consuming amount of energy put into group fundraising efforts, but to take an afternoon or an evening to dine at a local restaurant and support your student participants has a significant positive impact on morale.

Funds from a group organization effort, as its organization often falls to the faculty program coordinator in part with assistance from the Study Abroad Coordinator, must be collected and routed through the ASU Foundation. No coordinator should deposit funds or donations for ASU Study Abroad in personal or any other account except the Study Abroad Foundation Account.

## Visas (if necessary)

Faculty program coordinators are responsible for knowing and understanding the visa requirements for their program’s host country and relaying this information to the students and Study Abroad Coordinator. Typically, visas take up to six weeks to process, but vary depending on the Embassy or Consulate from which the visa will be obtained. Be sure to research the costs and timelines for obtaining visas and clearly communicate this to your student participants. Some consulates don’t directly issue visas but rather require a third-party to process the applications, which often yields an additional fee. Be sure to consider all of this in the program cost, as well.

**Note:** Many student participants will not have passports at the time that they apply to the program. A day to apply for their visas (and thereby have already obtained their passports) should be set in advance of the program’s approval and clearly communicated and followed-up by the faculty program coordinator and the Study Abroad Coordinator.

## Program Fee Payment

In 2018, the method by which students pay their study abroad program fees was updated in an effort to make the process more transparent and accessible for the student participants. This process will be continually updated each year not only to make it more efficient and streamlined for all parties involved, but also to comply with changing University System of Georgia and Board of Regents policies.

For the 2020-21 Academic Year, Study Abroad Program fees will be assessed in Banner web. Installments will be assessed at the end of each month, following the general payment installment timeline outlined below:

SPRING BREAK	
Early Application Deadline (\$100)	October 1
Early Application Deadline (\$200)	November 1
Installment 1	November 15
Installment 2	December 15
Installment 3	December 30
Installment 4	January 15
Installment 5	January 30

MAYMESTER	
Early Application Deadline (\$100)	October 15
Early Application Deadline (\$200)	November 18
Installment 1	November 30
Installment 2	December 30
Installment 3	January 30
Installment 4	February 28
Installment 5	March 30

SUMMER	
Early Application Deadline (\$100)	October 1
Early Application Deadline (\$200)	November 1
Installment 1	November 30
Installment 2	December 30
Installment 3	January 30

<b>Installment 4</b>	February 28
<b>Installment 5</b>	March 30
<b>Installment 6</b>	April 30

**Note:** Each program’s installment amounts will vary depending on program cost. However, universally, airfare is purchased between installment 2 and 3. A student *must* have paid no less than 75% of their projected airfare cost by the installment 2 deadline, and 100% of the airfare must be covered between the student’s payments and the Student Affairs Study Abroad Scholarship that they receive from the OIE. Purchasing airfare on time is essential to keeping budgets on-track and program costs low. Therefore, the second installment deadline offers limited (if any) flexibility.

Fees will appear on a student’s account approximately 5 days before the next installment is due, and they will have a 5-day grace period after the installment deadline has passed to pay their fee. ASU students and transient students still have the option to pay in person at the cashier’s desk. If they choose this option, they **MUST** provide the Study Abroad Coordinator with a receipt of payment. If a student makes payments between installments, (e.g. paying over the current owed balance), they should give at least 8 days’ notice to the Study Abroad Coordinator (with receipt of payment) to prevent assessing their fees doubly in Banner at the next installment deadline date.

**Exceptions:** If a student displays a need for an alternative payment schedule, the student will need to coordinate with both his/her program coordinator and the Office of International Education to come up with a suitable alternate payment schedule. Alternative payment schedules will be handled on a case-by-case basis; however to prevent registration holds or underpayment that holds up group purchasing, students and faculty coordinators are strongly encouraged to adhere to the general installment dates. Said need for alternative payment deadlines might be due to an unforeseen financial hardship, family or medical emergency, or pending disbursement of funds such as scholarships or financial aid (only allowable with proof of pending funding). While an alternative schedule is somewhat flexible, the final installment date is generally not flexible, and any variation in the preceding installments should be rectified and balanced by the final installment date. This is to ensure that major purchases such as airfare and lodging are being paid for with individual students’ funds and not members of the cohorts’ funds.

In extenuating circumstances, a faculty coordinator can ultimately decide to extend the installment deadlines for a student past the final installment **only in the amount of individual in-country cash expenses for any single participant, not including shared expenses**. For instance, individual transportation, meal stipends, or excursion fees may be paid into the account at a later time, per the faculty coordinator’s request. This request comes with the understanding on behalf of both the student and faculty that if the student does not pay those cash fees into the account by the time cash is requisitioned to the faculty as an advance 2 weeks before departure, either the student, faculty, or both will be required to pay those expenses out-of-pocket in-country.

## Cancelation Policy

It is important to be completely transparent with student participants from the beginning of the application process about what their money is used for and how much they can be refunded in case of an emergency or if they decide not to travel. The Office of International Education is committed to serving its students and therefore will make every reasonable attempt to refund as much of a student’s program fee as possible. However, it is important to realize that the amount to be refunded varies as expenses are made in the name of the program.

For instance, a student who has paid \$1,800 toward a \$2,500 cost program that withdraws from the program in December (before airline purchase) can expect to receive almost a full refund. In such an instance, the only non-refundable amount would be whatever portion of shared expenses could not be offset by other students’ contributions (effectively making the program more expensive for the students who will continue with the program).

However, if that same student who had paid \$1,800 of \$2,500 decided to withdraw from the program in March, he or she would expect significantly less to be refunded. By this point in time, the (non-refundable) airfare would have been purchased, along with several other vendor invoices. The OIE would make every reasonable effort to return as much money as possible, but money that cannot be returned from vendors (such as airlines) or that would increase the cost for other students exceeding the finalized budget cannot be refunded.

Additionally, students can only be refunded the personal or familial money that they paid toward the program. If the student was awarded a scholarship to travel, either from Albany State University, a third-party scholarship provider (Gilman, FEA, Boren, etc.), or a private donor

(e.g. fundraising), that money is obligated to be returned to those sources, regardless of if it can be refunded from the program fees or not. The student is the party responsible for making sure that any funds received for study abroad are spent only for their intended purpose. Should a student not travel for any reason, they will personally be responsible for returning their funds to the entities from which they were dispersed.

Faculty coordinators are highly encouraged to come up with a refund schedule, similar to the program payment installment schedule, and make this information available to the student participants upon their application to the program.

## Travel Authorization (PeopleSoft)

The Agency/Custodial account cannot be used to cover faculty’s expenses such as air travel, salaries, and meals. Faculty will have to submit a travel authorization request in PeopleSoft and their expenses will be covered by a 14000 Faculty Travel Account, reimbursed by the Agency (or custodial) account. This is a USG and ASU policy, in order to better record faculty travel expenses. PeopleSoft Travel Authorizations and Cash Advances should be submitted no less than 2 weeks before the program departs.

**Note:** For domestic travel, only professors who make less than \$50,000 annually can apply for a cash advance, however, for international travel faculty and staff can apply for a cash advance regardless of salary.

When submitting a PeopleSoft travel authorization, professors will need to confirm the following with the Study Abroad Coordinator or OIE:

- Verify line values—which expenses to submit and values as shown on final budget
- Account numbers to enter for line items (14000 Faculty Travel account, or in some instances, 13000 Student Activity Account if pre-approved by the OIE Director and Student Activities VP)

Additionally, professors will need to confirm the following with the Lead Accountant or the Travel Expenses Finance Group:

- Officially request a cash advance link from the ITS Project Manager
- Verify that payment method (likely direct deposit) will go into the designated account **especially** if this is different than the account that paychecks are sent to

Below is an example of some expense report line items. Please note that each day of the trip, meals should be its own line item. This makes for tedious work but accurate expense reports. PeopleSoft does have a “populate” option to create line items in order to save some time.

**Note:** PeopleSoft will try to auto-fill meals lines with USG international per diem rates and they will likely need to be manually changed.

Please confer with the study abroad advisor and make sure line items from your expense report match your projected program budget; when funds are verified, the International Education Director will approve the travel authorization.

DATE	EXPENSE TYPE	DESCRIPTION	AMOUNT
xx/xx/xx	Internatl Emp Lodging Location: [CODE] Number of nights: Nightly rate:	Faculty Invoice \$150 for 10 nights = \$15.00 per night	\$150.00
xx/xx/xx	Internatl Emp Commercial Transp Location: [CODE]	Airport transfer for faculty: round trip	\$100.00
xx/xx/xx	Internatl Emp Meals – Full Day Location: [CODE]	\$10 Breakfast, \$10 lunch, \$15 dinner	\$35.00

xx/xx/xx	Interntl Emp Meals – Full Day Location: [CODE]	Last day will equal remaining sum from budget	
xx/xx/xx	Interntl Emp Miscellaneous	Excursion fee	\$24.95

## Unexpected Expenses

Program directors are encouraged to plan their budgets generously in regard to unknown or variable costs. For instance, a program director traveling to Europe might budget for paying the maximum airfare rate (\$1,600) instead of the “best deal” that they’ve received (\$1,100). This will aid in keeping the budget on-track, and hopefully even under the projected cost.

To this effect, program directors are encouraged to base their budget off the minimum number of students to travel (6, for instance), rather than 8, especially if they anticipate having trouble filling the program. In this way, if the program does not fill to capacity but still travels, there is not a significant increase to the program cost based on the shared expenses. If too few students travel that the faculty program coordinator cost is too burdensome on the students, the faculty should consider cancelling the program or incurring some of his or her own expenses (if he or she is willing).

**Note:** faculty expenses should not ever exceed more than 15% of the program cost *per student*. For instance, for a program whose fee is \$3,000 per student, only \$450 of the individual fee may come from faculty expenses. Assuming the budget used a base for 6 students, this allows \$2,700 total for the program coordinator’s flights, lodging, meals, and other budgeted expenses.

However, sometimes unexpected costs cannot be anticipated. In such an instance, the budget will need to be re-evaluated. Every reasonable effort should be made to cut expenses from another aspect of the budget to cover the overage, and as a last resort, students may be asked for an additional sum.

## DURING THE TRIP



### Emergency Response Plan (ERP)

The following operating principles shape the ERP procedural guidelines: (1) safety is the first priority, (2) legal liability of ASU and its employees should be considered, (3) confidentiality must be protected, in keeping with University policy, (4) procedures set forth in an ERP must be followed should an emergency arise.

Before departing the country, a faculty program coordinator should have a detailed ERP, emergency contact information for each student, back-up documents, copies of passports, insurance cards, and documentation of all participants’ medical and food allergies. Additionally, a copy or scan of all of these materials should be kept with the OIE files in case assistance is needed while the program is running. **See Appendix O for ASU Study Abroad Emergency Response Protocol.**

**Real vs. Perceived Emergency:** A real emergency is a situation in which there is an actual, credible, direct threat to someone associated with the study abroad program. A perceived emergency is a situation in which there is no direct threat or harm to anyone associated with the program, but circumstances are perceived as threatening by students, families, faculty/staff, university officials, or other stakeholders. A perceived emergency needs to be treated seriously, as it can affect people as strongly as a real emergency.

**Travel Warnings:** The U.S. Department of State will issue an official announcement “when long-term, protracted conditions that make a country dangerous or unstable lead the State Department to recommend that Americans avoid or consider the risk of travel to that country [or] when the U.S. Government’s ability to assist American citizens is constrained due to the closure of an Embassy or Consulate because of a drawdown of staff.” It is Albany State University’s policy not to plan or conduct any programs in countries with an existing Department of

State Travel Warning. In the event where a Travel Warning is issued for a country where a program is in progress, a course of action will be determined based on the nature of the warning and level of emergency.

#### **Office of International Education Responsibilities**

- Provide mandatory participant pre-departure orientation that includes topics such as health, safety, and code of conduct, with paper and electronic versions available.
- Ensure that each participant has a copy of his/her travel health insurance prior to departure as well as copies/scans of passports, IDs, and emergency contacts (electronically available)
- Monitors the U.S. Department of State and other official websites to receive regular updates on global situations regarding health and safety
- Ensures that each faculty program coordinator has ERP handbook and necessary forms
- Maintains contact with the faculty program coordinator and/or students while the program is running

#### **Faculty Program Coordinator Responsibilities**

- Acknowledge receipt and review of ERP handbook and forms
- Develop a program-specific response plan which outlines:
  - in-country travel arrangements,
  - steps that will be taken to protect students from risks to which the region is prone or at-risk (natural disasters, civil unrest, communicable diseases, crime, etc.) and safety measures in place for said risks. [See Appendix O for information on ASU Study Abroad Emergency Response Protocol.](#)
  - information on resources to which the faculty program coordinator would turn for assistance if a participant requires medical or psychiatric care, and
  - identification of the nearest (reputable) medical facilities, as well as English-speaking doctors and psychologists.
- Provides site-specific pre-departure orientation sessions which address any potential risks associated with travel to the program country
- Provides students with his/her contact information while abroad (cell phone, email, address of residence abroad)
- Discusses emergency procedures with students and potentially designates a student leader to help execute the ERP; students fill out their own [Emergency Cards \(Appendix N\)](#) and return to faculty and OIE
- Submits emergency contact information, complete daily itinerary, and ERP for the study abroad program to the OIE no fewer than **2 weeks** before departure

## **Receipts and Bookkeeping**

All receipts for goods or services related to the program cost need to be compiled and scanned to the OIE for records keeping and to accounting for travel expense reconciliation. In cash-based societies, faculty program coordinators should bring a receipt book and write their own receipts for any cash expenses over \$25.00 USD, with the major exception being faculty meals/per diems (no receipts required). Student meal stipends (if applicable) should be logged by having the students sign and date a sheet, recording their weekly/bi-weekly/monthly receipt of meal stipends. This log should be considered a receipt and be scanned with the rest of the bookkeeping documents to the OIE and accounting. ([Appendix P: Student Per Diem/Meal Stipend Receipt Log](#))

**Note:** If for any reason, a vendor receipt cannot be provided for an expense over \$25.00 USD, a written statement from the faculty coordinator should be included with the reconciliation of accounts stating how much of the program fund was expended, the date, cost, and why a receipt could not be procured (e.g. lost the receipt book, left at hotel, etc.).

## Contingency/Emergency Funds

**Before FY 2020** emergency/contingency funds are typically advanced to the faculty program coordinator with the rest of the travel cash advance. These funds are collected via the program fee and kept in the agency account. The USG Handbook outlines that this contingency amount should be no less than 5% and no more than 20% of the total program fee. For instance, a program that runs at a program fee of \$4,000 must budget for no less than \$200 and no more than \$800 of contingency funds per student.

**After FY 2020** emergency (but not contingency) funds will be held in 20000 restricted accounts and allowed to rollover from year to year. Withdrawal from these accounts is significantly more difficult and by design meant to be issued as *reimbursement* rather than *advance* cash. This is to say that program directors will be expected to take funds from other sources (either excursions or their own cash advance) to cover any emergency until reimbursed by the restricted account upon return. If the cost is too significant or other cash amounts aren't available in an emergency, the university can make arrangements to wire transfer the necessary amount while the program is running. The USG Handbook will outline that this emergency amount should be no less than 5% and no more than 15% of the total program fee (as opposed to 5-20% before).

**Note:** There is a distinction between *emergency* and *contingency* funds, which were grouped together before FY 2020. *Emergency* funds are only acceptably used for true emergencies: expenses related to student health and safety that were not otherwise included in the budget. For instance, an unexpected cab ride to the closest clinic for a sprained ankle, or an unexpected purchase of Benadryl for a bee sting. More significant purchases associated with student health and safety will be claimed on their travel health insurance or handled on a case-by-case basis. Contingency amounts should be budgeted in to specific line items of the approved budget, and not taken in cash to the country of destination. For instance, a built-in contingency expense would be budgeting \$1,200 for airfare rather than \$1,000, which were the flight estimates at the time the budget was made. If flights are then purchased at \$1,100, the \$100 contingency leftover per student shall remain in the account and be distributed back to the students at the conclusion of the program.

## Communications

Keep in mind that international cell phone rates are incredibly expensive and students should not be expected to purchase an international plan for their American phones. Consider starting a group chat through a free service that uses Wi-Fi rather than data such as WhatsApp, GroupMe, WeChat, or KakaoTalk. Create a private group for all students to send group messages, including the faculty program coordinator and study abroad coordinator. This is a fantastic vehicle by which to share pictures between program participants as well as for the OIE to use for program promotion and social media.

All students should be keeping travel journals, either as part of their class assignments, or for personal use. Any particularly insightful or interesting topics should be considered for sharing with Albany State University's Communications department—either directly or via the Study Abroad Coordinator—to spotlight and promote the program while students are on their trips.

## RETURN

### Remaining Balances/Reconciling



At the conclusion of a study abroad program, once faculty travel expense reports have been reconciled and all vendor requisitions have been confirmed as paid, there is often a small remaining balance in the account, or "leftover" funds.

**Note:** PeopleSoft allows up to 45 days after returning to the U.S. to reconcile a Travel Authorization with an Expense Report but Fiscal Affairs will sometimes have an earlier deadline to finalize the previous fiscal year. It is best to reconcile immediately upon your return.

**Before FY 2020** (programs that conclude before June 30, 2019), this amount shall include any unspent contingency funds that the faculty program director returns to the U.S. with. Unused contingency funds (or other unused cash from the program due to cheaper costs or canceled activities) should be re-deposited no later than 10 days after the program returns to the U.S. in order to allow proper time to process any potential repayment to students. This amount should be clearly indicated to the Office of International Education and supporting documentation (deposit receipt) should be scanned to the OIE to keep in the program's budget binder. Leftover funds can be used for travel stipends, technology, promotional materials for the program, and graduation stoles for student participants, and other justifiable program-related



costs. **All expenses from leftover funds must equally benefit all student participants.** For instance, if some funds are used to purchase graduation stoles, every student must receive a stole, not only the graduating seniors.

If any program's agency account is "inactive" or shows no changes for a consecutive 18-month period, any remaining balance in the account will be absorbed by the Georgia State Treasury and the agency account will be inactivated.

After FY 2020 (programs that conclude July 1, 2019 and later), this amount will **not** include contingency/emergency funds any longer. Funds for contingency and emergencies will be kept in a restricted 20000 account and any withdrawals from that account will be replenished by surplus in the program's custodial (formerly "agency") account. Any unspent cash that program directors did not use should still be re-deposited to the program custodial account within 7 days of the program's return. Supporting documentation (deposit receipt) must still be submitted to the OIE to verify custodial account balances. Any "leftover" funds can still be used for student-centric expenses like technology, stoles, and promotional materials, *however these expenses MUST be finalized by June 15*. We understand that this is an inconvenient time for study abroad programs, especially those that run during the June and July months. However, the OIE must requisition remaining balances to be evenly redistributed to the students by June 16 in order to allow processing to complete before the rollover of the fiscal year.

If programs are not active every year, any remaining balance left in the Agency account needs to be moved or spent before the end of the fiscal year (June 30). Any remaining funds will be considered "lapsed" and absorbed by the State Treasury on July 1 *every year*.

## Evaluations

The Office of International Education evaluates all study abroad programs just like normal domestic courses. Students complete surveys via Institutional Effectiveness, which is generally outlined by the Evaluation Instrument ([Appendix Q](#)) and feedback is given to each program coordinator in a confidential meeting. Using evaluation feedback, programs can be adjusted from year to year for maximum efficiency and satisfaction for all stakeholders.

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## APPENDIX

- A. STUDY ABROAD SYLLABUS GUIDELINES
- B. PROGRAM PROPOSAL TEMPLATE
- C. COURSE APPROVAL TEMPLATE
- D. INITIAL BUDGET (Excel file required)
- E. RECRUITMENT PLAN OUTLINE
- F. STUDENT REPORT GUIDELINES
- G. GUIDELINES TO GETTING A U.S. PASSPORT
- H. EMAIL TEMPLATES FOR PROSPECTIVE STUDENTS
- I. HEALTH CLEARANCE FORM
- J. INTERNATIONAL VENDOR W 8-BEN
- K. SUPPLIER AUTHORIZATION FORM (DOMESTIC)
- L. PERCENTAGE NIGHT LETTER TEMPLATE
- M. EMERGENCY CONTACT CARD TEMPLATE
- N. STUDENT PER DIEM/MEAL STIPEND RECEIPT LOG
- O. ASU STUDY ABROAD EMERGENCY RESPONSE PROTOCOL
- P. EVALUATION INSTRUMENT

## Appendix A

# STUDY ABROAD SYLLABUS GUIDELINE

Generally, the courses taught abroad by faculty members are credit bearing courses already approved by the Curriculum and New Programs' Committee. Any new course must go through the approval process before it can be offered in a study abroad program. However, faculty members who plan to teach abroad are still expected to modify their syllabi and submit them with completed study abroad proposal form for approval before the courses can be taught abroad. Faculty members can develop innovative study abroad program as "Special Topics" but it must first be approved by the Department Chair or wait for ASU curriculum committee approval before submission of study abroad proposal or course approval form.

The following are suggestions for selecting and modifying existing course-syllabus for study abroad purposes:

1. It is advisable to select courses that are required for graduation; core courses attract more students
2. Consider internships or service learning components to justify implementation abroad
3. Be flexible with syllabus content; be ready to revise, modify teaching strategies and methods as need be.
4. Modify the syllabus course objectives (have two or three objectives focus on related course aspects of the study abroad country and content); consider international and intercultural knowledge and skills you want students to learn, and anticipated behavior change.
5. Modify the final assessments and learning outcomes to reflect study abroad activities/projects and global learning expected
6. Modify course content to embody country tours, trips, and activities which align with and elaborate course content
7. Integrate foreign guest lecturers related to culture and international aspects of the course into your syllabus. Make the necessary contacts, determine any cost, and conclude the plan before you travel.
8. Plan for compressed course outline and content delivery to align with number of weeks abroad
9. Plan to share syllabus weeks ahead of travel to give enough time for students to buy any required textbook, or access needed library articles before travel, and to engage in reading and completing library assignments two-three weeks before departure.
10. Integrate assignments into tours, field trips, and general program; relate trips to your course content
11. Engage students in problem-based tasks/observations/application tasks and minimize lectures
12. Modify course activities in the syllabus to have minimal library activities, more short reports
13. Plan for a two or three-day teaching schedule in host country and two-day tours and cultural lectures, visits, with free week-ends of multicultural activities. Do same for internships.

14. Include students' study abroad report and PowerPoint as a component of your final evaluation.
15. Be ready to proceed and conduct instruction with little or no IT facility.
16. Modify course evaluation to align with study abroad program, country, and institutional facilities and resources. Alert Institutional Effectiveness to ensure your program is formally evaluated by your students. It helps you to know how well you performed and to keep improving your program.

It is effective to remember that the field trips are instructional days and should be planned as teaching experiences. Justify credit hours with commensurate time input. Integrate them into your course topics, and prepare students for what they will see, and de-brief them afterwards. Professors should work with the study abroad coordinators ahead of time to know the field trips and integrate them into course activities. In all, the study abroad syllabus should have components that justify teaching a course abroad as opposed to the regular home-campus syllabus and activities.

Developed by  
Nneka Nora Osakwe, PhD.  
Director of International Education & Professor of English



## **FACULTY-LED STUDY ABROAD PROGRAM PROPOSAL**

**Due Annually – June 30**

In preparing a proposal for a **new study abroad program**, a description of the program in accordance with the following guidelines is required.

- I. Title of study abroad program**
- II. College and Department**
- III. Program Coordinator – Name, Title**
- IV. Goals & Objective of the Program**  
*Discuss the purpose of the program, what you hope to achieve, what the students will do, and how they will benefit from the program.*
- V. Relationship of program to the University’s Strategic Plan- Goal 3**
- VI. Relationship to ASU Department/Major**  
*How does the program facilitate the work of the department, its curricula, and scholarship?*
- VII. Course number(s) and title(s) (Not more than three (3) courses)**
  - A. Title of course(s):
  - B. Corresponding numbers (graduate and undergraduate)
  - C. Credit hours to be granted
  - D. Course prerequisites
  - E. Course description/requirements  
*Describe the course, its objectives and activities for students, and how it meets the standards for course offered on the ASU campus.*
  - F. Quality of course content  
*Describe how the course content is reflective of the knowledge of the subject matter available from contemporary sources.*
  - G. Description of the course evaluation plan
  - H. Instructional arrangements
  - I. Complete course approval, attach a copy of the syllabus/class schedule
    1. Identify classroom/facilities available

2. Identify library and other resources available
3. Identify number of contact hours

**VIII. Participants**

- A. Number of program applicants expected
- B. Level of education required for enrollment
- C. Prerequisites required

**IX. Site Visit**

*Describe your site visit, name of the host institution or contact with host institution, and the pertinent information gathered in preparation for this program.*

**X. Travel arrangements and logistics**

- A. Country(ies) and City(ies) to be visited
- B. Do you plan to use a program provider to set up program logistics or will be responsible for all logistics? If so, please name the company.
- C. Tentative Schedule
  1. Dates for the program
  2. Itinerary (attach daily schedule)
- D. International and/or domestic airlines  
*Which airline(s) do you plan to use? Do you plan to travel with students as a group or will students travel independently and meet at site destination?*
- E. Ground transport arrangements  
*To/from airport, around destination city/country, etc.*
- F. Housing arrangements  
*Describe facility and include address, contact person, telephone number, fax number, etc.*
- G. Security/safety plan, as determined in the site visit  
*Where is the US Embassy located? Nearest hospital?*
- H. Cell Phones  
*All Program coordinators are required to carry a cell phone for the duration of the program, and a reasonable estimation of the cost of international calls to/from the University for official University business should be built into the program cost to cover applicable reimbursements.*

**XI. Faculty**

- A. Qualifications of ASU faculty teaching in the program
- B. Qualifications of international faculty teaching in the program
- C. Will there be designated Co-Program Director traveling on the program?

**XII. Recruitment**

- A. How will you recruit qualified applicants?

**XIII. Pre-departure orientation**

- A. Describe plan for pre-departure orientation

**XIV. Evaluation plan**

\*\*All participants will receive an evaluation form sent electronically by the staff in Study Abroad Programs upon their return from the program. Once compiled, the evaluations will be sent to the Program Coordinator.

**XV. Affiliated or host international institution**

A. Describe the host institution, if any, and assess the benefits and liabilities of such an affiliation for ASU.

**XVI. Budget**

*Please attach Excel file for formulated budget*





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**Faculty Course Approval Form (Due June 30 Annually from all Coordinators)**

*(Please Type)*

**Directions:**

Discuss with your chair and agree on which course(s) you intend to teach for the upcoming spring break/summer study abroad term. Then complete the personal information and signature pages of this form and also provide information on **the agreed** courses that you propose to teach. Obtain the chair and dean's signature after completing the form and forward the signed copies to the Office of International Education for final processing submission to Academic Affairs. Your submission should include the following:

**1. A bio-data not exceeding 150 words**

**2. A detailed tentative syllabus for each proposed course (Use provided guidelines)**

See attachment.

**I. Personal Information**

**Please Enter Your Title, (Dr., Ms., Mr., Etc.):**

**Name:**

**Rank/Title (Prof., Associate professor, Assistant Prof., Etc.):**

**Department:**

**Office Phone:**

**E-mail Address:**

**Home Mailing Address:**

**Home Phone or Cell Phone:**

## **II. Course Proposal #1**

### **Course Information**

Course Title:

Prefix and Number:

Level (check all that apply)    lower division    upper division    graduate

**Specify any general education or core curriculum requirements that the course satisfies (If any).**

**Specify major or minor requirements that the course satisfies.**

**Specify any prerequisites for this course:**

**What special equipment, materials, classroom space, library/media resources or other resources will you require in teaching this course.**

**What are the most important benefits students will gain from taking this course in this study abroad setting?**

**Provide a brief course description for program publicity. Remember, this is the main information students will have in deciding whether or not to sign up for your course. Limit your description to 100 words.**

### **Possible Field Trips**

**Please include a list of field trips you plan to integrate into this course.**

### **III. Course Proposal #2**

**Course Title:**

**Prefix and Number:**

Level (check all that apply)    lower division    upper division    graduate

**Specify any general education or core curriculum requirements that the course satisfies.**

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**Specify major or minor requirements that the course satisfies.**

**Specify any prerequisites for this course.**

**What special equipment, materials, classroom space, library/media resources or other resources will you require in teaching this course?**

**What are the most important benefits students will gain from taking this course in this study abroad setting?**

#### **Course Description**

Provide a brief course description for program publicity. This information will guide students in deciding whether or not to sign up for your course. Limit your description to 100 words.

#### **Possible Field Trips**

Please include a list of field trips you plan to integrate into this course.

**Attach Budget: Did your budget increase from what it was last year? Yes----- No-----**  
**----- If yes, please**  
**explain** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **V. Faculty Commitment**

**I understand that my participation in the Summer Study Abroad Program is dependent on enrollment of eight (8) students for the (name of study abroad program), summer 2019. I understand further that teaching in a summer study abroad program is an intensive and comprehensive experience, involving faculty members with students in many out-of-class activities. Therefore, I understand that I will be obligated not only to teach formal classroom sessions but also to accompany students on scheduled fieldtrips, assist students in planning course-related independent travel, and collaborate with other program faculty and students in scheduling and conducting joint activities. I understand further that the demands on faculty, the group living arrangements, and the program schedule generally do not accommodate dependent children or spouses.**

**By signing below, I indicate that I have read and understood all of the above information.**

\_\_\_\_\_  
(Signature of Faculty Member) (Date)

**V. By signing below we, the undersigned, understand the terms of this agreement and support the faculty member's participation in this program.**

\_\_\_\_\_  
\_\_\_\_\_

(Department Chairperson)

(Date)

---

(Dean)

(Date)

---

(Provost & Vice President for Academic Affairs)

(Date)

---

(Office of International Education Director)

(Date)

---

(President )

(Date)

Appendix D: BUDGET

2019 ASJ Faculty-Led Study Abroad Budget (Confidential - Do Not Share)		
Program Title: Travel Start Date: mm/dd/yyyy Travel End Date: mm/dd/yyyy Duration in Weeks: Number of Semesters: Projected Number of Students Completed by Last Review Date:	Day of week: Day of week:	Contingency Percentage Rate:
<b>Individual Student Expenses</b> Airfare: Lodging: Entry Fee for Excursion: Entry Fee for Excursion: Entry Fee for Excursion: Entry Fee for Excursion: Entry Fee for Excursion: Visa: Daily Breakfast: Daily Lunch: Daily Dinner: Other: Other: Other: Travel Insurance: Contingency:	Notes/Comments: Roundtrip airfare: Name/address, # of nights: Excursion name: Excursion name: Excursion name: Excursion name: Excursion name: If necessary: \$ for breakfast, # number of days in-country: \$ for lunch, # number of days in-country: \$ for dinner, # number of days in-country: \$1.25 per day, add 1 day before and after travel: for variable costs	
TOTAL INDIVIDUAL STUDENT EXPENSES	\$0.00	
Responsible for Shared Expenses:	Formula: Total Student Shared Expenses (below) / # Number of Students (above)	
<b>TOTAL STUDENT COST (PROGRAM FEE):</b>	<b>\$0.00</b>	<b>&lt;- PROGRAM FEE PAID BY EACH STUDENT TO PARTICIPATE</b>
<b>Shared Student Expenses</b> Group Expenses: Group Transportation: Group Transportation: Group Meals: Group Meals: ASJ Emergency Fund (20000 Acct): Classroom space rental: Remuneration/Lecturers: Other: Faculty Director Expenses:	Notes/Comments: (A) short plane/airport, in-country transport, etc: Welcome Dinner (\$ per person, # of people): Farewell Dinner (\$ per person, # of people): 5-15% of program fee: Formula: <i>This amount is detailed under "Director Expenses"</i>	
<b>TOTAL STUDENT SHARED EXPENSES</b>	<b>\$0.00</b>	<b>&lt;- THIS AMOUNT IS DIVIDED BY THE # OF STUDENTS PARTICIPATING</b>
<b>Faculty Director Expenses:</b> Airfare: Lodging: Entry Fee for Excursion: Entry Fee for Excursion: Entry Fee for Excursion: Entry Fee for Excursion: Other: Other: Support for Meals - Breakfast: Support for Meals - Lunch: Support for Meals - Dinner: Other: In-home/Insurance:	Round trip airfare: Name/address, # days/nights: Excursion name: Excursion name: Excursion name: Excursion name: \$0.00 \$ for breakfast, # number of days in-country: \$0.00 \$ for lunch, # number of days in-country: \$0.00 \$ for dinner, # number of days in-country: 1.25 per day, add 1 day before and after travel	
<b>TOTAL FACULTY DIRECTOR EXPENSES</b>	<b>\$0.00</b>	

## **Appendix E: Recruitment Outline**

Below is a general outline of the recruitment strategy and action items to increase student interest in **[country]** Study Abroad Program as well as to encourage interested students to move from the “prospective” to the “applicant” stage. This will be a collaborative effort between the faculty program coordinator, study abroad coordinator, students, study abroad alumni, and the sponsoring college/department and its faculty/staff.

### Study Abroad Fair

*Outcome: to raise awareness of the Study Abroad Program, to collect data and contact information, and recruit prospective students*

The faculty coordinator and study abroad coordinator will plan to set up a recruitment table at the annual ASU study abroad fair on **[East or West Campus or both campuses]**, **[date of fair]**. Faculty will attend from **[time]**.

The Faculty Coordinator will bring: **[country-specific materials, props such as pictures, posters, previous students' projects]**

The Study Abroad Coordinator will bring: promotional brochures/pamphlets, sign-in sheets, passport information, scholarship information: Gilman's Study Abroad Scholarship, Fund for Education Abroad, etc.

Upon conclusion of the fair, the study abroad coordinator will forward to the faculty coordinator all student-interest sheets with emails of prospective students. The faculty will send a follow-up email to the students and invite them to the next faculty-student interest meeting.

### Faculty-Student Interest Meetings

*Outcome: to provide student support in a more personalized environment; students will gain an understanding of program details, lay the groundwork for a healthy student-teacher relationship, and have their concerns/anxieties addressed*

The faculty will hold 2 short student interest meetings:

#### **Date, time, location**

#### **Date, time, location**

Whenever possible, the study abroad coordinator will attend these meetings to offer general program support and office resources. The faculty will present more details to students about his or her specific Study Abroad Program and allow time to hear student concerns.

Faculty Coordinator will bring: **[PowerPoint, pictures, projects, outlines of activities/projects]**

Study Abroad Coordinator will bring: OIE materials as requested, information about payment schedules, instructions on how to pay, etc. **[other requested materials/information]**

## Classroom Outreach Sessions

*Outcome: to target more specialized student groups and raise awareness not of general programs, but a specific program that meets their graduation requirements, career goals, etc.*

After consulting fellow faculty who teach courses who may “feed” courses associated with this program, the faculty coordinator or study abroad coordinator/global ambassador will visit the following classes for a short 5-10 minute presentation:

- 1. Date, time, location, course name, professor name**
- 2. Date, time, location, course name, professor name**
- 3. Date, time, location, course name, professor name**
4. Other Recruitment/Student Support Plans

**Outline plans for fundraiser nights, parent-student information sessions, participation in international programs, or collaboration with other institutions that might aid in recruitment strategies.**



# Study Abroad Report

## Due date

This report will be due **2 weeks** after your arrival back to the U.S.

---

My program (country)

My Due Date

## Guidelines/Requirements

- i. Format: Prose form. 2-3 pages single-spaced in a Microsoft Word document. **No PDFs please.** 1 inch margins.
- ii. Visuals: Include pictures relevant to your writing. Include a 1-2 sentence caption describing who is in the picture, what is happening, and/or where it was taken. *Do not count pictures in your total paper length.* Minimum 4 pictures.  
\*\*Try to make sure they're good quality and not pixelated/blurry!

## Topic(s)

\*\*Check with your program coordinator and other students in your cohort to make sure you're not choosing overlapping topics.

You can choose to write multiple short articles (at least ½ page single spaced) as long as your total report equals the 2-3 pages required. \*If you choose this option, each article should have a separate title\*

- Topics should be specific to your experience as an ASU student abroad and focus on international knowledge you gained and/or a cultural aspect of your host country that you encountered
  - Example topics (\* = adapted from *The Maroon Tiger* Morehouse Publication):
    - Tourism: The Key to Cuba's Economy\*
    - The Art of Tea Ceremony
    - Studying Abroad as a Member of the LGBTQ Community
    - Things You Thought You Knew About India (but didn't)
    - Service Learning Experiences in Trinidad
  - Feel free to write about your specific experiences, things you learned, or personal reflection on your experience; think about your target audience (future study abroad students), faculty, staff, the community, your family and friends, and what they might find interesting!

## Appendix G : PASSPORT GUIDELINES

### STEP 1: CONFIRM YOUR ELIGIBILITY

Where do you currently live? If you reside in the U.S. or Canada, you are eligible to apply for a passport at local agencies. Applicants applying outside of the U.S. should visit the nearest Embassy or Consulate to apply.

If you already have a passport but it has expired (or is about to), you may be able to *renew* your passport by mail, which is less expensive and more convenient. Check the State Department website to see if you qualify.



### STEP 2: ESTIMATE YOUR COSTS & TIME

A **passport book** is valid for all international travel and costs \$110 USD. You can get a less expensive **passport card** for \$30 USD but it is only valid for travel to and from Canada, Mexico, Bermuda, and the Caribbean. An execution fee of \$35 USD is added to each application.



Be sure to apply with enough time to get your passport before you travel or apply for a visa. **Average processing time is 4-6 weeks.** Expediting the application is an additional \$60 USD (2-3 weeks).

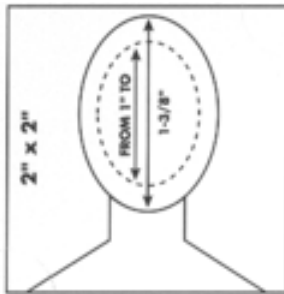
### STEP 3: COLLECT YOUR DOCUMENTS

When you apply for your passport, you have to make an appointment with your local post office or embassy/consulate. Bring all your documents with you to the appointment and make photocopies of everything for your records.

#### You Will Need the Following

1. **DS-11 Application form** (online at [www.travel.state.gov](http://www.travel.state.gov))  
**Note:** do NOT sign the form until instructed to do so at the post office
2. **Citizenship Evidence:** U.S. Birth Certificate, Previous U.S. Passport, Consular Report of Birth Abroad/Certification of Birth, Certificate of Naturalization, or Certificate of Citizenship. **These must be the original and not a copy.**
3. **Identification:** in-state driver's license, learner's permit, non-driver ID, previous passport book/card, government employee ID (city, county, state, or federal), U.S. Permanent Resident Card, Military ID, Certificate of Citizenship or Naturalization, valid foreign passport  
**Note:** if you present an out-of-state driver's license or ID, you must provide 1 additional form of identification. See more on [travel.state.gov](http://travel.state.gov).





1. **Passport Photo:** must be printed in color, 2x2 inches in size, printed on photo paper, taken recently (last 6 months), full-face shot from the front, plain white background, no hats, ears visible, no glasses, shoulders covered

**Note:** try using free passport photo apps on your smartphone and print them on photo paper at home or at school to save money

## STEP 4: GET YOUR PAYMENT INFORMATION READY

All payments for passport fees must be paid at the acceptance facility. Acceptable forms of payment include: personal check, money order, or bank draft made payable to "U.S. Department of State" for \$110 and another made payable to "U.S. Post office for the \$35 processing fee.

**Note:** Credit or Debit cards are not accepted for the State Dept. but may be accepted by your post office. Call them first to verify.

## STEP 5: MAKE YOUR APPOINTMENT

The nearest passport application acceptance facility is the Albany Main Post Office;  
1501 SOUTH SLAPPEY BLVD.  
ALBANY, GA 31701  
(229) 889-2607

Schedule your appointment online at: [www.USPS.com/scheduler](http://www.USPS.com/scheduler)  
Albany Passport Office hours are Monday to Friday, 11:00am to 4:00pm

If you have to expedite your application, you can find services online who will expedite for an additional fee: [www.us-passport-service-guide.com](http://www.us-passport-service-guide.com)

## Appendix H: Email Templates for Prospective Students

These are generic emails meant to assist faculty program coordinators with student recruitment and alleviate some of the burden of maintaining student interest in a study abroad program. These are not verbatim mandatory emails, but rather a guideline for faculty to have at their disposal. Please cc the study abroad coordinator whenever possible/appropriate.

### Post-Study Abroad Fair follow up email

*Send this email no later than 10 days after the study abroad fair (early September)*

Hello prospective **[country]** study abroad students!

I'm writing you because you expressed an interest in our **[country]** study abroad program at the Study Abroad Fair a week or so ago. For those of you I met, it was great to speak with you; for those of you I haven't met yet, I'm looking forward to meeting you soon!

I wanted to invite you to my program's upcoming faculty-student interest meeting **[date, time, location]**. It won't take very long, but I hope you can fit it into your schedule to stop by. We'll be discussing some more in-depth details about the program and addressing any questions or concerns you may have. Let me know if you're planning to come so I can make sure we have enough space for everyone.

Feel free to reach out to myself or Mark Hankerson, the ASU study abroad coordinator ([mark.hankerson@asurams.edu](mailto:mark.hankerson@asurams.edu)) with questions or if you need advice about studying abroad.

Have a great day,

**[name]**

### Post-Interest Meeting Email 1

*Send this email a few days after the first interest meeting (mid-September)*

Hello everyone!

Thanks for coming out to the **[country]** Study Abroad interest meeting—you all had some great questions and I hope that the session was enlightening for you. I'm looking forward to seeing some more of your applications rolling in soon. As always, let me know if you have any questions.

If you couldn't make it to this last session, we'll be having one more **[date, time, location]**. Let's hope you can make it! Parents are welcome to come to this one, as well.

Just a reminder: if you apply before October 1, there's only a \$100 application fee (normally \$200)!

There's also some Scholarship Workshops happening on both campuses; email Mark Hankerson, the ASU study abroad coordinator ([mark.hankerson@asurams.edu](mailto:mark.hankerson@asurams.edu)) for more information.

Have a great day,

**[name]**

### **Congratulations Cohort Email**

*Send this email after the November deadline for applications has passed, and after any additional applicant is accepted (if applicable)*

Congratulations on your acceptance to the **[country]** Study Abroad Program!

I'm delighted that you've decided to join us as we travel to **[country]** this **[term]**. We will be working together over the next few months to make sure all is in order as we prepare to study abroad!

First things first. If you haven't already, you need to do the following 2 things **ASAP**:

1. Obtain your passport—contact the Study Abroad Coordinator (229-500-2353) if you have questions. Please know that you need your **original** (not scan or copy) U.S. birth certificate, which you send with the application. The Department of State will send it back with your passport—this takes **4-6 weeks**. (If you already have a passport, make sure it won't be expiring while abroad. Otherwise apply for renewal.)
2. Have your primary care physician complete the **Health Clearance Form** and send it directly back to the Office of International Education, but be sure to keep a copy for your records. This is to ensure your safety while abroad. Even if you pay the fees, you won't be able to attend the program without a Health Clearance form from your doctor, so get it out of the way sooner than later!

Our payment schedule will look like this **[attach/past table of payments/dates]**. The fees will be added to your account in Banner about 5 days before they're due. Be sure to pay on time, or else the fee will put holds on your registration, etc.!

As always, reach out if you have any questions!

Have a great day,

**[name]**

## Health Clearance for Students Planning to Study/Intern Abroad

### STUDENT INSTRUCTIONS

1. Fill out the Student Information section and take the form with you to your physical exam appointment.
2. If you see a specialist for any ongoing condition, we recommend that your specialist doctor **write a letter of recommendation** indicating that your condition is stable and/or any special considerations or treatment you may need while abroad. Having this information with you at your physical exam appointment will ensure that the examining provider has sufficient information to complete the **Health Clearance** form.
3. This form is **required** by ASU and is in addition to any forms required by your program. This requirement cannot be waived, and is a condition of full acceptance into the program.
4. Some programs will require a separate travel health consultation due to program provider requirements and/or country-specific risks. For travel to certain countries or regions, additional immunizations may be required or recommended by your health care provider. Any required evidence of these vaccinations will be communicated to you at the time of your application to the program.
5. Should you **elect** to contest a determination of non-clearance, any **additional** information should be submitted to the original examining provider for their reconsideration of your health clearance.
6. The program participant must provide the physician with a **program description** of the specific study abroad program for which he or she has applied.
7. Only Health Clearance forms submitted to ASU Office of International Education **directly** (by mail or scan) will be accepted.
8. Participation in an ASU Study Abroad Program is contingent upon the timely receipt of the Health Clearance Form by the Office of International Education. The form must be received **no later than 10 business days** prior to the scheduled departure date. If it is not received, the student will not be eligible to participate in the Study Abroad Program.

### HEALTH CARE PROVIDER GUIDELINES

Students who wish to study or intern abroad must be cleared by a health care provider. When determining a student's clearance status, please include the following steps and considerations:

1. Discuss/review the student's health history, paying particular attention to medications that the student may need, any allergies the student may have, and all **currently** active health problems. Review the **program description** provided by the student.
2. Perform a thorough physical examination.
3. Pay special attention to any chronic health conditions, and any medications the student is taking. Students may be cleared with these conditions **provided** they are in compliance with, and stable on, their medication.
4. If the patient is under the care of a specialist for a chronic condition, it is recommended that the student obtain a letter of recommendation from their specialist for the primary care provider to consider in her/his evaluation for clearance.
5. Please impress on the student that he/she needs to take a sufficient amount of medication to last for the duration of the program abroad, or verify that the medication is locally available and legal.
6. Assess the need for any continued health care, counseling or laboratory testing while abroad so the student can determine the availability of adequate facilities at the program site.

**Students may be cleared for participation as long as, in the opinion of the examining provider, any health condition the student may have is under control and has been stable for a reasonable period.**

Albany State University • Study Abroad  
**Health Clearance for Students Planning to Study/Intern Abroad**

PLEASE PRINT CLEARLY WITH A BLUE OR BLACK PEN. ALL LINES AND APPLICABLE BOXES MUST BE COMPLETED.

\* For students seeing a specialist for an ongoing condition, we recommend that the student visit the specialist first to obtain a letter of recommendation form prior to his/her physical exam appointment for completion of this form.

**STUDENT INFORMATION: Completed by the Student**

first and last name of student	ASU RAMID#	Term abroad and year (e.g. summer 2018)
program name (program or Post university)	location of program (city, country)	
I have read the student instructions and disclosed ALL known health history to the healthcare provider. I authorize release of this form to Albany State University.		
student signature	date	

**CLEARANCE: Completed by the Health Care Provider**

Health Care Provider must be licensed in the U.S. and cannot be an immediate family member (AMA Code of Ethics E-8.19).

1. See **Health Care Provider Guidelines** prior to completing this form.
2. After reviewing the student's health history and performing an appropriate medical exam, review these with the student and discuss his/her ability to travel and live abroad. Then, complete the clearance section of this form.
3. If you require additional information to clear the student to study/intern abroad, please indicate this below and submit the form. Upon receipt of the required information and/or a follow up appointment with the student, your final assessment should be recorded in the **Clearance Update** section below, and the form resubmitted with the update.
4. Please forward this form directly to Albany State University's Office of International Education.\*

I have reviewed the student's health history and performed a physical exam. Based upon this information, to the best of my knowledge, the student is:

- Cleared to study/intern abroad: Any health condition the student may have is under control and has been stable (including any medication required) for a reasonable period.
- NOT cleared to study/intern abroad:
- There are contraindications to participation.
  - More information needed before final decision can be made. (The Clearance Update below will be completed and submitted when the information is received.)

**Licensed Health Care Provider** (PLEASE PRINT CLEARLY OR STAMP)

signature (required)
name
telephone number
date

**REQUIRED: Place Address Stamp Here.**

**CLEARANCE UPDATE: Completed by the Health Care Provider**

This section is required only if additional information is received which allows a student's fitness for study abroad to be re-assessed. Health Care Provider must be licensed in the U.S. and cannot be an immediate family member (AMA Code of Ethics E-8.19).

I have reviewed the student's additional information. Based upon this information, to the best of my knowledge, the student is:

- Cleared to study/intern abroad: Any health condition the student may have is under control and has been stable for a reasonable period.
- NOT cleared to study/intern abroad: There are contraindications to participation.

**Licensed Health Care Provider** (PLEASE PRINT CLEARLY OR STAMP)

signature (required)
name
telephone number
date

**REQUIRED: Place Address Stamp Here.**

\*DO NOT RETURN TO STUDENT. Upon completion, submit this form to Albany State University.  
 Email/scan: mary.davis@asurams.edu or internationaleducation@asurams.edu  
 Mail: International Education, Albany State University, 504 College Drive, Albany, GA 31705

SUBMITTED: \_\_\_\_\_  
 date initials

<p><b>Form W-8BEN</b></p> <p>(Rev. July 2017)</p> <p>Department of the Treasury Internal Revenue Service</p>	<p><b>Certificate of Foreign Status of Beneficial Owner for United States Tax Withholding and Reporting (Individuals)</b></p> <p>▶ For use by <b>Individuals</b>. Entities must use Form <b>W-8BEN-E</b>.</p> <p>▶ Go to <a href="http://www.irs.gov/FormW8BEN">www.irs.gov/FormW8BEN</a> for instructions and the latest information.</p> <p>▶ Give this form to the withholding agent or payer. Do not send to the IRS.</p>	<p>OMB No. 1545-1021</p>
<p><b>Do NOT use this form if:</b></p> <ul style="list-style-type: none"> <li>• You are NOT an Individual . . . . . <b>W-8BEN-E</b></li> <li>• You are a U.S. citizen or other U.S. person, including a resident alien Individual . . . . . <b>W-9</b></li> <li>• You are a beneficial owner claiming that income is effectively connected with the conduct of trade or business within the U.S. (other than personal services) . . . . . <b>W-8ECI</b></li> <li>• You are a beneficial owner who is receiving compensation for personal services performed in the United States . . . . . <b>8233 or W-4</b></li> <li>• You are a person acting as an intermediary . . . . . <b>W-8IMY</b></li> </ul> <p><b>Note:</b> If you are resident in a FATCA partner jurisdiction (i.e., a Model 1 IGA jurisdiction with reciprocity), certain tax account information may be provided to your jurisdiction of residence.</p>		
<p><b>Part I Identification of Beneficial Owner (see instructions)</b></p>		
1 Name of individual who is the beneficial owner		2 Country of citizenship
3 Permanent residence address (street, apt. or suite no., or rural route). <b>Do not use a P.O. box or in-care-of address.</b>		
City or town, state or province. Include postal code where appropriate.		Country
4 Mailing address (if different from above)		
City or town, state or province. Include postal code where appropriate.		Country
5 U.S. taxpayer identification number (SSN or ITIN), if required (see instructions)		6 Foreign tax identifying number (see instructions)
7 Reference number(s) (see instructions)	8 Date of birth (MM-DD-YYYY) (see instructions)	
<p><b>Part II Claim of Tax Treaty Benefits (for chapter 3 purposes only) (see instructions)</b></p>		
9 I certify that the beneficial owner is a resident of _____ within the meaning of the income tax treaty between the United States and that country.		
10 <b>Special rates and conditions</b> (if applicable—see instructions): The beneficial owner is claiming the provisions of Article and paragraph _____ of the treaty identified on line 9 above to claim a _____ % rate of withholding on (specify type of income): _____		
Explain the additional conditions in the Article and paragraph the beneficial owner meets to be eligible for the rate of withholding: _____		
<p><b>Part III Certification</b></p> <p>Under penalties of perjury, I declare that I have examined the information on this form and to the best of my knowledge and belief it is true, correct, and complete. I further certify under penalties of perjury that:</p> <ul style="list-style-type: none"> <li>• I am the individual that is the beneficial owner (or am authorized to sign for the individual that is the beneficial owner) of all the income to which this form relates or am using this form to document myself for chapter 4 purposes,</li> <li>• The person named on line 1 of this form is not a U.S. person,</li> <li>• The income to which this form relates is:             <ul style="list-style-type: none"> <li>(a) not effectively connected with the conduct of a trade or business in the United States,</li> <li>(b) effectively connected but is not subject to tax under an applicable income tax treaty, or</li> <li>(c) the partner's share of a partnership's effectively connected income,</li> </ul> </li> <li>• The person named on line 1 of this form is a resident of the treaty country listed on line 9 of the form (if any) within the meaning of the income tax treaty between the United States and that country, and</li> <li>• For broker transactions or barter exchanges, the beneficial owner is an exempt foreign person as defined in the instructions.</li> </ul> <p>Furthermore, I authorize this form to be provided to any withholding agent that has control, receipt, or custody of the income of which I am the beneficial owner or any withholding agent that can disburse or make payments of the income of which I am the beneficial owner. I agree that I will submit a new form within 30 days if any certification made on this form becomes incorrect.</p>		
<p><b>Sign Here</b> ▶</p> <p>_____ Signature of beneficial owner (or individual authorized to sign for beneficial owner)</p> <p>_____ Date (MM-DD-YYYY)</p> <p>_____ Print name of signer</p> <p>_____ Capacity in which acting (if form is not signed by beneficial owner)</p>		
<p>For Paperwork Reduction Act Notice, see separate instructions. Cat. No. 25047Z Form <b>W-8BEN</b> (Rev. 7-2017)</p>		



Completion of the Supplier Authorization Form in its entirety is **MANDATORY** for payment. A current W-9 may be submitted **WITH BUT NOT IN PLACE OF** the information form.



Complete and Return to: USG Shared Services Center 1005 George J. Lyons Pkwy Sandersville, GA, 31082. You may also fax the form to (478) 240-6414.	<h2 style="margin: 0;">Supplier Authorization Form</h2> <p style="margin: 0;">Supplier Information Form and Substitute For W-9.</p> <p style="margin: 0; color: blue;"><b>Do not use this form for students or employees of USG institutions.</b></p>	<b>Do Not Send This Form to IRS</b>								
<b>Thank you for your interest in doing business with and becoming an active Supplier with the University System of Georgia.</b>										
<p><b>Instructions:</b></p> <p>1. Complete pages 1 - 3 of this form electronically. The preferred method for completing this form is electronically; if you choose to complete the form by hand, please print legibly in black ink and clearly distinguish numbers for example, use 0 for zero and 2 for seven.</p> <p><b>Note:</b> To prevent a delay in your registration which could result in a delay in payment to you or your organization, complete each section of this form.</p> <p>2. Print and sign the form.</p> <p>3. Send the form to the University System of Georgia Shared Services Center using one of the following methods:                  - Mail to the USG Shared Services Center (see address above)                  - Fax to (478) 240-6414                  - Hand deliver to the institution for upload to the Shared Services Center secure FTP server</p> <p><b>Important:</b> - To ensure the protection of your personal information, identification numbers, and banking information <b>DO NOT EMAIL</b> this form.</p>										
<p style="text-align: right;"><b>Foreign persons who are non-residents for US Tax purposes do not complete this form. Instead, complete the IRS Form W-8 BEN available at:</b></p> <p style="text-align: right; color: orange;"><a href="http://www.irs.gov/pub/irs-pdf/fw8ben.pdf">http://www.irs.gov/pub/irs-pdf/fw8ben.pdf</a></p>										
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:60%;"><b>Legal Name (Name Used On Tax Filing):</b></td> <td></td> </tr> <tr> <td><b>DBA (Doing Business As) Name:</b></td> <td></td> </tr> <tr> <td><b>Contact of Company:</b></td> <td><b>Telephone:</b></td> </tr> <tr> <td><b>Taxpayer Identification Number (TIN):</b></td> <td> <input type="checkbox"/> Social Security Number (SSN)                        <input type="checkbox"/> Federal Employer ID Number (FEIN)                 </td> </tr> </table>			<b>Legal Name (Name Used On Tax Filing):</b>		<b>DBA (Doing Business As) Name:</b>		<b>Contact of Company:</b>	<b>Telephone:</b>	<b>Taxpayer Identification Number (TIN):</b>	<input type="checkbox"/> Social Security Number (SSN) <input type="checkbox"/> Federal Employer ID Number (FEIN)
<b>Legal Name (Name Used On Tax Filing):</b>										
<b>DBA (Doing Business As) Name:</b>										
<b>Contact of Company:</b>	<b>Telephone:</b>									
<b>Taxpayer Identification Number (TIN):</b>	<input type="checkbox"/> Social Security Number (SSN) <input type="checkbox"/> Federal Employer ID Number (FEIN)									
<p><b>Is this For New Supplier Addition or Change Of Existing Information?</b>                    <input type="radio"/> Add    <input type="radio"/> Change - Existing Supplier ID #</p>										
<p><b>Name of Requesting USG Institution</b></p>										
<p><b>Contact Person At Requesting USG Institution</b></p>										
<p><b>Physical Mailing Address</b></p> <p><small>Where tax information and general correspondence are to be sent. If the purchase order address and payment ( remit ) address are the same as the physical mailing address, specify by selecting the Same as Physical Mailing Address check box for each. If they are different, specify each address.</small></p>										
<p><b>Address (Street Name/No.)</b></p>										
<b>City:</b>	<b>State:</b>	<b>Zip:</b>								
<b>Telephone:</b>	<b>Fax:</b>	<b>Email:</b>								
<b>Website URL:</b>										
<p><b>Purchase Order Address:</b>    <small>Required if different from the physical mailing address. If the address is the same as the physical mailing address, select the Same as Physical Mailing Address check box.</small>    <input type="checkbox"/> Same as Physical Mailing Address</p>										
<b>Address(Street Name/No.)</b>										
<b>Contact Name:</b>										
<b>City:</b>	<b>State:</b>	<b>Zip:</b>								
<b>Telephone:</b>	<b>Fax:</b>	<b>Contact Email:</b>								
<p><b>Payment (Remit) Address:</b>    <small>Required if different from the physical mailing address. If the address is the same as the physical mailing address, select the Same as Physical Mailing Address check box.</small>    <input type="checkbox"/> Same as Physical Mailing Address</p>										
<b>Address(Street Name/No.):</b>										
<b>Contact Name:</b>										
<b>City:</b>	<b>State:</b>	<b>Zip:</b>								
<b>Telephone:</b>	<b>Fax:</b>	<b>Contact Email:</b>								
<b>Certification</b>										
<p>Under penalties of perjury, I certify that:</p> <p><input type="checkbox"/> The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me).</p> <p><input type="checkbox"/> I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding.</p> <p><input type="checkbox"/> I am a U.S. person (including resident alien).</p> <p><input type="checkbox"/> The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.</p> <p><b>Certification Instructions:</b> You must un-check the second check box above and cross out the certification to its right if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return.</p> <p><b>The Internal Revenue Service does not require your consent to any provision of this document other than the certification required to avoid backup withholding.</b></p>										
<b>Signature of U.S. Individual:</b>	<b>Date:</b>									

Appendix L

[date]

[restaurant name]

[local address]

Dear [restaurant name] owner-manager:

I'm delighted to be writing to you on behalf of the Summer [year] [country] Study Abroad cohort at Albany State University! We are a group of [#] students and [#] faculty who aim to travel to [city, country] this year and study [subject/discipline]. In addition to our studies, we'll be learning about [nationality/ethnicity] culture and learning to appreciate cultural differences through experiential learning.

The benefits of study abroad for students are vast: with the world as our classroom, every encounter yields a unique learning experience. Our mission is to transform students into global citizens who are outstanding contributors to society. To achieve this goal, however, we'll need your help.

Did you know that over almost two-thirds of our student population comes from a low-income family? A very significant portion of our students are first-generation students who require need-based aid to afford school. Studying abroad isn't only an excellent opportunity for our students to advance in their academics, but will yield better job opportunities after graduation. Unfortunately, for many of them, it's only a dream—and an expensive dream, at that. With your help, we can make that dream come closer to a reality.

What we propose is working together to host a "percentage night" at your restaurant. Our students will promote your establishment to their friends, family, social media outlets, classmates, and the local community, to come to your restaurant on a specific night (usually a weekday night when you're not already too busy). This is free advertising for you, access to new customer bases that haven't visited your establishment before, and earns you a stellar reputation as a small business who gives back to its community. In return for these efforts and our own patronage, we would ask that [15%] of the proceeds of the percentage night are donated to our cause. This amount will be evenly distributed to all the students and applied toward their study abroad costs. Every bit helps!

Please contact me at [email] or [phone] to discuss the possibility of hosting a percentage night for our group. I look forward to hearing from you.

Kind Regards,

[name]

[title]

Albany State University

[address]

[email and phone]

## EMERGENCY CONTACT CARD [TEMPLATE]



Use this template to create your own customized emergency response card to carry with you at all times. Identify key phone numbers for local program staff/contacts, US embassy/consulate, local police and ambulatory services, etc.

### EMERGENCY RESPONSE WHILE ABROAD

1. a. Contact local safety providers (i.e., local police or civil defense, etc.)  
b. Your parent(s) or guardian;  
c. Your on-site University staff;  
d. Your residence (dormitory staff or host family)
2. If necessary, contact
  - a. ASU Security (Call collect): +1 (229) 430-4711
  - b. The Office of International Education: +1 (229) 420-1662
3. Remain attentive to news sources (radio, TV, emergency broadcast systems)

### REFERENCE TELEPHONE NUMBERS

Emergency Services: 999	Hospital: 9999999999
Ambulance: 999	Program Coordinator: 99999999
Police: 999	Hotel/Lodging: 99999999

Host family or Resident Address: 9999999999

University Address: 999999999999

U.S. Embassy: 9999999999  
ASU Intl Office: +1 (229) 420-1662  
Mary Davis: +1 (229) 430-1760

**MEAL STIPEND DISBURSEMENT FORM**



STUDENT NAME	MEAL STIPEND AMOUNT	DATE RECEIVED	SIGNATURE

## **Appendix O:**

### **ASU Study Abroad Emergency Response Protocol**

When notified of an emergency related to the health and safety of a study abroad student or group, the following protocol should be followed immediately:

1. Identify and respond to the emergency first, then contact the Albany State University's Police dispatch at 229-430-4711
2. When calling Office of International Education (OIE) administrator, please have the following information on hand as well as a pen and paper.
  - a) Nature of emergency—how many students are impacted and how. Explain clearly to help facilitate assistance
  - b) Description of events, accidents or injuries and response provided—include approximate time and date of incident, as well as any actions you have taken.
  - c) Has anyone been notified outside of ASU (embassy, insurance provider, parents, spouses, etc.)?
  - d) Provide a phone number where you (as Program Coordinator) can be reached. Can the student/s continue (and does he/she/they wish to continue) with classes?
  - e) Can you return (with the group) to your accommodations safely?
  - f) Does the group need to return to the US, or can the course be completed as scheduled for non-impacted students?

[Student information protected by the](#) Family Educational Rights and Privacy Act (FERPA) should always be a consideration; however, FERPA does allow for student information to be shared in certain emergency situations. More information [can be found of the U.S. Department of Education's website.](#)

Program Coordinators need to file an incident report. (Use University of North Georgia Sample to generate a template incident report. The sample report is found at <https://www.asurams.edu/docs/business-services/2017-2018.pdf#search=Student%20Fee%20Schedule%20>.

## Appendix P: Study Abroad Program Evaluation

### General Information

Please respond to the following questions to help Albany State University, evaluate your study abroad program, field experiences, and the benefits to you, so that we can improve future programs for others.

Country \_\_\_\_\_

**Instructions:** Select the option that best represents your feelings regarding certain aspects of your study abroad program.

1	Participants' Gender	Female	Male	Other	
2	Participant's class during study Abroad/Internship Program	Freshman	Sophomore	Junior	Senior
3	Period Abroad	Spring Break	Summer	Semester (Spring or Fall)	
4	Participant info (fill in the blank)	Major:	Minor:	Department:	Career Goals:
5	Attendance to all program activities	1 I attended a few of the program activities	2 I attended most, but not all program activities	3 I attended all program activities, including the planned cultural tour(s)	

**Program: Name of Faculty Coordinator (s)** \_\_\_\_\_

Academic Content	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not applicable
6. The faculty member made course objectives clear						
7. The faculty member fulfills course objectives at the end of program						
8. The faculty member stimulated my interest in learning						
9. The instructor's assignments were relevant to the course objectives						
10. The instructor's feedback from course assignments enhanced my learning						
11. The excursions/ activities enhanced my learning of course content						
12. The activities contributed to my learning of basic cultural concepts						
13. The cultural lectures contributed to my learning						
Experiential Learning Components	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
14. The program included unique experiential learning opportunities not common in the U.S.A						
15. I have gained knowledge and skills that will help me to relate with people outside the US.						
16. The program has helped me to improve my general knowledge of the country						

<b>Cultural Competence Enhancement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Not Applicable</b>
17. The excursion experience was unique and enhanced my awareness of the country						
18. The program created an opportunity for me to improve my general knowledge about the country's culture and values						
19. The program has helped to enhance my knowledge of another language (Name: _____)						
20. The program tours and excursions enhanced my understanding of the country, and its people.						
21. Program provided me an opportunity to taste different food flavors of the country						
<b>Program Accommodation</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Not Applicable</b>
22. The program accommodation was conducive to the academic and cultural experience						
23. The provided breakfast and lunch were timely and sufficient.						
24. The program interpreters/tour guide and assistants were very helpful in realizing program goals and objectives ( Insert name(s) of most helpful person_____)						
<b>Overall Program Assessment</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Not Applicable</b>
25. Over all, I am completely satisfied with the program, and I would recommend it to future study abroad students						
26. How would you rate the overall quality of the program?	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
27. How likely are you to study abroad again in the future, at ASU or another institution? (Choose N/A if senior/graduated and not attending graduate school)	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Not Applicable</b>
<b>Future Career Goals</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Not Applicable</b>
28. I feel that future employers will be impressed by my study abroad experience and it gives me a competitive edge in the job market.						
29. Studying abroad has changed my career goals or made me think about pursuing the same career but in a different country.						
30. International experience and cultural competence is valuable for my future career.						

	<p><b>Any other comments or concerns (anonymous)</b></p> <p><b>Recommendations to improve the program</b></p>
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