



EDUCATOR'S GUIDE TO CROSS-CULTURAL COURSES

[updated May 2023]

A joint collaboration between the Agape Center for Local & Global Engagement and the Office of General Education and Common Learning at Messiah University.

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INTRODUCTION

Messiah University highly values the education students receive while experiencing cultures different from their own. To this end, Messiah requires each student to complete language/cross-cultural courses during their time at Messiah. One of the most popular ways for students to satisfy these requirements is to participate in one of Messiah's cross-cultural courses - three-week academic courses offered during May-Term in locations around the world, led by faculty experienced in the culture students will be studying.

UNIVERSITY-WIDE EDUCATIONAL OBJECTIVES

Messiah's cross-cultural courses are tightly integrated into Messiah's University-Wide Educational Objectives (CWEOs). The following excerpt from the Community of Educators Handbook highlights in **bold** some of the specific objectives cross-cultural courses fulfill. (The full Community of Educators Handbook can be found online at:

http://www.messiah.edu/info/20121/community_of_educators/152/community_of_educators_handbook.)

1.3 University-Wide Educational Objectives

Messiah University is dedicated to helping students blend faith with learning in service to the world. As a Christian university of the liberal and applied arts and sciences, Messiah University advocates a bold and disciplined exploration of the world and expects its students to both embrace and participate in that endeavor. At the same time, Messiah seeks to instill in its students a sense of intellectual humility, recognizing that even the most learned persons have limited insight and therefore need the insights of others.

While we realize that learning is a lifelong endeavor, Messiah University expects its graduates to have made progress toward the fulfillment of the following seven objectives (see "Objectives" below). From a practical standpoint, these seven objectives and their sub points are both interdependent and overlapping, i.e., while they may be visualized discretely and assessed independently, they are nonetheless connected to one another in numerous ways and will often be pursued in multiple program areas. While the relationships among these seven objectives might be articulated in a variety of ways, they are listed and ordered with a particular rationale in mind (see Section 1.3.2).

1.3.1 Objectives

1.3.1.1 To develop those abilities essential to liberal education.

These abilities include:

- a. **Thinking logically and creatively, analytically and synthetically, and abstractly and concretely;**
- b. **Reading, observing, and listening carefully and critically;**
- c. **Writing and speaking clearly and coherently;**
- d. **Appreciating the aesthetic dimensions of life;**
- e. **Functioning effectively in quantitatively- and technologically-oriented cultures;**
- f. **Accessing, evaluating, and using information effectively and ethically;**
- g. Pursuing the process of learning as a life-long pursuit;
- h. **Balancing commitment with humility.**

1.3.1.2 To gain knowledge common to liberal education.

This includes:

- a. **Developing basic understanding of geographical, social, political, and religious realities throughout the world;**

- b. **Learning significant aspects of the Western social, cultural, political, religious, and philosophical heritage;**
- c. **Learning significant aspects of at least one non-Western culture;**
- d. **Becoming aware of how people of different cultures perceive the world, interpret reality, and make meaning;**
- e. Learning the methods, philosophies, and basic principles of the mathematical, natural, and social sciences;
- f. Learning the traditions and methods of the arts and the humanities;
- g. **Making connections (i.e., probing relationships, including congruencies and contradictions) between learnings acquired in a-f above.**

1.3.1.3 To become biblically literate and theologically reflective.

This includes:

- a. Developing knowledge of and about God as revealed in Jesus Christ;
- b. **Gaining knowledge of the Bible's content and themes, including the biblical witness on service, leadership, and reconciliation;**
- c. Learning about historic Christian beliefs, practices, and ecclesiastical expressions, and the particular emphases of the Anabaptist, Pietist, and Wesleyan traditions;
- d. Becoming familiar with contemporary theological dialogue and biblical scholarship;
- e. **Recognizing the influence of culture upon the Christian faith, and appreciating the insights that other cultures contribute to Christian theology and practice;**
- f. **Acquiring the ability to articulate and evaluate one's faith;**
- g. **Exploring various connections between faith and learning.**

1.3.1.4 To attain specialized knowledge and abilities in at least one area of study.

This includes:

- a. Understanding the foundational content and philosophical assumptions of one's specialized area of study;
- b. Engaging in scholarship in one's specialized area of study;
- c. Developing proficiency in one's specialized area of study sufficient to pursue a career and/or continue education at the graduate level;
- d. Gaining an awareness of options for employment, voluntary service, and/or graduate education in one's specialized area of study;
- e. Articulating how faith connects to one's specialized area of study and to potential career options in that area of study.

1.3.1.5 To develop an understanding of one's identity and Christian vocation.

This includes:

- a. **Developing an awareness of and concern for the whole person, including physical, emotional and spiritual wellness;**
- b. **Acquiring an appreciation for how one's faith, community, and culture impact one's identity and sense of meaning;**
- c. **Developing a sense of vocation that includes but transcends career choice;**
- d. **Gaining a realistic sense of one's distinctiveness, including one's interests, abilities, and limitations;**

- e. **Discerning and reflecting on the role(s) one assumes in groups, including one's faith community.**

1.3.1.6 To develop the intellect and character necessary to express Christian commitments in responsible decisions and actions.

This includes:

- a. Developing individual and corporate spiritual disciplines that nurture personal faith and compassion for others;
- b. **Assessing cultural values and ethical traditions in light of the biblical witness;**
- c. **Applying the insights of Christian theology and ethics to complex social and personal issues;**
- d. **Understanding the nature and causes of violence in the world and the means for promoting peace;**
- e. **Recognizing the implications of living in an increasingly interdependent world;**
- f. **Evaluating institutional policies and social/cultural practices on the basis of whether they promote peace, justice, and reconciliation;**
- g. **Gaining an appreciation for cultural and ethnic diversity.**

1.3.1.7 To become servants, leaders, and reconcilers in the world.

This includes:

- a. **Practicing a lifestyle based on Christian commitments;**
- b. **Developing a sense of civic responsibility and commitment to work with others for the common good;**
- c. **Developing the courage to act responsibly and redemptively in a complex world;**
- d. **Practicing good stewardship of economic and natural resources;**
- e. **Acting in ways that respect gender, cultural, and ethnic diversity;**
- f. **Making decisions that reflect an ethic of service, a concern for justice, and a desire for reconciliation;**
- g. **Recognizing the relevance of Christian faith to all of life.**

CROSS-CULTURAL PARAMETERS

Specific cross-cultural course parameters are outlined in the Structural Parameters for Interdisciplinary Courses section of the General Education Guidelines.

Messiah's cross-cultural course parameters are as follows:

2.4 Cross-Cultural Studies

The following parameters serve as guidelines for the development of off-campus cross-cultural studies courses. The general education committee will be responsible to approve and monitor cross-cultural courses and alternate activities which relate to this area based on policies approved by the committee.

1. The specific objectives listed below guide cross-cultural courses.

By the completion of the program the students will demonstrate the ability to:

a. (Cognitive) identify the most relevant information about the host culture's history, traditions, politics, geography, including relevant regional differences, if applicable.

b. (Intrapersonal/ Reflective) discuss facets in which the host culture differs from their own.

c. (Intrapersonal/ Reflective) discuss facets in which the host culture is similar to their own. (Examples may include. beliefs, values, attitudes and norms; cultural tensions; different views of realities; paradoxes/ contradictions, ethnocentrism; ideas of time and schedules; relationship versus task; facets of home culture appear in the host culture.)

d. (Interpersonal/ Interactive): explain insights that they learned about themselves or their own relationships by directly interacting with individuals and groups from the host culture. (Included in this area: ability to tolerate ambiguity, accept cultural differences, etc. In their explanation students should be able to identify specific examples of individuals and groups).

2. Credit for cross-cultural study or waiver of the requirement may be earned in the following ways:
 - a. Cross-cultural courses sponsored by Messiah University (Credit)
 - b. Directed study (by approval of Director of General Education) (Credit)
 - c. Approved semester-long programs sponsored by other organizations (Waiver)
 - d. Significant prior experience living in another culture (Petition/Waiver)
3. Messiah University cross-cultural courses will include cognitive, experiential, observation/reflective, and integrative/analytic components. Faculty are responsible to design courses to accomplish the objectives and may use a variety of pedagogical strategies and course requirements to do so.

A cognitive component Cognitive learning may be accomplished through readings and lectures which include a culture or country survey and representative literature from the host culture, preferably developed by members of the host culture. Content might include history, literature, language, religion, social systems, economics, government, health care, and education. The cognitive component should also attend to the study of culture including culture theory, cross cultural communication, cultural relativism, and culture shock.

An experiential component Students should have experiences as participant observers in the culture through close involvement with a small unit of people (e.g. family, work group) for at least five days. Involvement in the culture should be characterized by building relationships, listening, mutuality, and reciprocity. Cross-cultural courses must include experiences through which students enter the culture and become vulnerable to it and dependent upon it. These experiences can be obtained by living with a local family, volunteering in a local organization, or a comparable experience. If the students are given adequate instruction in ethnographic research methodologies and if they speak the lingua franca, doing an ethnographic study will provide this experience.

An observation and reflective component Students should observe the culture in a disciplined way and reflect on the meaning of cultural practices. They should reflect on their own culture by experiencing in another culture. This may be done through discussion, regular journaling, or periodic response papers.

An integrative and analytic component In order for learning to happen, students must engage in structured integration and analysis which brings together the experiences, readings, and lectures. This may be done through a paper, examination, presentation, or similar activity.

Experiential Learning Initiative (ELI) reflection and deliverable. Students will design learning objectives at the beginning of the ELI experience that are driven by the overarching ELI objectives of meaningful career development and community engagement. Students will answer the common ELI reflection questions. Faculty may build this segment into the reflection component of the course through journals, an ePortfolio, or other methods.

To ensure that the ELI leads to the stated outcomes of career development and community engagement, students will be required to translate the learning from their reflection into a **“deliverable”** that is contextualized for an external audience relevant to the students’ future goals (employer, graduate school, etc.). Faculty will determine the format of the deliverable (i.e. ePortfolio, blog, digital storytelling, cumulative reflective essay, etc.).

Note: Faculty will score student responses to reflection questions and deliverable according to the ELI assessment rubric and submit the results to the Off-Campus Programs Committee for ELI.

Common Objectives and Outcome Reflection Questions

1. **Objectives:** At the outset of the course, students will personalize specific objectives in the following categories, in light of their unique situation and goals:
 - **PROFESSIONAL DEVELOPMENT:** Regardless of whether or not your experience relates explicitly to your career goals, what specific skills do you hope to develop/enhance that would be transferable to your professional goals?
 - **COMMUNITY ENGAGEMENT:** What do you hope to learn about community or do as a member of a community from your experience? “Community” can be understood differently depending on the context of your experience. It could be a local or international community, society at large, the community within Messiah University or another academic context, a professional community within a workplace, organization or field/industry, or a community within a team of individuals.

Educator-advisors will provide feedback on student learning objectives, and then touch base with students minimally at the beginning, mid-point and end to monitor their progress. At the end of the experience, students will reflect on their learning outcomes:

2. **Outcome Reflection Questions:** Near the end of the course, students will be asked: Please reflect on the experiences you’ve had, lessons you’ve learned, and ways in which you’ve grown. There is a lot to ponder, so we’ve provided a few questions we’d like you to answer to help you reflect. As often as possible, try to think of specific examples, stories, situations, or problems you faced during your ELI experience to help answer the questions.”

As a result of your experience in the ELI...

1. Discuss a significant moment during this experience that left a lasting impact on you. What made this moment significant for you?

2. How did this experience influence the way you think about your professional goals and/or your view of yourself as a future professional?
 3. Please provide specific examples of two transferable skills (i.e. skills that you will be able to use beyond your experience itself) that you gained or enhanced during the experience.
 1. A. Transferable Skill 1:
 2. B. Transferable Skill 2:
 3. C. A skill area in need of continued growth:
 4. Describe a problem that you faced or observed during your experience. Describe the problem, and articulate an approach you did or would take toward a solution to the problem.
 5. Please provide one example of something that you learned inside or outside the classroom at Messiah (e.g. a theory, concept, strategy, etc.) that you were able to apply during your experience.
 6. What did “community” look like in your particular experience, and how did your engagement in this experience further shape your understanding of community? As you reflect on your experience, what is one specific way you foresee your future self engaging in and contributing to community? Your answer could relate to areas such as: purposeful influence in church and society; the work of reconciling individuals with God, each other, and/or creation; or demonstrating the love of God in service to others.
4. Student evaluation will be on a letter grade basis.
 5. The course may include a language prerequisite but should not have any other limitations relative to student enrollment.
 6. Faculty members or local persons extensively involved in teaching courses should:
 - a. Have a broad knowledge of the country/culture through formal study, extended residence, or other commensurate means. If faculty member’s knowledge is limited, it is expected that they will use local experts to supplement their knowledge.
 - b. Know the lingua franca; in cases where English is not widely spoken, the faculty member should know the common language at least on a conversational basis.
 - c. Be widely read in the literature on the culture(s) under study in the course.
 - d. Be familiar with the literature of cultural anthropology (i.e., theoretical approaches to the study of culture), and be prepared to integrate this throughout the content of the course.
 7. Faculty expenses and load credit will be provided in the following manner:
 - a. Expenses incurred by the course faculty (i.e. transportation, lodging, and meals) should be included in the costs assumed by students enrolled in the course.
 - b. For J-term courses, faculty load credit of three hours will require an enrollment of at least 12 students; full load credit for two faculty members will require an enrollment of at least 22 students.
 - c. May courses that constitute part of the faculty member’s normal load (24 load units) should have least 12 students per faculty member. If the faculty member is teaching the course as an overload, then the course should have an enrollment of at least 9 students.
 - d. Second educators should offer the course as an overload, regardless of term

- e. Faculty should have a significant role in course design, implementation, instruction (which may or may not include content delivery) and grading. While it may be unusual, faculty who participate in the course but do not play a significant role in course development and delivery will be eligible for a partial load credit, as determined by the Provost's Office, based on responsibilities. (Please see the Job Description section in the Educator's Guide to Cross-Cultural Courses for more information.)
 - f. For courses during the summer or at other times the load credit will be consistent with university policies for awarding credit during that time period.
8. Course proposals for all new cross cultural courses must be submitted by October 15 of the year prior to when the course is to be scheduled; proposals for **repeating** a previously approved course must be submitted by **November 15** of the year prior to when the course is to be scheduled (for May cross cultural courses). Reapplications (repeat) should include syllabus (with markup) and statement of changes.
 9. All cross-cultural study courses should be at least three weeks (21 days) in length inclusive of travel time. For May Term courses, departure may not occur prior to the Friday of May Development Week.

EXPERIENTIAL LEARNING INITIATIVE (ELI)

The Experiential Learning Initiative (ELI) fulfills a goal from the 2012-2016 institutional strategic plan for every student to participate in experiential learning that is designed to advance their professional development and community engagement. ELI-approved experiences are available through the following areas: Internships/Practica, Service Learning, Leadership, Off-Campus Programs, and Undergraduate Research.

The extent to which experiential learning is valuable to one's personal, professional and community development is dependent upon a systematic process that facilitates a student's ability to synthesize, reflect on, connect to, and articulate the value to a target audience.

High quality experiential learning has existed for many years in several forms inside and outside of the classroom at Messiah University. Through the addition of carefully designed reflection prompts, the Experiential Learning Initiative (ELI) has taken our experiential learning programs to a new level by giving every student the opportunity to cultivate greater connection to and application of their learning to various life contexts.

Because the ELI parameters constitute best practice and good pedagogy, all credit-bearing off-campus program opportunities at Messiah University have ELI embedded in them, regardless of whether or not the student has already satisfied their ELI graduation requirement through a different experience.

Following are the core common components of ELI at Messiah University:

1. **Learning Goals and Outcome Prompts** related to two areas:
 - Professional Development
 - Community Engagement
2. **Reflection Questions** (as outlined in the section above)
3. **Deliverable** - A deliverable is a tangible product that contextualizes the outcomes of an experience in a way that is meaningful and relevant for an intended audience. At the conclusion of the experience, students must practice articulating the transferable skills and competencies resulting from the experience which are relevant to an external audience, such as a future employer or graduate program.

4. **Student-Advisor Relationship** – Cross-cultural faculty leaders serve as ELI Advisors for their courses. Advisors are significantly instrumental in helping students understand the value and benefit of an ELI experience as it relates to their professional and communal development. Advisors are expected to have a minimum of three touch points with their student(s), ideally at the beginning, middle, and end of the experience. It is also ideal that these touch points happen in a one-to-one fashion, although in the case of having multiple advisees, especially in a class context, group meetings may also work.
5. **Assessment Rubric** – All experiences use a common assessment rubric to score a student’s successful completion of that ELI experience. In order for students to fulfill the ELI requirement, they must obtain at least five (5) points on this rubric. Cross-cultural course faculty will complete the assessment rubric through their class Canvas course to facilitate the easy collection of aggregate data.

The Off-Campus Programs Committee serves as the governing body for the Off-Campus Programs component of ELI. The ELI Oversight Committee consists of leadership from all five areas of ELI and collects and reviews assessment data for all experiences.

Additional resources related to ELI can be found on the following website:
https://www.messiah.edu/info/21614/info_for_educatorseli_advisors

Additionally, Agape Center staff and the Faculty Fellow for Off-Campus Programs are available to help first time cross-cultural faculty leaders brainstorm ways to include a robust ELI experience in their courses.

CROSS-CULTURAL TIMELINE

Because cross-cultural courses require significant time to plan, prepare, and implement, most courses operate on a 21 to 24 month timeline. A general outline of this timeline with sample corresponding tasks is as follows:

Spring-Summer-Fall 2023		Spring-Summer-Fall 2024			May-Term 2025	
INVESTIGATE	PROPOSE	PREPARE	RECRUIT	EDUCATE	IMPLEMENT	CONCLUDE
Parameters	Pre-Approval	Logistics	Marketing	Orientation	In-Country	Debrief
Criteria	Proposal	Visa cards	Application	Team-building	Policies	Grading
Grant	Budget	Arrangements	Interviews	Assignments	Forms	Budget Review
Syllabus	Syllabus	Risk Assess	Selection	Syllabus	Budget	Evaluation

This Guide is designed to assist educators throughout the entire cross-cultural course process.

For a more specific timeline for course planning, please consult our [cross-cultural course timeline](#). All forms contained in this Guide can also be found through this timeline.

CONTACT INFORMATION

Questions about this Guide and its contents can be directed to one of the following individuals who give leadership to cross-cultural programming at Messiah University:

For academic related issues and questions:

- Dr. Kate Oswald Wilkins, Assistant Dean of General Education and Common Learning;
 Director of Assessment
koswaldwilkins@messiah.edu, x2801, Boyer 205

For course related issues and questions:

- Katie Rousopoulos, Director, Agape Center for Local & Global Engagement
krousopoulos@messiah.edu, x6089, Agape Center for Local & Global Engagement

For both academic and course related issues and questions, and/or for mentoring from an experienced faculty leader:

- Dr. Fabrizio Cilento, Academic Coordinator for Cross-Cultural Courses, Associate Professor of Communication, Film and Digital Media
fcilento@messiah.edu, x 2234, Boyer 211

For travel health-related issues and questions:

- Carrie Beth Ent, DNT, FNP-C
Director of Health Services/Nurse Practitioner
cent@messiah.edu x 7331, Engle Center

INVESTIGATION

Deciding whether to lead a cross-cultural course involves introspection into a faculty leader's motives and desires for what they hope to have happen on a cross-cultural course. It begins with looking at who a faculty leader is and what they bring to the students and to the area they hope to study. To assist in this process, potential faculty leaders should consider the following questions:

1. What experiences and background do you have of the culture you will be leading students to (i.e., length of time spent in the culture, language skills, formal/intentional study of the culture, and personal interest in the culture)?
2. Do you have connections and/or contacts to nationals in the culture that can serve as resources for the experience?
3. What specifically is it about this culture that you want students to see or what understandings do you hope they will gain from exposure to this culture?
4. Why should Messiah University offer this experience to students at this time?
5. What might be particular challenges (emotional/spiritual/physical) to the students who engage in this culture?

LEADERSHIP CRITERIA

As stated in the cross-cultural parameters, faculty interested in teaching and leading a cross-cultural course should satisfy the following criteria:

Faculty members or local persons extensively involved in teaching courses should:

- a. Have a broad knowledge of the country/culture through formal study, extended residence, or other commensurate means. If faculty member's knowledge is limited, it is expected that they will use local experts to supplement their knowledge.
- b. Know the lingua franca; in cases where English is not widely spoken, the faculty member should know the common language at least on a conversational basis.
- c. Be widely read in the literature on the culture(s) under study in the course.
- d. Be familiar with the literature of cultural anthropology (i.e., theoretical approaches to the study of culture), and be prepared to integrate this throughout the content of the course.

Faculty leaders are expected to use their best judgment in teaching and leading their cross-cultural course participants. While faculty leaders are given reasonable latitude in the evaluation and decision making with respect to cultural norms and rituals and how students might be allowed to participate, they are

expected to uphold and enforce Messiah's Community Covenant, particularly as it relates to Messiah's alcohol policy.

JOB DESCRIPTIONS

Messiah's International Risk Management Committee requires every international experience involving students at Messiah University to have two leaders – a primary leader and a secondary leader.

Cross-cultural courses, unlike other intercultural opportunities, are intended to provide Messiah faculty instruction of students. In order to communicate expectations for faculty-led cross-cultural courses and ensure equity in workload for the faculty who participate, the Provost's Office has requested that the Office of General Education, Common Learning, and Advising develop the following tiered job descriptions. Load determinations will be made by the Provost's Office.

Tier 1 - Faculty

1. Be a full-time faculty member at Messiah University
2. Attend May and December development workshops for cross-cultural faculty
3. Participate in the International Risk Management process, if necessary
4. Develop course structure, including learning objectives, activities and assessments
5. Prepare cross-cultural proposal and submit within established deadlines
6. Typically faculty are expected to deliver most of the course content/ contact hours (45 hours).
 - a. However, under approved circumstances non-faculty human resources may be used for not more than half (22.5) of the course instructional time.
7. Organize and implement publicity for recruiting students for the course (e.g. produce and display posters around campus)
8. Oversee screening and selection of student participants for course
9. Serves as budget director for the cross-cultural course
10. Call and email interested students to answer questions regarding the course in a timely manner
11. Conduct ongoing communication with students who register for the course (e.g., reminding them of upcoming meetings, the need to get their passports, immunizations, etc.)
12. Function as the contact person for students and parents who have questions
13. Keep files on all the students, collecting their application materials, medical forms, etc.
14. Facilitate all communications back and forth with in-country contacts, dealing with logistical matters (e.g., home stays, etc.)
15. Plan and conduct information meetings for interested students
16. Plan and implement three travel planning and cultural preparation sessions with course students during appropriate semester prior to travel (e.g., culture learning, country specific, needed forms, journaling)
17. Plan travel logistics (e.g. select and arrange trip itinerary, travel accommodation and guest speakers)
18. Minimum of weekly debriefing during the course
19. Be a mentor to students
20. Initiate and facilitate daily decision-making while in the country
21. Participate in all activities during the course
22. Maintain active communication within country contacts during travel
23. Participate in re-entry process as facilitated by the Agape Center for Local & Global Engagement
24. Consider communicating with the Engle Center regarding details of the trip and any health and safety concerns that there may be that are specific to the trip. This will aid the nurse practitioner in a focused and travel specific travel visit, should the students choose to have their travel visit performed at the Engle Center.

Tier 2 - Course Facilitator

1. Organize and implement publicity for recruiting students for the course (e.g. produce and display posters around campus). Help to plan and conduct information meetings for interested students
2. Call and email interested students to answer questions regarding the course
3. Conduct ongoing communication with students who register for the course (e.g., reminding them of upcoming meetings, the need to get their passports, immunizations, etc.)
4. Function as the contact person for students and parents who have questions
5. Keep files on all the students, collecting their application materials, medical forms, etc.
6. Help with all communications back and forth with in-country contacts, dealing with logistical matters (e.g., home stays, etc.)
7. Help to plan and implement three sessions with course students during appropriate semester prior to travel
8. Help to plan to day-to-day matters regarding the time in country
9. Participate in daily decision-making while in country
10. Maintain active communication with in-country contacts during travel
11. Participate in all activities during the course
12. Be a mentor to students
13. Be available to take leadership of the course in the event the main faculty leader is ill, incapacitated, or unavailable

Tier 3 - Backup Leader

1. Participate in all activities during the course
2. Be a mentor to students during course, particularly opposite gender students
3. Be available to take leadership of the course in the event that the main faculty leader is ill, incapacitated or unavailable

Adjunct faculty may not serve as a Tier 1 – Faculty leader on a cross-cultural course; however in some very limited and specific circumstances adjuncts will be considered to participate as a Tier 2 or Tier 3 leader.

NON-UNIVERSITY PARTICIPANTS

From time to time, non-University personnel may accompany international travel opportunities. Any non-University personnel accompanying groups or students on international travel must abide by the requirements set forth in the [Policy Regarding Non-University Personnel Accompanying International Travel at Messiah University](#).

Any non-employee accompanying Messiah students on international travel must complete the following steps **at least six months prior to travel departure**:

- Complete the required forms in the [Volunteer Packet](#) and submit to Human Resources.
- Messiah University will complete the necessary background checks or will accept background checks that have been completed within the past year;
- Faculty leaders may need to make alternate plans in the event that a background check comes back with concerning results.
- New background checks must be completed every three years for repeat non-employee participants.

NOTE: Recently graduated seniors (i.e., May graduates participating on summer opportunities) should be treated as regular student participants and need not be treated as non-University personnel.

Questions regarding non-University personnel can be directed to the Agape Center for Local & Global Engagement at agapecenter@messiah.edu or x7255.

Cross-Cultural Leader Grid by Employment Type

Last Updated on May 25, 2023

Employment Type	Leader Category	Responsibilities	CALM	Compensation	Transportation	Notes
Messiah Full Time Faculty	Teaching Faculty	Instructional, logistics, budget	If the course enrolls 12 students, one Teaching Faculty leader can receive 3 LU out of their 24 total.	Occurs as part of 24 LU or as 3 LU overload.	Covered by budget (student fees)	There may be up to two Teaching Faculty Leaders on a Cross Cultural experience.
			If the course enrolls 24, a second Teaching Faculty leader can receive 3 LU. Must be Overload.			Up to 6 LU total for any Cross Cultural experience
Messiah Full Time Faculty	Backup Leader	No instructional responsibilities; participate and mentor students; provide primary leadership in absence of faculty member	No loading	Should Backup Leader assume primary leader's responsibilities, compensation will be prorated at Teaching Faculty rate.	Covered by budget (student fees)	Must budget \$25/student for Backup Leader compensation

Employment Type	Leader Category	Responsibilities	CALM	Compensation	Transportation	Notes
Messiah Adjunct Faculty	Teaching Faculty who serve alongside Messiah Faculty Leader	Instructional, logistics, budget	If the course enrolls 24, adjunct leader may receive 3 LU	Adjunct compensation for 3 LU - OR - no compensation if being paid by their home institution	Covered by budget (student fees)	There may be up to two Teaching Faculty Leaders on a Cross Cultural experience.
						Up to 6 LU total for any Cross Cultural experience

	Backup Leader	No instructional responsibilities; participate and mentor students; provide primary leadership in absence of faculty member	No loading	\$25/student stipend, covered by budget (student fees) Should Backup Leader assume primary leader's responsibilities, compensation will be prorated at Teaching Faculty rate.	Covered by budget (student fees)	Must budget \$25/student for Backup Leader compensation
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Employment Type	Leader Category	Responsibilities	CALM	Compensation	Transportation	Notes
Non-Faculty COE Educators <i>Do not need to use vacation time</i>	Course Facilitator	Logistics, budget	No loading	If actively working, no additional compensation. If outside of appointed work timeframe, \$100/student stipend, covered by budget (student fees)	Covered by budget (student fees)	SSE employees may not participate in back to back years. Must budget \$100/student for Course Facilitator Compensation

	Backup Leader	No instructional responsibilities; participate and mentor students; provide primary leadership in absence of faculty member	No loading	If actively working, no additional compensation. If outside of appointed work timeframe, \$100/student stipend, covered by budget (student fees). Should Backup Leader assume primary leader's responsibilities, compensation will be prorated at Teaching Faculty rate.	Covered by budget (student fees)	SSE employees may not participate in back to back years. Must budget \$100/student for Course Facilitator Compensation
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Employment Type	Leader Category	Responsibilities	CALM	Compensation	Transportation	Notes
Full Time Salaried Employees excluding Non Faculty COE Educators <i>Will use vacation time as leave from primary position</i>	Course Facilitator	Logistics, budget	No loading	If actively working, no additional compensation. If outside of appointed work timeframe, \$100/student stipend, covered by budget (student fees)	Covered by budget (student fees)	SSE employees may not participate in back to back years. Must budget \$100/student for Course Facilitator Compensation

	Backup Leader	No instructional responsibilities; participate and mentor students; provide primary leadership in absence of faculty member	No loading	If actively working, no additional compensation. If outside of appointed work timeframe, \$25/student stipend, covered by budget (student fees). Should Backup Leader assume primary leader's responsibilities, compensation will be prorated at Teaching Faculty rate.	Covered by budget (student fees)	SSE employees may not participate in back to back years Must budget \$25/student for Backup Leader compensation
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Employment Type	Leader Category	Responsibilities	CALM	Compensation	Transportation	Notes
Full Time Messiah Hourly Employee <i>Will use vacation time as leave from primary position</i>	Course Facilitator	Logistics, budget	No loading	\$100/student stipend, covered by budget (student fees)	Covered by budget (student fees)	Must budget \$100/student for Course Facilitator compensation
	Backup Leader	No instructional responsibilities; participate and mentor students; provide primary leadership in absence of faculty member	No loading	\$25/student stipend, covered by budget (student fees). Should Backup Leader assume primary leader's responsibilities, compensation will be prorated at Teaching Faculty rate.	Covered by budget (student fees)	Must budget \$25/student for Backup Leader compensation

Employment Type	Leader Category	Responsibilities	CALM	Compensation	Transportation	Notes
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Part Time Messiah Employees <i>Will use vacation time as leave from primary position</i>	Course Facilitator	Logistics, budget	No loading	\$100/student stipend, covered by budget (student fees)	Covered by budget (student fees)	Must budget \$100/student for Course Facilitator compensation
	Backup Leader	No instructional responsibilities; participate and mentor students; provide primary leadership in absence of faculty member	No loading	\$25/student stipend, covered by budget (student fees). Should Backup Leader assume primary leader's responsibilities, compensation will be prorated at Teaching Faculty rate.	Covered by budget (student fees)	Must budget \$25/student for Backup Leader compensation

Employment Type	Leader Category	Responsibilities	CALM	Compensation	Transportation	Notes
Limited Hour Messiah Employees (<1,000 hours) <i>Not eligible for vacation time; may take time off, without pay,</i>	Course Facilitator	Logistics, budget	No loading	\$100/student stipend, covered by budget (student fees)	Covered by budget (student fees)	Must budget \$100/student for Course Facilitator compensation Employee will not be paid for regular assignment during time off to co-lead.

<i>from their primary position</i>	Backup Leader	No instructional responsibilities; participate and mentor students; provide primary leadership in absence of faculty member	No loading	\$25/student stipend, covered by budget (student fees). Should Backup Leader assume primary leader's responsibilities, compensation will be prorated at Teaching Faculty rate.	Covered by budget (student fees)	Must budget \$25/student for Backup Leader compensation. Employee will not be paid for regular assignment during time off to co-lead.
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Employment Type	Leader Category	Responsibilities	CALM	Compensation	Transportation	Notes
Non-Messiah Leaders	Course Facilitator	Logistics, budget	No loading	\$100/student stipend, covered by budget (student fees)	Covered by budget (student fees)	Must budget \$100/student for Course Facilitator compensation. Non-Messiah Leaders must submit paperwork to HR similar to that submitted by volunteers.
	Backup Leader	No instructional responsibilities; participate and mentor students; provide primary leadership in absence of faculty member	No loading	\$25/student stipend, covered by budget (student fees). Should Backup Leader assume primary leader's responsibilities, compensation will be prorated at Teaching Faculty rate.	Covered by budget (student fees)	Must budget \$25/student for Course Facilitator compensation. Non-Messiah Leaders must submit paperwork to HR similar to that submitted by volunteers.

LOCATION SELECTION

Determining where to take students on a cross-cultural course is an integral part of the investigation stage of course planning. To assist in this process, faculty leaders should consider the following questions:

1. Is there adequate security for traveling with students in this culture? Is there a high degree of threat? Are there current U.S. State Department travel warnings or alerts for this location?
2. How will travel be conducted to and through the culture? Air, boat, train, hired transport, rental vehicles, etc.?
3. What is the nature of accommodations available in the culture? University housing, guest houses, hotels, resorts, churches, camping?
4. What is the nature of food/water acquisition in the culture? Grocery stores, restaurants, fast food, street vendors? Is it safe and readily available?
5. What will the nature of their cultural immersion in terms of interaction with nationals? Ethnography, home stays, guided interaction?
6. What precautions or considerations do you need to make to ensure the safety and security of the students in the culture? Embassy contact, guides, emergency contacts, communication/cell phone?
7. What are the cultural resources you hope to expose the students to? Parks, museums, cultural sites, traditional activities, natural sites, educational/social/governmental/religious institutions?

There are a growing number of good travel guides available for most nations. Publishers such as Lonely Planet, Rough Guides, Moon Guides, Fodor's, and the National Geographic Society (to name a few) put out travel literature and maps that are an excellent way to help faculty leaders get their minds wrapped around potential course sites.

Messiah University's International Risk Management Committee reviews all international locations where students are traveling in a given year. This Committee has a variety of policies and protocols that it follows in order to assure, to the best of its ability, student health and safety while traveling abroad and reserves the right to alter, delay, suspend, or cancel a program at any point when student health or safety is deemed, by the Committee, to be at risk. The following key criteria serve as "trip wires" for Messiah's International Risk Management Committee to convene to discuss and/or plan for program cancellation/student evacuation: (Note: This list is not exhaustive and is not in rank order. It is ultimately within the International Risk Management Committee's discretion to determine whether student health and safety is at risk in a given location.)

1. Declaration of war by the U.S. against the country or an adjacent neighbor
2. Declaration of war by a third country against the country of a program's location
3. Significant terrorist or military activity in the program city
4. Protracted or indefinite closure of the overseas university where Messiah students are studying
5. Inability of on-site program staff to organize and carry out an academic program, including at potential relocations outside the university or program center
6. Disruption of public utilities and/or services
7. Wide-spread civil unrest, violence, and/or rioting
8. A declaration of martial law in the program city
9. Recommendation of suspension/cancellation by the program staff in-country
10. U.S. State Department Travel Advisory Levels 2, 3 or 4 and/or specific directives by the U.S. State Department and/or U.S. Embassy
11. Evidence of increase in violent crime
12. Student complaints of insecurity

13. Pandemics and national epidemics
14. Widespread infection in the region where program is located

Faculty leaders of courses flagged for International Risk Management Committee review will work with the Agape Center for Local & Global Engagement to prepare and submit necessary information for the review and may be invited to meet with the Committee to discuss their location.

NATURE OF COURSE

Faculty leaders should also consider the following questions to help determine the nature of the course they are hoping to design and lead:

1. Will this be a discipline-based or non-discipline-based cross-cultural course? (Discipline-based courses involve departmental and curriculum committee approval.)
2. Will it be an Honors course? (Honors courses involve the Honors Program.)
3. How will you encourage group interaction? What within the culture requires group cohesiveness in order to relate in the culture? Travel together policies, small groups, group presentations, devotionals, group responsibilities toward the culture?
4. How will you encourage cultural interaction? What within the culture helps facilitate this? Social events, holidays, worship, sports, service projects?
5. How will you educate and what will you educate your students about the culture? What sorts of resources can you get within the culture? Guest lecturers, readings, brochures, travel guides, educational/social/governmental institutions?

CROSS-CULTURAL INTERNAL GRANT

As part of the investigation phase of cross-cultural course planning, it is recommended that faculty leaders apply for an internal Cross-Cultural Grant through the Office of Faculty Development. Proposals for internal grants are submitted in the beginning of April to the Director of Faculty Development and are evaluated by the Scholarship and Development Committee.

This grant is designed primarily to assist faculty in undertaking feasibility studies and curriculum development of new cross-cultural courses. A secondary purpose is to support the revision and refinement of existing cross-cultural courses. Grant money may be used for the purchase of resource materials, as well as in conducting site visits and interviews with potential resource persons or host families.

Applications must include:

- A cover page (including the applicant's name, the category of grant requested, a one-sentence description of the proposed project, the total dollar amount requested, and a list of internal grants received by the applicant in the past three years);
- An overview of personal experience, research or academic interests in the country/culture under consideration;
- A rationale for why the University should consider offering opportunities to students in this particular setting at this time;
- A tentative syllabus;
- A timetable;
- A budget elaborating how grant money will be spent.

Applications will be reviewed and selected in close consultation with the Agape Center for Local & Global Engagement and Faculty Fellow for Off-Campus Programs.

Criteria used in selection include:

1. Quality of the grant proposal, including overall organization, clarity, and thoroughness.
2. Degree to which the proposal broadens international and cross-cultural course offerings at the University.
3. Demonstrated interest or expertise in the country as evidenced by academic and scholarly work, or prior exposure to, and immersion in the culture.
4. Degree to which the content or structure of repeat courses require new preparation and information gathering on the part of the faculty member.
5. Successful completion of previously awarded internal grant projects.

More information can be found in the Internal Grants Booklet, available from the Office of Faculty Development, x3000, Boyer Hall 101B.

GENERAL AREAS OF RESPONSIBILITY

When it comes to the implementation, facilitation, and oversight of cross-cultural course programming at Messiah University, the following outlines the general areas of responsibility:

Cross-Cultural Faculty Leader

- Prepares cross-cultural proposal.
- Develops course syllabus.
- Selects and arranges trip itinerary, travel accommodations and guest speakers.
- Oversees screening and selection of student participants for their trip.
- Serves as budget director for the cross-cultural course.
- Coordinates travel logistics and academic input during the trip.

General Education Committee

- Approves parameters for cross-cultural courses.
- Approves curriculum proposals submitted by faculty.
- Gives oversight to course structure and content including objectives, readings, assignments, length, homestays, service opportunities, and exams.
- Coordinates staffing issues in conjunction with department chairs and the Dean of Curriculum.
- Takes action regarding course substitutions.
- Gives oversight to directed study of cross-cultural study courses.
- Coordinates in-service and development activities for cross-cultural faculty leaders in conjunction with the Director of the Agape Center for Local & Global Engagement.

Agape Center for Local & Global Engagement

- Coordinates larger institutional plan for international programming, including issues of geographic distribution.
- Helps establish institutional policies for University-related international travel.
- Coordinates budget process for cross-cultural courses. The Director of the Agape Center for Local & Global Engagement serves as budget supervisor for all cross-cultural course budgets.
- Offers support for such trip preparations as passport photos and the passport application process.
- Coordinates purchase of international travel insurance for all groups.
- Coordinates emergency response team while groups are traveling abroad.
- Coordinates emergency contact information through Terra Dotta (the online database system used by the Agape Center for Local & Global Engagement).
- Monitors and assess safety in coordination with the International Risk Management Committee.

OPPORTUNITIES FOR FACULTY INTERACTION

Each May, the Agape Center for Local & Global Engagement and General Education offer a **Prospective Faculty Leader Information Session** to educators interested in leading a cross-cultural course. This is an opportunity for educators to interact with the offices responsible for overseeing cross-cultural courses.

PROPOSAL

To begin completing a proposal for a cross-cultural course, a faculty leader should be sure to become familiar with the foundational objectives and parameters outlined in the Introduction of this Manual.

CROSS-CULTURAL PRE-APPROVAL FORM

In the past, deans and department chairs expressed concerns that faculty members often applied and were approved by the General Education Committee to teach cross-cultural courses before they were involved in the proposal process. This made it difficult for department chairs to project faculty loads into the future. Therefore, an additional step was inserted into the cross-cultural proposal process. By September 15 of the year before a course will be taught, a completed Cross-Cultural Pre-Approval Form is required. This form includes the signature of both a faculty leader's dean and department chair. Then, on October 15, the proposal for a new course is due to the Office of General Education and Common Learning (November 15 for a repeat course).

Therefore, the timeline for requesting a cross-cultural course is as follows (cross-cultural course proposals must be submitted the year prior to when the course is to be scheduled, i.e. Fall 2023 for 2025 courses):

September 15:	Cross-Cultural Pre-Approval Form submitted
October 15:	General Education Proposal for Cross-Cultural for new courses submitted
November 15:	General Education Proposal for Cross-Cultural for repeat courses submitted
December:	General Education action on proposals communicated to faculty
January:	Deans and Department Chairs determine faculty loads
February:	Faculty loads submitted
March-December:	Faculty course planning
May:	Courses offered

GENERAL EDUCATION COURSE PROPOSAL FOR CROSS-CULTURAL STUDIES

Once a Cross-Cultural Pre-Approval Form has been submitted, faculty leaders are required to submit a General Education Course Proposal for Cross-Cultural Studies. This proposal asks for the following information to assist the General Education Committee in reviewing the proposed course:

1. Please provide a brief narrative statement for each cross-cultural objective, which are listed on the following page, indicating how this course will facilitate the student's fulfillment of this objective.
2. Include a sample syllabus (or other detailed materials) sufficient to demonstrate that the course is consistent with the structural parameters stipulated for cross cultural courses, as attached to this proposal form. Syllabi should include clear statement of all assignments and related deadlines, as well as a detailed calendar of events, clearly identifying home stay/service project.
3. Provide a short personal narrative which can serve the Committee in assuring that the sponsoring faculty member satisfies the criteria on faculty expertise included in the sixth structural parameter which follows.

4. Indicate the percentage of in-country instruction (or list of responsibilities) which will be delivered by the sponsoring faculty member(s).
5. Formulate a preliminary budget that will demonstrate that the cost to students will cover expenditures.

CROSS-CULTURAL SYLLABUS TEMPLATE

A cross-cultural syllabus template has been created to assist faculty leaders in their proposal and course design process.

CROSS-CULTURAL BUDGET TEMPLATE

Part of your cross-cultural course proposal is a preliminary budget that should reflect that the projected number of students will cover the total cost of the course. **This budget is for feasibility purposes only and is not expected to be exact.** However, faculty leaders should give their best estimate of expenses, and should be sure to include their own travel expenses in the cost to students.

Cross-cultural course budgets will be discussed at greater length later in this Guide. However, for course proposal purposes, the following pages contain the template for cross-cultural course budgets, as well as a sample budget. These can also be found online [here](#).

2023-2024 Proposed Expenses

Department: Cross-Cultural Course Name/Location

Director: Faculty Leader Name, Box #

	Obj. Code #/ Name	Description/Rationale	Amount Requested
REVENUE	4056 Course Fees	Course fee revenue charged to students to balance expenses. (i.e. \$3,200 x 12 students = \$38,400)	
EXPENSES	6207 Student Travel	Travel expenses for airfare, vehicles, trains, lodging	
	6217 Trip Expenses	Gratuities, tolls, parking fees, etc.	
		Contingency fund (recommended \$50-\$100 per participant)	
	6320 Supplies	General supplies (i.e. first aid kit, pens, etc.)	
		In-country cell phone	
	6400 Insurance	International Health/Accident Insurance:	
		\$40/participant	
	6421 Honorariums	Non-employee compensation for services.	
		(i.e., guest lecturers)	
6428 Special Activity Fees	Special outing fees (i.e., museum fees, park entrance fees, etc.)		
	EXPENSES TOTAL		\$0
	REVENUE TOTAL		\$0
	BALANCE		\$0

* Expenses and Revenue must balance in order for a cross-cultural budget to be approved.

Sample Budget

2023-2024 Proposed Expenses

Dept.: Cross-Cultural – Sample
Dept. Code: XXXX (budget number)
Director: Instructor, Box #

	Obj. Code #/ Name	Description/Rationale	Amount Request	
REVENUE	4056	\$2,870 per student x 12	\$34,440	
	Course Fees			
			34,440	
EXPENSES	6207 Student Travel	*Round trip airfare estimate = \$1,600 per participant x 12 students	\$19,200	
		Round trip airfare per 1 faculty leader	\$1,600	
		Destination airport tax = \$20 x 13	\$260	
		Bus travel within Destination = \$85 x 13	\$1,110	
		Destination VISA = \$40 x 13	\$520	
		Room and Board = \$15/day x 16 overnights x 13 participants	\$3,120	
		London Hotel overnight on return = \$60 per participant x 13	\$780	
		Lodging, food and sightseeing = \$50 x 13	\$650	
		Accommodations overnight on return = \$250 per participant x 13	\$3,250	
		6320 Supplies	Predeparture group meeting supplies	
			-	
	6400 Insurance	International Accident/Health Insurance \$50 per participant x 13	650	
	6421 Honorariums	Guest Speakers		
		In-Country Tour Guides		
			-	
	6428 Special Activity Fees	Game Park Safari \$150 x 13	\$1,950	
		Miscellaneous \$100 x 13	\$1,300	

EXPENSES TOTAL	\$34,390
REVENUE TOTAL	\$34,440
BALANCE	\$50 *

* Expenses and Revenue must balance in order for a cross-cultural budget to be approved.

PREPARATION

BUDGET GUIDELINES

Once a cross-cultural course is officially approved by the General Education Committee, one of the first tasks presented to faculty leaders is to create an official budget. The preliminary budget submitted with the General Course Proposal is the basis for this budget. However, the official budget submission and management should take into account the following guidelines:

- Once approved, each trip is **assigned a budget number** by the Accounting Office. Faculty leaders will be made aware of their budget number by the Agape Center for Local & Global Engagement.
- Faculty leaders **function as budget managers for their particular trips**. (The Director of the Agape Center for Local & Global Engagement serves as budget supervisor for all cross-cultural course budgets.) As such, they create, manage and are accountable for their own budgets within established policies. Faculty leaders can access their budget in Messiah's Banner Self-Service 24 hours a day.
- The **proposed budget should contain the following budget account codes:**
 - 4056 Course Fees
 - 6207 Student Travel
 - 6320 Supplies
 - 6421 Honorariums
 - 6400 Insurance
 - 6428 Special Activity Fees
 - 6927 Bank Fees
- It is understood that budgeting done 18 months ahead in an international environment is subject to some change. **The budgets should be net \$0 or break even.**
- **Faculty leader salaries** for delivering cross-cultural courses are paid from second semester tuition and should therefore not be included in the course budget. However, faculty expenses for traveling off-campus are to be built into the cross-cultural course budget travel expenses to be covered by student course fees.
- If approved, **stipends for secondary leaders** should be built into the course budget. **Travel expenses for the secondary leader** should also be built into the cross-cultural course budget to be covered by student course fees.
- **International insurance premiums** are required to be built into cross-cultural budgets. Faculty should plan on \$15 per week, per person (faculty included) for the 2024 academic year.
- **Official course advertisement begins on March 15** of the academic year prior to when the cross-cultural course will be offered, although informal conversations with students may take place before that time. During the official recruitment period, student applications and deposits are received.

- Upon acceptance to a cross-cultural course, a **\$200 non-refundable and non-transferable deposit** is required via the online link for the Falcon Exchange to secure a student's spot on the course.
 - Cross-cultural course fees will be **included as part of regular spring semester billing and will be assessed to the student's Messiah tuition account.**
 - Following is the refund policy for cross-cultural courses:
 - The initial \$200 deposit is non-refundable.
 - Because payments on a student's behalf are typically made months in advance to travel agencies, airline companies, and assorted accommodations, many payments are non-refundable. *Therefore, if a student withdraws from participation in the trip for any reason or are removed from participation by the University after December 15th, they will be billed for any non-recoverable or non-transferable expenses incurred on the student's behalf.* The exact amount of recovered monies can generally not be established until the trip has been completed.
 - The faculty leader should send e-mail notification of a student withdrawal (including student name and ID#) to Student Financial Services and to the Director of the Agape Center for Local & Global Engagement to work with them to determine what charges made on the student's behalf are recoverable or transferable.
- By mid-October, the Agape Center for Local & Global Engagement will confirm with faculty leaders the **final per student course fee** to be charged. This will be posted on a student's second semester tuition bill issued by Student Financial Services. An average course fee is \$3,800 per student (with a broad range of \$1,000 to \$6,000 depending on course location). A course fee above \$5,000 may make it difficult for faculty leaders to recruit students able to afford the course.
 - The University **will also issue a Visa purchasing card ("Messiah P-Card")** to faculty leaders. Credit card transactions typically enjoy a more favorable exchange rate than other forms of currency exchange and should be used instead of cash wherever possible. In addition, the Messiah P-Card card can be authorized for cash withdrawals during the trip. Cash limits will be established on a case-by-case basis, depending on the needs of particular travel locations. Cash access will be limited to the actual dates of travel. Messiah P-Card cash advances require the same receipt documentation as other Messiah Purchasing Card charges. Remaining currency, converted to U.S. dollars, must be re-deposited at the Falcon Exchange back into the cross-cultural course budget upon returning home from the course no later than the 3rd business day of the month following return from travel or June 20th if a May-Term course.
 - Every effort should be made to use a personal credit card for personal purchases. In cases where this is not possible, personal charges made on the Messiah P-Card must be allocated correctly and the money repaid to the university upon return at the Falcon Exchange. Expenses for personal purchases should be allocated to 1000-1093 in Visa Spend Clarity.
 - The following considerations should also be made:
 - **Test ATM PIN** prior to course departure.
 - **Take envelope to collect receipts during course.**
 - **Review and allocate Messiah P-Card transactions online monthly.**
 - **Messiah P-Card cash advances will be reconciled with the International Travel Reconciliation Form found on FALCON Link.**
 - **Card issues.** Lost or stolen cards should be reported first to M&T (1.800.443.8671, inside US; 716.635.4152, outside US) immediately and also to the Purchasing Card

Administrator at x2211 or pcard@messiah.edu, or the Dispatch Office at x6005 after hours.

- **Determine in-country payment methods.** Which method of payment will work best in the country you are visiting? Options include:
 - Messiah P-Card – [Global ATM locator](#)
 - Cash
 - Wire payments
 - Combination
- At times, faculty may need to **electronically wire funds** to an international program partner to pay for a portion of their course expenses. Faculty requesting an international wire fund transfer should complete an [Electronic Funds Transfer Request Form](#) and submit it to the Director of the Agape Center for Local & Global Engagement for approval at least one week prior to the payment deadline.
- **Travel advances from the Falcon Exchange** are processed in the same manner as all other routine requests made by authorized University personnel using a **Travel Advance Request Form**. (A 48-hour lead-time is needed for cash requests over \$2,000.) All travel advances (whether through the Falcon Exchange or cash received through your Messiah P-Card) must be reconciled with the Falcon Exchange as soon as possible, but no later than the 3rd business day of the month following return from travel. Please use the International Travel Reconciliation form found on FALCON Link to reconcile your travel advance expenses.

LOGISTICS

Arranging logistics for cross-cultural courses is a time-consuming, but very important, part of the planning process. Each faculty leader has the flexibility to choose how to coordinate logistics for their course. Some faculty leaders make all arrangements themselves, while others work with third party providers.

Departure Notice for Summer and May-Term Courses

Per the Provost's Office, May-Term and summer international experiences are not permitted to depart prior to the Friday of May Development Week after Commencement.

Air Travel

Faculty leaders are encouraged to make flight arrangements as soon as their course roster is finalized. Below are two different travel agents:

Allyson Poland, World of Travel
2499 Rice St., #200
Roseville, MN 55113
allyson@afctravel.com

Travel Leaders Travel Agency www.trvltime.com
951 Rohrestown Road, Suite 102
Lancaster, PA 17601 (717-299-6600)

Faculty leaders are strongly encouraged to use a travel agency when booking group flights, as they can be invaluable partners should issues arise during travel.

U.S. Ground Transportation

Groups requiring transportation from Messiah's main campus to East Coast airports are encouraged to contact Purchasing for van or bus rentals that are already approved by Messiah.

In-Country Ground Transportation

It is left to the discretion of the faculty leader to determine what forms of approved in-country transportation would best suit their course. Many faculty leaders contact with in-country bus companies to hire buses and drivers for the duration of their course. Whenever possible, faculty leaders are required to only contract with reputable companies who use vetted and insured drivers. Please know that educators driving internationally is not permitted unless rare circumstances require it. Please see the additional protocols listed below in the section titled "International Driving".

It is important to help students understand the transportation norms and cautions of the country(ies) in which you travel. Many students have little to no experience with public transportation (city buses and subways), taxis, and commercial regional transportation. It is the cross-cultural leader's responsibility to provide some guidance and instruction to using these services. Please take into account the safety of our students as you consider best practice for the nations in which you take Messiah University students. The best practice in countries with heavy linguistic or logistical challenges may be that students not use these modes of transportation independently from the class.

Driving Internationally – Driving internationally should only be done if other options aren't available, so in extreme cases would this be permitted. Exceptions should be approved by the Director of the Agapé Center for Local & Global Engagement prior to making any arrangements.

- If you are renting a vehicle, one must reserve it under Messiah University's name and not their own.
- Once reservations are made in MU's name, a copy of the rental policy should be sent to the Agapé Center for record keeping and in case something were to happen and our insurance provided would need a copy.
- No one outside of Messiah should be driving our students unless it is a hired out, insured, professional escort service.
- No student should be driving internationally under any circumstance.
- All passengers/drivers should be wearing a seatbelt in a moving vehicle at all times and the same safety measures that are practiced in a MU fleet vehicle should be followed (the duration of driving, cell phone use, etc.)
- Lastly, in the case that a MU employee must reserve a vehicle and drive internationally, they must be on the approved driver's list here at Messiah before making any reservation and in good standing through the duration of the travel experience. This requires additional paperwork, an online training, and an in-person drivers test with Campus Safety. This training is good for 2years.

Independent Student Travel

Occasionally students will request that they be allowed to travel independently within the country. Cross-cultural leaders need to carefully consider the nation's transportation infrastructure, the student's language abilities, and modes of communication between the leader and the student. When independent travel is approved or required by the faculty member, a travel plan should be submitted to and reviewed by the leader so that potential concerns can be addressed.

Often students will ask to meet the class in the country at the beginning of the travel course, or to stay on for independent travel afterwards. Cross-cultural leaders should know that students are the responsibility

of Messiah University for the duration of the course and that allowing such travel more often than not produces logistical and financial reporting difficulties for the leader. It is up to the faculty leader's discretion whether to allow independent student travel before or after their course.

Students who are approved for independent travel are required to complete a *Supplemental Waiver for Independent International Travel* (which can be obtained from the Agape Center for Local & Global Engagement by emailing agapecenter@messiah.edu) and submit it to the leader prior to course departure. The faculty leader is then required to submit a copy to the Agape Center for Local & Global Engagement prior to departure.

Accommodations

Faculty leaders are also able to determine what accommodations will best suit their course. Many leaders partner with in-country universities that offer student housing in campus dormitories. Other leaders purchase blocks of hotel rooms or stay at hostels that can accommodate their numbers. Faculty leaders are encouraged to use their University Visa cards, if possible, when reserving or paying for housing.

Meals

As with accommodations, options for providing meals during a cross-cultural course can vary greatly and may include:

- On-campus dining halls (when partnering with in-country universities);
- Restaurants;
- Stipends to allow students to purchase their own food;
- Host families (stipend to family for food purchases);
- Food courts;
- Street vendors;
- On-site catering.

Local Attractions

Faculty leaders are also encouraged to include local cultural attractions in their course planning. These may include:

- Museums;
- Historic sites;
- Cultural sites;
- Landmarks.

Local tour guides can add great depth of knowledge and insight into local attractions. Faculty leaders are encouraged to use national tour guides whenever possible.

RECRUITMENT

Official student recruitment advertising begins on February 1st for the following academic year (i.e., March 15, 2023 for 2024 courses). New courses should wait to begin advertising until they have been officially approved.

The Agape Center for Local & Global Engagement manages the cross-cultural course website. Faculty leaders are encouraged to submit information (such as their syllabus, information sheet, or PowerPoint presentation) to the Agape Center for Local & Global Engagement (agapecenter@messiah.edu). This information is used to assist leaders in recruitment.

Faculty leaders of new courses are also encouraged to make in-class presentations regarding their course to encourage interest.

Application Process

Cross-cultural course applications are completed and submitted electronically through Messiah's online Terra Dotta information management system. To apply for a cross-cultural course, students are asked to complete the following steps:

1. Go to <https://www.travel.messiah.edu/> to view course offerings.
2. Select "Apply Now" on the course to which they are interested in applying.
3. Complete the necessary questionnaires online, including:

Cross-Cultural Application
Authorization for Release of Information
Study Abroad Contract
Two References

- Faculty Reference – One reference must be from a student's advisor or a faculty member who has had them in class;
 - Professional Reference – One reference must be from either a Student Affairs professional, such as a Resident Director, sports coach, the Director of Residence Life, the Assistant Dean of Students, or the Dean of Students, or a work-study supervisor, Messiah music director or pastor who knows the student well. (NOTE: A Resident Assistant is not acceptable for this reference.)
4. The faculty leader may also ask a student to participate in an interview prior to acceptance on the course.
 5. Faculty will then send an official email stating the following:
 1. Login to Terra Dotta to read and sign your acceptance form.
 2. To secure a spot in this course, use the link located in the form to pay your \$200 non-refundable deposit.

Additional information on how to access Terra Dotta to view and review applications online will be provided to educators by the Agape Center for Local & Global Engagement, which provides support on Terra Dotta. Questions about the system can be directed to agapecenter@messiah.edu or x7255.

Applicant Selection Process

Many faculty leaders establish selection criteria for their course to help aid them in processing student applications. It is up to the faculty leader to determine what criteria they will use to select students for their course. However, as stated in the cross-cultural parameters, while courses may have a language prerequisite, they should not have any other limitations relative to student enrollment.

Course Registration

Once students have been accepted onto a cross-cultural course and have paid their deposit, they must register for the course during their assigned registration period for the spring semester when the course will be completed. It is very important that registration overrides are entered in Banner for the students registering for a cross-cultural course. These overrides will allow students access to register for the course. Without completing this step, students will be unable to register for a course.

The Registrar's Office provides the following instructions for entering registration overrides in Banner Self-Service:

All sections of IDCC 260 and discipline-based courses will be set up as “instructor approval required.” Students will need to be approved by you in order for them to add the section to their schedule. This happens via the override process. Specific instructions follow.

What are registration overrides?

A registration override is an entry that a professor can put on a student’s record via Banner Self-Service that will allow that particular student to register for a specific class online for which they would not normally be eligible (pre-requisites not met, class is full, seat reserved for a specific major, instructor approval required, etc.). The entry the professor puts on the student record DOES NOT REGISTER the student for the class, but gives them the permission to do so. The student must still register for the class online. You will need the student’s ID to perform this function.

How do I enter a registration override for a student?

After you have logged into Banner Self-Service:

- Select “Faculty and Advisors” Menu
- Select “Student Information Menu”
- Select “ID Selection”. Enter the student ID and *Submit*. NOTE: In order to use the name query at the bottom of the screen, the student MUST BE either an advisee or already registered in one of your classes.
- Select “Registration Overrides”
- When requested to *Select a Term*, select “Spring 2018” and *Submit*
- In the drop down boxes, select which type of override you are granting (capacity, major restriction, class year restriction, permission of instructor, etc.)
- Then select which class you are granting this override in the class drop down boxes. Only the classes for which you are the primary instructor will be presented in the drop down box. (NOTE: **When team taught, only one faculty member (primary) has the override capability.**)
- You may add additional overrides for this student on this screen by repeating these steps on the second and third lines. (i.e. over capacity)
- Click *Submit*
- Important Note: You will want to keep track of how many capacity overrides you grant for your classes. Once an override has been granted, that particular student will always be able to register for your class. If student A registers for an at-capacity class because they were granted permission, then drops the class and Student B is allowed in, Student A may still come back and add the class at some time in the future.

Can I remove a registration override?

Only the Registrar’s office can remove overrides. If you have mistakenly entered an override on a student’s record, contact registr@messiah.edu.

Because entering registration overrides can be a time-consuming step in the registration process, the Agape Center for Local & Global Engagement offers each fall to complete this registration step for faculty leaders. Leaders will receive an email from the Agape Center for Local & Global Engagement offering this service prior to registration beginning in early November.

Course Withdrawal

Cross-cultural leaders should be sure to let students know that after their initial \$200 non-refundable deposit has been made, it is non-refundable. They also should understand that because payments are made on their behalf well in advance to travel agencies, airline companies, and assorted accommodations,

and that many of those payments are non-refundable. Therefore, if they withdraw from participation in the course for any reason or are removed from participation by the University after September 15th of that academic year, they will be billed for any non-recoverable or non-transferable expenses incurred on their behalf. They should also understand the exact amount of recovered monies can generally not be established until the trip has been completed. When they sign the Acceptance Notification that is submitted with their deposit, they sign that they have knowledge of this policy.

EDUCATION

Preparing students for a cross-cultural course prior to departure is an important step in the planning process.

Pre-Departure Orientation Sessions

1) **Cross-Cultural Adjustment and Communication** information is communicated to the students by the faculty leader.

2) **Health and Safety in an International Environment.** This session is coordinated by the Agape Center for Local & Global Engagement.

Common sessions are particularly productive when faculty leaders send reminder notices to their group, and participate with their group in the activity. Groups usually have almost 100% participation when a faculty leader is present. A number of faculty leaders also often ask their group to stay after for 20 minutes to discuss applications of the two topics to their specific country. This also provided a chance for faculty to pass along any updated announcements or information.

Faculty leaders are also expected to provide the following sessions for their specific groups:

Country-Specific Orientation Sessions (Faculty Leader Coordinates)

These are typically 2-4 sessions covering topics such as:

- Getting Acquainted
- Team Building Exercises/Establishing a Sense of Community
- Info Sessions on Logistical Details of the Trip–i.e.:
 - Reading Materials and Academic Requirements, Learning Contract, Comprehensive Trip Itinerary, Securing of Passports, How to Pack (What to bring and what not to bring), Transportation to the Airport, Local Currency System and Access to Cash, Food and Meal Expectations, Homestay Arrangements
- Brief Overview of the Country:
 - History, Culture, Religion, Economic and Political Systems
- Communicating Behavioral and Community Life Expectations
- Review of Safety Tips for Travelers (see Attachment I, p. 57)
- Consider coordinating this session with a representative from the Engle Center so that the appropriate health and safety information can be communicated to the students.
- Initial Readings and Follow-Up Discussions

Educational Resources

The following resources (most of which are available in the Murray Library Collection) are potentially helpful tools for faculty leaders to use when discussing issues such as cultural theory, cross-cultural communication, cultural relativism, and culture shock with students:

- Elmer, D. 2002. *Cross cultural connections: Stepping out and fitting in around the world*. InterVarsity Press, pp. 215.
- Elmer, D. 2006. *Cross-cultural Servanthood: Serving the World in Christlike Humility*. InterVarsity Press, pp. 212.
- Hess, J.D. 1997. *Studying Abroad/Learning Abroad: An Abridged Edition of the Whole World Guide to Culture Learning*. Intercultural Press, pp. 147.
- Lanier, S. A. 2004. *Foreign to Familiar: A Guide to Understanding Hot- And Cold-Climate Cultures*. McDougal Publishing Company, pp. 128.
- Rodriguez, K. 2010. *Digital Storytelling in Study Abroad: Toward a Counter-Catalogic Experience*. International Journal of Media, Technology, and Lifelong Learning, Vol, 6, Issue 2, pp 219.
- Rossiter, M. and Garcia, P. 2010. *Digital Storytelling: A New Player on the Narrative Field*. New Directions for Adult and Continuing Education, Summer 2010, pp. 37.
- Spencer, S.E. and K. Tuma. 2007. *The Guide to Successful Short-term Programs Abroad: 2nd Edition*. NAFSA, pp. 240
- Storti, C. 2001. *The Art of Crossing Cultures: 2nd Edition*. Intercultural Press, pp. 129.
- Weidlinger, T. 2002. *A Dream in Hanoi* (DVD Documentary). Bullfrog Films.

<http://globalscholar.us/>

<http://www.transitionsabroad.com/listings/study/resources/index.shtml>

<http://www2.pacific.edu/sis/culture/>

Debriefing

It is essential to schedule and lead time for debriefing during, and if possible, after concluding your cross-cultural course. This grants students the opportunity to process their experience throughout their travel experience and can alert the leaders to issues that need prompt attention. Best practice would suggest implementing debriefing sessions at the close of daily group activities. However, debriefing can be done every two or three days if this is not possible. Potential exercises include open sharing time with the group and structured journal reflection exercises. Effective themes include the following, but not exclusively: discussion of a nation's cultural richness, cultural mistakes made by or encountered by individuals, frustrations with the host culture, worldview comparisons, time management/expectations, and national or group crises that may emerge while traveling.

HEALTH AND SAFETY CONSIDERATIONS

Risk Management. As previously mentioned, Messiah University's International Risk Management Committee reviews all international locations where students are traveling in a given year. This Committee has a Protocol for Program Cancellation or Student Evacuation that it follows in order to assure, to the best of its ability, student health and safety while traveling abroad and reserves the right to alter, delay, suspend, or cancel a program at any point when student health or safety is deemed, by the Committee, to be at risk. The following key criteria serve as "trip wires" for Messiah's International Risk Management Committee to convene to discuss and/or plan for program cancellation/student evacuation: (Note: This list is not exhaustive and is not in rank order. It is ultimately within the International Risk

Management Committee's discretion to determine whether student health and safety is at risk in a given location.)

1. Declaration of war by the U.S. against the country or an adjacent neighbor
2. Declaration of war by a third country against the country of a program's location
3. Significant terrorist or military activity in the program city
4. Protracted or indefinite closure of the overseas university where Messiah students are studying
5. Inability of on-site program staff to organize and carry out an academic program, including at potential relocations outside the university or program center
6. Disruption of public utilities and/or services
7. Wide-spread civil unrest, violence, and/or rioting
8. A declaration of martial law in the program city
9. Recommendation of suspension/cancellation by the program staff in-country
10. U.S. State Department Travel Advisory Levels 2, 3 or 4 and/or specific directives by the U.S. State Department and/or U.S. Embassy
11. Evidence of increase in violent crime
12. Student complaints of insecurity
13. Pandemics and national epidemics
14. Widespread infection in the region where program is located

Faculty leaders should **pay particular attention to locations where there are current U.S. State Department travel warnings, travel alerts, or where Messiah is currently not sending students for safety reasons.** (See <http://travel.state.gov/content/passports/english/alertswarnings.html> for a list of current travel warnings and alerts.) When considering a high risk location, if a faculty leader still feels that they wish to pursue approval, they must be prepared to identify safety risks outlined by the U.S. State Department as well as information provided by their partner organization. Additionally, the faculty leader should be prepared to address safety precautions and may be asked to present information to the International Risk Management Committee to ensure that students are in a safe learning environment.

Clery Act Reporting. The federal Clery Act requires public reporting and timely warnings about covered crimes when the University "controls" premises even in international or domestic off-campus settings. If the University sends students to study abroad at an institution that it *does not* own or control, it does not have to disclose statistics for crimes that occur in those facilities. Clery Act crimes are reportable as non-campus incidents if they occur:

- In space that the institution owns or controls overseas or at a distance, which is used to support the institution's mission and are frequently used by students;
- On an overseas study trip which includes overnight trips and either:
 - The same hotel/hostel is used on a regular basis (the institution has a long-term agreement with the hotel or housing company to utilize its space or has a practice of using the same hotel or housing company); or
 - It is a longer overnight trip and the institution makes a written agreement for use of space to house or offer programs to students.

Only crimes that occur during the time in which that hotel or housing company is used by the institution are reportable (e.g. if the institution hosts only a summer trip to France, a crime occurring in the winter at that location is not reportable). Also, only crimes in the area that is actually controlled by the institution or that are necessary to access that area are reportable. Please see Attachment T, p. 79, for detailed information on reporting a crime under the Clery Act.

Your role as a Campus Security Authority under the Clery Act

Cross-Cultural Faculty Leaders have been identified as a Campus Security Authority to report crimes for the annual federally mandated Clery Act report. This responsibility is in addition to the requirement that you report suspected child abuse as dictated by Pennsylvania Act 31 and detailed in the enclosure entitled Compliance Responsibilities.

According to a federal law known as the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act*, our school is required to disclose “statistics concerning the occurrence of certain criminal offenses reported to local law enforcement agencies or any official of the institution who is defined as a ‘Campus Security Authority.’”

The law defines “Campus Security Authority” as: “An official of an institution who has significant responsibility for student and campus activities, including, but not limited to, student housing, student discipline, and campus judicial proceedings.” An example would be a dean of students who oversees student housing, a student center, or student extra-curricular activities and has significant responsibility for student and campus activities. Similarly, a director of athletics, team coach, and faculty advisor to a student group also has significant responsibility for student and campus activities. A single teaching faculty member is unlikely to have significant responsibility for student and campus activities, except when serving as an advisor to a student group. Clerical staff, as well, are unlikely to have significant responsibility for student and campus activities.

The criminal offenses for which we are required to disclose statistics are murder/non-negligent manslaughter, negligent manslaughter, sex offenses (forcible and non-forcible), robbery, aggravated assault, burglary, motor vehicle theft, arson, liquor law violations, drug abuse violations and reports of weapons: carrying, possessing, etc.

Messiah University is also required to report statistics for bias-related (hate) crimes for the following offenses: murder/non-negligent manslaughter, sex offenses (forcible and non-forcible), robbery, aggravated assault, burglary, motor vehicle theft, arson, larceny-theft, vandalism, intimidation, simple assault, and damage/destruction/vandalism of property.

In emergency situations, these crimes should be reported by calling the police at 911. In non-emergency situations, reports can be made to Campus Security at ext. 6565 from a campus phone or by calling **717-691-6005** from off campus. It is recommended that CSAs save this number on their cell phones in the event they are not near a campus phone.

Messiah University is required to disclose statistics for offenses that occur on campus, in or on non-campus buildings or property owned or controlled by our school, and public property within or immediately adjacent to our campus. This includes the Harrisburg campus. Also please be aware that we are required to report violations that occur off campus while in an official university capacity.

Clery report statistics are reported based on the calendar year not the academic year.

Our school has a responsibility to notify the campus community about any crimes which pose an ongoing threat to the community, and, as such, campus security authorities are obligated by law to report crimes to the Campus Security immediately. Even if you are not sure whether an ongoing threat exists, immediately contact Campus Security at 6565.

If you have any questions about this request please contact Human Resources at (717) 796-5300.

International Travel Insurance. All educators and students traveling internationally through Messiah University are required to receive Chubb international travel insurance with at least \$100,000 of basic international medical expense coverage for students traveling abroad, including at least \$20,000 for repatriation and \$100,000 for medical evacuation. This insurance is coordinated through the Agape Center for Local & Global Engagement. The cost of this insurance is \$15 per week per person. If a partner organization requires groups or individuals use a different insurance carrier, requests for exemptions from Messiah's Chubb coverage can be sought by contacting the Agape Center for Local & Global Engagement at Agapecenter@messiah.edu or x7255

First Aid Kits. Faculty leaders are also responsible to help students or groups obtain first aid kits. Standard first aid kits can be purchased through the Engle Health Center (engle@messiah.edu) or x6035) at least one month prior to group or student departure. The Engle Center can also restock a first aid kit that you use repeatedly/annually for a small fee. Every participant on an international trip should also be reminded to bring their own supply of cold, flu, or stomach medication to sustain their symptoms for 7 to 10 days.

Vaccines. Faculty leaders are also required to inform all educators or students that they are responsible to obtain any necessary vaccines prior to traveling internationally.

Faculty leaders should never provide specific vaccine recommendations to students.

Messiah's Engle Health Center has a licensed travel clinic which faculty advisors can use to obtain necessary vaccines for their travel abroad groups. The Travel Consult or immunization assessment and prescription meeting with the Nurse Practitioner is \$25 per person. If the participant attends an informational group meeting with an Engle Center representative prior to the appointment with the Nurse Practitioner, they receive a \$5 discount. While any travel health center can be utilized for students to receive the appropriate vaccines, the Engle Center should be encouraged, since they can provide a visit with the most cohesive knowledge about where the student is going and what they will be doing and what the specific risks are relative to that individual student's health.

Messiah University
One University Avenue
Mechanicsburg, PA 17055
engle@messiah.edu
(717)-691-6035

Other local travel clinics include:

Passport Health - Camp Hill
3314 Market Street
Camp Hill, PA 17011
Phone: 1-800-839-4007
Fax: 412-372-4102
<http://www.passporthealthpa.com>

Holy Spirit Travel Health
503 N. 21st Street
Camp Hill, PA 17011
Phone: (717) 972-4222 or (717) 972-4351
Fax: (717) 972-4546
<http://www.hsh.org/services/travel-health-services>

Faculty leaders are also encouraged to consult the Center for Disease Control (CDC) website to review country-specific information: <http://wwwnc.cdc.gov/travel/default.aspx>. It is also strongly recommend requiring students to review this information as well as part of their pre-departure programming.

Incident Reporting

If you or students in your group are involved in an incident (crime or health-related) while you are leading students in off-campus study or service, please notify the Agape Center for Local & Global Engagement as soon as possible. Additionally, we would like you to complete an incident report. You can access the report by going to https://www.messiah.edu/info/20913/health_and_safety/1359/incident_reporting

When should you file a report?

- If you or students are victim of a crime
- If you or students have experienced a health issue
 - Especially if you have to go to the hospital
 - Injury or illness
- If you or students are not sure, start an incident report

What information will we be requesting that you report?

- Your contact information
- Date and time of the incident
- Type of incident
- Location of the incident
- Who was involved
- Description of the incident
- Contributing factors
- Loss / injury
- Actions taken

Always contact the Agape Center for Local & Global Engagement immediately in case of an emergency.

Off-Campus Sexual Assault Protocol

The following are general guidelines on how to respond to students who are victims of a sexual assault while on one of Messiah's approved off-campus experiences. Leaders will be provided training on this protocol prior to the departure of their experience off-campus.

A variety of offices at Messiah University can provide information on appropriate and compassionate response to a victim of sexual assault, including:

- Human Resources and Compliance (Amanda Coffey) at 717.796.5300 or ACoffey@messiah.edu.
- Division of Student Success & Engagement (Kris Hansen-Kieffer/Doug Wood) at 717.796.5234 or KHansen@messiah.edu or DWood@messiah.edu.
- Or, if the student requires anonymous reporting, The Engle Health & Counseling Center (Aubrey Kleinfeld) at 717.766.2511 x3515 or AKleinfe@messiah.edu

Any of these offices can assist in responding to an assault, moving the process forward, and overseeing the documentation process.

Victims of sexual assault may be men or women. Ninety-nine percent of perpetrators are male regardless of the victim's gender. In this document the victim is referred to as "her," with the acknowledgement that this is for the sake of clarity and continuity.

In the event a sexual assault occurs during your supervision of an off-campus trip, you may be called upon by the victim to provide assistance and referral for medical, emotional, and legal care. Following are some steps that administrators and trip leaders should take pre-assault and post-assault:

- **Pre-departure**
 - ***Discuss the issues with students before departing.*** Make sure at pre-departure orientation the issue of sexual assault is addressed. Emergency contact information and other materials should be given to students and there should be written verification that they received them. This is primarily done through Messiah's online application system, Terra Dotta, coordinated and administered by the Agape Center for Local & Global Engagement.
 - ***Keep a current file.*** All information regarding what to do and who to contact should be kept in an easily accessible file and updated so that it is always current. This information can also be found on the Agape Center for Local & Global Engagement website at http://www.messiah.edu/info/20913/health_and_safety/1359/incident_reporting
 - ***Discuss the importance of notification.*** Let students know that reporting *any* type of gender based harm, including sexual assault, is considered courageous and will be met with empathy. The University will advocate on behalf of the victim as is deemed appropriate.
- **After Assault** – The first concern is always the immediate physical and emotional well-being of the student, but there are many post assault related issues. There is no *typical* reaction to being sexually assaulted. Victims present with varying affect and concerns. Some victims cry, some appear blunted, and some express rage. Be empathetic and accepting and take the following steps:
 - ***Let the student make decisions.*** The victim may feel helpless and powerless. Allowing the victim to make decisions regarding her emotional and physical well-being helps to re-establish her feeling of self-determination. Ask her clear and focused questions and accept her choices, "Do you want to go to the police?" "Where would you like to stay tonight?" "Who do you want to stay with?" Honor her decisions even if they conflict with your beliefs.
 - ***Be supportive.*** Remember your first priority is to be supportive. Do not attempt to persuade the student to follow a certain course of action or try to force her to do something she doesn't want to do. Maintain your role as advocate for the choices she makes. Provide an empathetic and compassionate listening ear. Be careful to avoid questions that may insinuate blame or guilt such as, "How could you go to a place like that?" or "Why would you go out with a man you barely know?" Remember, sexual assault is a crime of power and she is a victim of the crime. The victim may feel embarrassment, shame, anger, anxiety, fear, and helplessness. Accept her feelings by actively listening to her concerns and validating her decision to seek out help.
 - ***Make sure the student feels safe.*** Help to restore a sense of security for the student. If she does not feel safe in her room or with her host family, arrange for her to stay in a hotel with a friend. Allow the student to tell you what she thinks would make her feel safe. Explore suggested options with the student.

- **Activate your contact list.** After you have spoken with the student using the above guidelines, make contact with other entities as appropriate and based on the student's wishes.
 - **Messiah University 24-hour Dispatch Office.** Dispatch has a call tree of on-campus administrators who will be notified, including:
 - Director of the Agape Center for Local & Global Engagement
 - Vice Provost
 - Dean of Students
 - VP of Operations
 - VP of Human Resources and Compliance
 - Director of Safety
 - Medical Director of the Engle Health & Counseling Center
 - Other administrators as appropriate.
 - **UnitedHealthcare Global.** As soon as possible after a report of a sexual assault, call UnitedHealthcare Global at the phone number listed on your identification card or call collect from anywhere in the world at (401) 453-6330. UnitedHealthcare Global will assist in all cases where a member has been sexually assaulted. All actions taken will be done to maintain the safety, respect, and dignity of the victim, and to guide her/him to medical, legal and counseling resources. UnitedHealthcare Global will assist with the following but are not limited to:
 - Helping the member locate the nearest embassy or consulate;
 - Contacting emergency services;
 - Filing a police report and legal recourse;
 - Encouraging the member to seek medical assistance;
 - Advising the member to preserve as much evidence as possible by placing clothing in a paper bag, not drinking, eating, showering, brushing teeth or rinsing mouth;
 - Assisting the member with seeking medical evaluation and treatment; and
 - Offer a referral for post-incident counseling.
 - **Closest US Embassy or Consulate.** Consular officers are available around the clock to help the students obtain medical care, explain the local criminal justice process, and connect students to local and U.S.-based resources. Embassy or consulate staff can help the student understand whether police agencies may handle an investigation differently—slower (or not at all), less delicately, or otherwise—than police in the United States. Regardless, documentation of as much information as possible, as quickly as possible is very important. Note that consular officers cannot investigate crimes or provide legal advice.
 - **Local police.** Many foreign law enforcement agencies will not begin to investigate unless a report has been filed. If possible, students should ask for a copy of the police report.
 - **Suggest the student call her parents or guardians.**
 - **Remind the student of resources available upon returning to campus.**
- **Provide accompaniment.** Someone of her choosing should accompany the student on assault related follow-up: to the hospital, to the police station, to her apartment, etc.
- **Maintain a level of confidentiality.** Let her know you are obligated to contact the University and report the incident. Advise the student who you're calling and why. Allow her to choose whether or not to contact additional support and resources.

- **Document everything.** Take copious notes. Create a chronology of events. What you want to capture is the following:
 - A description of the assault: who, where, when, how. Include date and time.
 - Location of medical facility and date/time taken there. Record what was said between the medical staff, the student, and whoever else is present.
 - The time of each of your contacts and what transpired.
 - Document the conversations you have with the student. Identify who is present, what's discussed, and what decisions the student makes.
 - Date and time the US Embassy/Consulate and local police are notified. Document what transpires between the student and the police.
 - Keep documenting until the designated University contact tells you to stop.
- **Support other students on trip.** Call the student group together to communicate a difficult situation has taken place that is protected by confidentiality. Students should be encouraged to not speculate on the incident, nor communicate back to family, friends, or the public in general (via Facebook, email or otherwise) about the facts or perceptions of the incident. Designate a secondary on-site leader or in-country partner to provide care and support to the student group while the primary on-site leader continues to support the impacted student(s).
- **Work with University administrators to determine next steps.** Keep an open line of communication with the University to determine how to appropriately determine next steps as the situation continues to develop and evolve.

This document is a condensed version of the U.S. Peace Corps “Rape Response Handbook” which can be found at the Center for Global Education website: <http://gloaled.us/Peacecorps/Rape-Response-Handbook.Asp>

Terrorism / Natural Disaster Response Protocol

Although not frequent, natural disasters and, more recently, terrorist activity, can occur when traveling internationally. It is prudent for all cross-cultural and service trip leaders to plan in advance for a possible crisis situation so that students and educators on your trip will know how to respond in the event of a natural disaster or terrorism. This would include:

Pre-departure – Make sure students know in advance

- Discuss with students in advance what they should do if terrorism or natural disaster would occur (who to contact, where to meet).
- Establish a central meeting place (a location to shelter in place or to regroup).
- Provide students with instructions on how to contact the leader (text, email, phone call).

If an incident occurs - Make sure students are safe and accounted for

- Stay calm- students will take their cue through you.
- Make contact with all students to:
 - Ask them to provide their location and their safety status.
 - Give them instructions on where to meet up with the group.
- Evaluate physical and psychological condition of students.
- Obtain medical treatment if needed.
- Find a location to “shelter in place” or move students to a safe location as appropriate.
- Contact the Agape Center for Local & Global Engagement (during business hours) or Messiah University Dispatch Office (after hours) as soon as possible to confirm current safety status.

- Agape Center for Local & Global Engagement: 717.766.2511 X 7255 – agapecenter@messiah.edu
- Dispatch Office: 717.691.6005 – dispatch@messiah.edu
- Notify the closest US Embassy.
- Determine if you have adequate food, housing, water, and access to medical treatment and for how long.
- Consider multiple methods of communication with students and campus, since in a crisis situation telephone, cell phone, or electricity may be compromised.
- Keep accurate notes for when you file your incident report.
 - Note any imminent risk to students, advice from US Embassy, curfew or travel restrictions imposed by host city.

Once situation is stabilized – Follow up to ensure continued support

- Work with Agape Center for Local & Global Engagement and Engle Health Center to determine what, if any, emotional support is needed.
- Work with the Agape Center for Local & Global Engagement determine what correspondence needs to go to families and other offices on campus.
- File an incident report:
https://www.travel.messiah.edu/index.cfm?FuseAction=Programs.ViewProgram&Program_ID=10019.
- If contacted by the media, please refer all requests for interviews to Danielle Ran and Carla Gross in the Marketing and Public Relations Office and notify the Agape Center for Local & Global Engagement.

Safety Tips for Travelers

PREVENTION

There is no technique, tip or weapon to guarantee you won't be attacked. If you have been attacked, and you are reading this, you did the right thing - whatever you did allowed you to survive. **You won.** The bad guys have the element of surprise on their side and even the best martial arts expert can become a target. If it happens to you, don't agonize over coulda-shoulda-woulda. You survived. You won.

Bling: Take care not to wear shiny things. In many countries, the average person doesn't wear a watch, necklace, big purses, etc.... If you must adorn yourself, consider wearing handmade wooden or hemp items that don't advertise your relative wealth.

The Numbers Game: When possible, do not walk alone. And get the idea of nighttime forays into the streets out of your mind. There is safety in numbers. Walking with a friend or group reduces your chance of attack significantly.

Predictability: Don't be predictable. If you are in a location for more than 3 or 4 days, be sure to vary your goings to and from your accommodations. If bad guys get the hang of your schedule and/or walking route, then you can be vulnerable.

CHOICE OF WHERE TO WALK AND VISIT

Walk Indoors: If you are a jogger or walker for health reasons, you should do this activity indoors as most cultures view such activities as something that only the affluent have the time to do (making you a target for theft). Some sports facilities have indoor tracks.

High pedestrian traffic areas: Bad guys don't want witnesses. Being in view of a well-traveled vehicular street is good, but having people on the path with you is better.

Open Areas: Paths lined with bushes and trees are pleasant for walking, but afford many hiding places for the bad guys and places they can take you to finish their crimes out of view.

Deterrents: Strangers aren't out to attack YOU. It is nothing personal, they are just looking for a target of opportunity. Your goal, therefore, is to look like somebody who will be too much trouble to mess with. They also want to make you their victim without attracting attention from others.

Confidence: Keep your head up and striding purposefully. Look aware of your surroundings and be aware of them. Wearing headphones, using a cell phone, or carrying excessive shopping bags or other items give the impression that you are less aware. If you must read a map to find your way, stop into a restaurant or shop to discreetly consult it.

Stick: Why mess with somebody with a walking/hiking stick when there are lots of people without one? You will notice that many people are staring at the stick you are carrying. Aggressive dogs can be dispatched if needed as well.

Alarm: Bad guys don't want to attract attention. A whistle is also a good signal device.

Pepper spray: Where legal, carrying this in your hand or visibly displayed may be a deterrent. Caution, you CANNOT fly commercial airlines with pepper spray.

IF ACCOSTED

As stated above, there is no guaranteed way to prevent being chosen as a target, some bad guys just can't read the clues that you are more trouble than they bargained for. Now is your chance to prove it.

1. **If you think you are being followed:** Look back and make eye contact. Make a sudden turn, cross the street, accelerate, or go into a nearby business. If being followed by a car, reverse your direction - it will take them a much longer time to turn around and they will likely just continue on to find a different target. If you are unable to shake the follower, turn around and scream, "What do you want?" in your most indignant voice. This is likely to embarrass the innocent and frighten off a large portion of potential attackers. If this doesn't work, now you must:
2. **Scream:** Your voice is your primary weapon - remember that the last thing the bad guy wants is a fuss. Screaming ANYTHING halts the attack in many cases, or at least buys you a couple of seconds while they consider whether there might be easier prey. Over the years, experts have warned not to yell, "Help" but to yell, "Fire." I favor, "Leave me alone! Get away!" If you carry a personal alarm or whistle, use it.
3. **Run/retreat:** Put yardage between you and the perpetrator. Distance equals time, and you are giving yourself time with every footstep you put between you and him. An all-out run is what you need. Continue screaming while running. Keep screaming. Don't stop screaming until you are completely out of danger.
4. **Run toward other people:** If there are other people nearby, run to them. If there is a lighted business or home, run to it. Even if they won't let you in, you are attracting attention which will likely cause the attacker to leave the area.
5. **But what if he has a weapon?** If the bad guy displays a gun, knife, baseball bat, etc., scream and run double time. Putting distance between you gives you protection against weapons. If it is a gun, run in a zig-zag, looking for cover but mostly concentrating on gaining distance. It is very difficult for even the best marksman to hit a moving target, so become a moving target. Hitting

anything over 15 meters away is very difficult. By displaying a weapon he has threatened your life, and you have to believe they mean it. You need to get out of the situation before he completes his threat. The odds are on your side more with every meter you gain.

6. **But what if he shows a weapon and wants me to get in a vehicle or go off into the bushes?**

Unless they have you physically restrained, scream and run. If you are female, you have almost 100% chance of being raped and killed if you get into a vehicle. If you are male, you have almost 100% chance of being killed (and/or raped). With those odds, your odds are much better that they can't hit a moving object with a bullet, and in almost all cases they won't shoot anyway (as this will make a loud noise) - they want to scare you into the vehicle or bushes, not shoot you or he would have done that already. Remember, unless this is somebody you know, they aren't looking for you, they'll let you go and look for an easier target.

IF YOU ARE GRABBED

At this point, if you freeze and do nothing, and you survive, you did the right thing - don't dwell on what might have been. Freezing is a natural reaction to the unexpected, even in those trained in self-defense. **HOWEVER**, the odds are not in your favor in using this as a defense. If your attacker surprises you and gets you into a grip, now is the time to fight. You need to get out of his grip and be able to run. Learn grip-breaking techniques. When you can't break the grip, now you've got to inflict surprising and/or incapacitating pain on your attacker. Gouge eyes, crush or punch their windpipe, rake their shins, break their thumbs, rip their ears off (easy to do), kick or punch their groin, jam a sharp object into any available portion of their body, and with caution regarding AIDS risk - bite any part of them you can. You're in a street fight now. Fight dirty, cheat, win. Get away!

Crash the Car: If you have been forced into a vehicle, make every attempt to cause a traffic accident and crash the vehicle. By getting you into the vehicle, they attackers have shown they plan to seriously injure or kill you. Your chances are better in causing an accident and escaping in the confusion.

By Wendy Bumgardner, About.com and modified by Erik Lindquist (updated 09/30/08)

CROSS-CULTURAL FACULTY LEADER CHECKLIST

The following steps are required to be completed by a Cross-Cultural Faculty Leader prior to course departure:

- The following information should be uploaded to Terra Dotta:**
 - **For entire group:**
 - Proposed travel itinerary (dates, all locations, contact information for each location)
 - In-country Emergency Contact Information form or spreadsheet with same information
 - Flight itinerary & flight numbers
 - Identify how the student or group might access healthcare while traveling. If possible, indicate the name, address, and phone numbers of in-country medical healthcare provider in each location where traveling.
- Complete prior to departure:**
 - Identify consistent means of student or group leader communication with main campus throughout duration of travel (i.e., cell phone, whatsapp).
 - Obtain basic first aid kit from local pharmacy or the Engle Health Center
 - Register all participants with in-country U.S. Embassy:
 - <https://step.state.gov/step/>
 - If an international student, ask student to register with their home in-country embassy prior to departure.
- Take on course for duration of travel:**
 - In-country healthcare provider information
 - In-country emergency contact information (e.g., closest U.S. Embassy, host contact information)
 - First aid kit
 - Copies of all participant passports
 - The following will be provided to you by the Agape Center for Local & Global Engagement prior to departure:
 - Leader Protocols for International Travel
 - Insurance information
 - Cross-Cultural Course Evaluations

Questions? Contact the Agape Center for Local & Global Engagement at x72551 or agapecenter@messiah.edu.

IMPLEMENTATION

POLICIES

All international travel opportunities at Messiah University are required to abide by the following policies. Questions can be directed to Katie Rousopoulos, Director of the Agape Center for Local & Global Engagement at KRousopoulos@messiah.edu or x6089.

Click the link to read the full policy:

[International Travel Policy](#)

Students and educators traveling through one of Messiah's established international travel opportunities are required to complete all protocols and procedures, abide by all policies, and comply with all deadlines outlined in the International Student Travel Manual. Failure to do so will result in the group or student's suspension from travel through the University, including withholding of funding and institutional support.

[Educator Leader Escort of Students on International Travel](#)

[Policy Regarding Non-University Personnel Accompanying International Travel Opportunities](#)

[Independent International Travel Policy](#)

[Field Experiences and Disability Policy](#)

[Departure Policy For Educators Leading Cross-Cultural Courses In May Term Or May Service Trips](#)

[Student Conduct Policy and Procedures for Off-Campus Programming](#)

[Educator Guidelines on Consumption of Alcohol during Travel](#)

HOMESTAY GUIDELINES

For cross-cultural courses where students participate in homestays, faculty leaders are expected to observe these general guidelines:

- Students should be placed in homes no further than 30 minutes from where the faculty leader will be staying.
- The area of the homestay must be safe, and the home should be secure.
- The family should be stable and should have been recommended by a known and trusted source.
- Assure students have a means of communicating with leader during home stay.
- The family ideally should be Christian or be part of a Christian ministry.
- The family should provide basic needs for the students. These basic needs include:
 - Adequate sleeping facilities (Mattress, clean bedding, and mosquito nets)
 - Adequate bathing and toilet facilities (clean and private)
 - Reasonable privacy (including separate rooms for males and females)
 - Supply of bottled or purified water and three meals per day
 - Adequate means of communication (Telephone services, translators when required)
 - Opportunities for social interaction with members of the community.
- Provide students with faculty leader's address and in-country phone number to carry with them during homestay.
- Students should not be placed in hosting situations where there is evidence of conflict or heavy stress or extremely rigid views. While it is expected that hosts will have varying views on different topics, a host should be open to hosting a diverse student population.
- Do not send students to a homestay where a family member is exhibiting signs of illness.

- Err on the side of health and safety, not cultural sensitivity or academics.

BUDGET TRACKING

The following should be considered when tracking a program budget during a course:

- **Receipt Retention.** Collect all receipts from both cash and Messiah P-Card transactions. Ideally, take a few envelopes to keep receipts organized during travel.
 - **Messiah P-Card Transaction Receipts.** Scan to Visa Spend Clarity. Provide original receipt to the Agape Center for Local & Global Engagement.
 - **Messiah P-Card ATM Cash Receipts.** Scan to Visa Spend Clarity. Email PDF to reconciliation approver and Falcon Exchange. Provide original receipt to the Agape Center for Local & Global Engagement.
 - **Falcon Exchange Travel Advance Receipts.** (Receipts for purchases with cash you received from the Falcon Exchange.) Email PDF to reconciliation approver and Falcon Exchange. Provide original receipt to Agape Center for Local & Global Engagement.
 - **Missing Receipts.**
 - Scan into Visa Spend Clarity for any P-Card transaction for which original receipt is not available.
 - Complete a Missing Receipt Form. Multiple missing receipts can be reported on the same form.
 - If filing the International Travel Reconciliation Form enter MR in the description field for the corresponding expense.
- **Foreign Currency Exchange.** Any foreign currency remaining at the conclusion of a course should be converted back to US Dollars prior to returning to the US. The Falcon Exchange is not able to accept foreign currency.

See *Attachment F: Cross-Cultural Budgeting Tips* for assistance with budget tracking and budgeting reconciliation and *Attachment G: P-Card Tips* (on using your Messiah P-Card before and during your course).

VISUAL IMAGING

Many faculty leaders appoint a student photographer or videographer on their course to collect photos and videos for the entire group, creating a video montage or photo album upon return to be shared with the group. Groups with consistent internet access have also designated a group blogger to post daily updates to allow family and friends back home to share in their experience.

Students are also encouraged to submit photos from their cross-cultural experiences in the annual International Photo Contest. More information on this contest can be found by contacting the Agape Center for Local & Global Engagement at agapecenter@messiah.edu or x7255

CRISIS MANAGEMENT

When crises arise overseas, it is imperative that the faculty leader communicate immediately and consistently with the Agape Center for Local & Global Engagement, following the protocols outlined in the [Leader Protocols for International Travel](#). Clear and consistent communication is essential to assure students remain healthy and safe. Therefore, faculty leaders should be sure to either purchase an international cell phone in-country or obtain one from Messiah's IT Services prior to course departure.

CONCLUSION

BUDGET RECONCILIATION

At the conclusion of a cross-cultural course, the faculty leader will complete a final financial accounting for the course budget to assure that any and all outstanding bills have been paid and to determine whether a course fee adjustment is necessary to either assess an additional fee to cover unexpected expenses or refund unused funds to students once all financial commitments for the course have been satisfied:

- If you took a travel advance from the Falcon Exchange, or used your Messiah P-Card to get cash from a bank or ATM, submit a completed **Cross-Cultural Reconciliation Form** to the Falcon Exchange as soon as possible, but no later than the 3rd business day of the month following return. (All budget forms can be found on [FALCON Link](#).)
- Verify that all Messiah P-Card transactions, including cash withdrawals and bank fees, have been properly allocated and itemized receipts are attached.
- **Complete a final financial accounting of your course budget within 30 days** of your return to assure that any and all outstanding bills have been paid and to determine whether a course fee adjustment is necessary to either assess an additional fee to cover unexpected expenses or refund unused funds to students once all financial commitments for the course have been satisfied.
 - **Special Considerations:**
 - Confirm all Visa transactions have posted to budget.
 - **All course budgets must be reconciled by June 30th.**
- The following parameters will guide cross-cultural course fee adjustments:
 - **Budget Closure.** It is the responsibility of the faculty leader to reconcile their budget within 30 days of their return. Faculty leaders should not communicate anything about a possible refund or fee increase to students until they consult with the Director of the Agape Center for Local & Global Engagement
 - **Refunds.** If the remaining budget revenue is greater than \$50 per student, participants will receive a course fee adjustment, crediting the specified amount to their Messiah account. Faculty leaders will complete a **Cross-Cultural Course Fee Adjustment Request** within 30 days of course completion and submit it to the Agape Center for Local & Global Engagement for processing. (All budget forms can be found on [FALCON Link](#).)
 - **Fee Increases.** If budget expenses exceed collected revenue for a course, participants may receive a course fee adjustment assessing an additional fee to their Messiah account to cover the unexpected expenses. Faculty leaders should consult with the Director of the Agape Center for Local & Global Engagement to determine if an additional fee increase is appropriate.

See *Attachment F: Cross-Cultural Budgeting Tips* for assistance with budget tracking and budgeting reconciliation.

EVALUATION

Each cross-cultural course is evaluated online by students at the conclusion of the course. These evaluations are totally independent of the IDEA Forms and will not be used for evaluation for term tenure and promotion purposes. Therefore, the results are returned to The General Education and Common Learning Office in Boyer 104 rather than to the Registrar's Office. These results are reviewed by the

Assistant Dean of General Education and Common Learning and the Director of the Agape Center for Local & Global Engagement. Any red flags are discussed with the appropriate faculty leader.

Effective January 2014: In order to better facilitate the collection of data for cross-cultural course evaluations, the evaluations will be distributed electronically to students. The Office of General Education and Common Learning will coordinate the distribution of the evaluations with the course rosters. To ensure that students complete this important piece of assessment data, the submission of student grade will be contingent on completion of the evaluation, a status which can be tracked with the panel function of the survey software. Status of completion will be provided to faculty prior to the date on which course grades are due; a grade of incomplete should be recorded for any student with this requirement outstanding.

CLOSING REMARKS

Cross-cultural courses are an integral part of Messiah University. While they are time intensive, experience has proven just how significant an impact they can have on a student's education and personal development. On behalf of Messiah University, thank you for your tireless effort in giving our students these incredible experiences! We hope you'll continue to consider leading cross-cultural courses for many years to come!

ATTACHMENTS

ATTACHMENT A: CROSS-CULTURAL COURSE SYLLABUS TEMPLATE

IDSC 260: Cross-Cultural Studies
INSERT COURSE NAME
INSERT FACULTY NAMES
DATES

COURSE DESCRIPTION

A cross-cultural study is a field-based examination of a culture which seeks to increase the students' appreciation for and understanding of cultural traditions other than their own. It requires three weeks of on-site study, including home-stays or ethnographic fieldwork, in addition to readings, lectures, and site visitations.

COURSE OBJECTIVES

By the completion of the program the students will demonstrate the ability to:

- a. (Cognitive) Identify the most relevant information about the host culture's history, traditions, politics, geography, including relevant regional differences, if applicable.**

- b. (Intrapersonal/ Reflective) Discuss facets in which the host culture differs from their own.**

- c. (Intrapersonal/ Reflective) Discuss facets in which the host culture is similar to their own.** (Examples may include: beliefs, values, attitudes and norms; cultural tensions; different views of realities; paradoxes/ contradictions, ethnocentrism; ideas of time and schedules; relationship versus task; facets of home culture appear in the host culture.)

- d. (Interpersonal/ Interactive): Explain insights that they learned about themselves or their own relationships by directly interacting with individuals and groups from the host culture.** (Included in this area: Ability to tolerate ambiguity, accept cultural differences, etc. In their explanation students should be able to identify specific examples of individuals and groups).

COURSE REQUIREMENTS

Required Readings

- A culture or country survey.
- Representative literature from the host culture, preferably developed by members of the host culture.
- A study of culture including culture theory, cross cultural communication, cultural relativism, and culture shock.

Discussion/Participation/Service

Students are expected to participate in all group activities including site visits, seminars, service projects, instruction sessions on the participant observation methods, and so on. Students should plan to contribute to group "processing" sessions regarding observations and readings. It is also expected that students will exhibit sensitive, helpful, and courteous behavior to all persons with whom they come in contact.

Examinations

Students will be tested on the assigned readings.

Journal

An important component of this course is journaling and personal reflection on one's experience. Students should keep a daily journal in which they highlight key activities of the day, delineate unique observations, and reflect upon insights gained. Students should also pay particular attention to one aspect of the local culture (i.e., family relationships, education, food, business, healthcare, festivals, children's play) about which they will write a six to eight-page participant observation paper. Notes from observations and interview with people on the specific topic should also be offset and maintained in the journal. Journals should be typed. If concerns arise about the contents of journals, the faculty leader reserves the right to discuss that with the student and any relevant University personnel.

Field Trip Planning Exercise

Students will be exposed to various aspects of local culture (i.e. educational, religious, political, medical, social service, anthropological, familial, etc.) on various field trips to various agencies and historical sites. Each group of four students is expected to plan a field trip for the entire group. Planning involves securing information, making necessary contacts, organizing appropriate transportation and the like.

Participant Observation Paper

Each student will interact with local individuals and families, in an effort to study the cultural way of life more intently. Considerable personal interaction is expected during the entire trip, as students participate in day stays and take part in the lives of local people in their homes, workplaces, and communities. Students will spend a minimum of fifty intimate contact hours with their local hosts in all of the settings in which the persons and families normally interact. Data from participate observation and interviewing will be recorded in journals, analyzed, and organized into a six-to-eight-page paper comparing the cultural similarities and diversities among the various locals.

Experiential Learning Initiative (ELI) reflection and deliverable Students will design learning objectives at the beginning of the ELI experience that are driven by the overarching ELI objectives of meaningful career development and community engagement. Students will answer the common ELI reflection questions. Faculty may build this segment into the reflection component of the course through journals, ePortfolio or other methods.

To ensure that the ELI leads to the stated outcomes of career development and community engagement, students will be required to translate the learning from their reflection into a "deliverable" that is contextualized for an external audience relevant to the students' future goals (employer, graduate school, etc.). Faculty will determine the format of the deliverable (i.e. ePortfolio, blog, digital storytelling, cumulative reflective essay, etc.).

Note: Faculty will score student responses to reflection questions and deliverable according to the ELI assessment rubric and submit the results to the Off-Campus Programs Advisory Committee for ELI. The rubric, along with the specific ELI parameters for off-campus programs, is included in Appendix A.

Common Objectives and Outcome Reflection Questions

Objectives: At the outset of the course, students will personalize specific objectives the following categories, in light of their unique situation and goals:

- PROFESSIONAL DEVELOPMENT: Regardless of whether or not your experience relates explicitly to your career goals, what specific skills do you hope to develop/enhance that would be transferable to your professional goals?
- COMMUNITY ENGAGEMENT: What do you hope to learn about community or do as a member of a community from your experience? "Community" can be understood differently depending on the context of your experience. It could be a local or international community,

society at large, the community within Messiah University or another academic context, a professional community within a workplace, organization or field/industry, or a community within a team of individuals.

Educator-advisors will provide feedback on student learning objectives, and then touch base with students minimally at the beginning, mid-point, and end to monitor their progress. At the end of the experience, students will reflect on their learning outcomes:

6. **Outcome Reflection Questions:** Near the end of the course, students will be asked: Please reflect on the experiences you've had, lessons you've learned, and ways in which you've grown. There is a lot to ponder, so we've provided a few questions we'd like you to answer to help you reflect. As often as possible, try to think of specific examples, stories, situations, or problems you faced during your ELI experience to help answer the questions."

As a result of your experience in the ELI...

1. What knowledge and skills were you able to hone or gain in this ELI experience that you could apply within a professional context? Describe and give examples from your ELI experience of at least two transferable skills you gained/honed from the experience. For example, communication (speaking, listening, interpersonal), adaptability, creativity, teamwork, leadership, problem solving, critical thinking, conflict resolution, decision making, and time management are all valuable, transferable professional skills. Describe how or why those skills might benefit you in a professional setting in the future.
2. What did "community" look like in your particular experience, and how did your engagement in this experience further shape your understanding of community? As you reflect on your experience, what is one specific way you foresee your future self-engaging in and contributing to community? Your answer could relate to areas such as: purposeful influence in church and society; the work of reconciling individuals with God, each other, and/or creation; or demonstrating the love of God in service to others.

ASSESSMENT/EVALUATION

Students' grades will be based on the following:

<u>Assessment</u>	<u>Due Date</u>
25% - Journal	
25% - Participant Observer Paper	
25% - Exam	
25% - ELI Participation	
*Course Evaluation	

*Students must complete an online course evaluation following their return from the course trip. Failure to submit the evaluation will result in a course grade of incomplete.

TENTATIVE SCHEDULE

FINANCIAL INFORMATION

1. The estimated course fee for this cross-cultural course is \$_____, and a \$200 non-refundable deposit reserves your space. Due to the variability of international currency and flight costs, please note that final course fees will be published in the fall prior to course departure. At the conclusion of the course, unused course fee revenue will be refunded to students if it exceeds \$50

per student. In rare cases, an additional course fee may be assessed to cover unforeseen expenses (such as fluctuation in exchange rates or increased travel expenses).

2. Cross-cultural course fees and the deposit will be included as part of regular spring semester billing and will be assessed to your Messiah account. If you take more than 18 credits during the spring semester (comprised of Spring Term and May-Term) then you will be required to pay overload tuition rate for the credits above 18. If you are a part-time student, you will be billed for three credit hours of tuition in addition to the course fee. Any course refunds or additional fees will be assessed upon the completion of the course.
3. Your financial aid will apply to this course. It is your responsibility to inform the Financial Aid Office (FINAID@messiah.edu) of your total cost for this trip so that they can include the cost when determining your financial aid eligibility for the upcoming academic year. Likewise, it is your responsibility to notify Financial Aid if you cancel your trip so your financial aid can be adjusted. (Individual student or group fundraising is not permitted.)
4. Following is the refund policy for cross-cultural courses:
 - a. The initial \$200 deposit is non-refundable.
 - b. Because payments on your behalf are typically made months in advance to travel agencies, airline companies, and assorted accommodations, many payments are non-refundable. *Therefore, if you withdraw from participation in the trip for any reason or are removed from participation by the University after September 15th, you will be billed for any non-recoverable or non-transferable expenses incurred on your behalf.* The exact amount of recovered monies can generally not be established until the trip has been completed.

SPECIAL NOTES

1. **Passports** – You must have a valid passport, signed and six months in good standing after your return date.
2. **Luggage** – Typically you are limited to one piece of checked luggage and one carry on. Airlines have a carry-on weight in many cases begin at 15 pounds and a checked baggage weight limit of 50 pounds. This varies from airline. Please check with your airline for their baggage restrictions.
3. **Vaccines** – Students are responsible to be sure immunizations are up to date and that you receive any vaccines recommended for travel.
4. **Medication** – All medication, both over-the-counter and prescribed, should be in its properly labeled container.
5. **Student Conduct** – Messiah University Standards for Student Conduct, as outlined in the Community Covenant and Student Handbook, apply to cross-cultural courses. Should it become necessary to send a student home early because of behavioral problems, the additional expense will be paid by the student being expelled from the class. Students are also required to sign a study abroad contract which outlines expectations on behavior and conduct.
6. **Information for Students with Disabilities who may Require Accommodation** - Messiah University makes reasonable accommodations for students with disabilities who are otherwise qualified to participate in its activities and programs. However, the Americans with Disabilities Act does not govern accessibility standards in other countries. The University does not discriminate on the basis of disability in admissions for study abroad programs, but is not responsible for assuring accessibility in international locations and cannot guarantee that accommodation will be available. While the University will try to arrange accommodation for special needs, students with disabilities must understand that some international experiences may not be appropriate for them. In order to address this concern, University policy requires students with special needs who require accommodation to self-identify at the time of application for participation in an international experience. These

students must notify the Disability Services office of their interest in participating in an international experience and of their need for accommodation. The Director of Disability Services will meet with the student and sponsoring faculty member to determine whether the student's needs can be accommodated.

7. **Alcohol Policy** - Messiah University prohibits the manufacture, possession, use, or distribution of illegal drugs and alcohol by all students. It is expected that while students are enrolled in course work (including breaks during the academic year, i.e., Christmas break, Spring Break) they will not use alcohol or illegal drugs both on and off campus.

EXCEPTIONS:

Of-age students may responsibly consume alcohol:

1. When they are with their parents or guardians.
2. When the occasion is consistent with celebrations, rituals, or religious traditions (i.e., toasting at weddings, taking communion) associated with family or a host family or under the direct guidance and observation of a Messiah Educator as part of an approved cross-cultural course or service/outreach educational experience.

If you have questions concerning the alcohol policy and/or its application to certain situations, you are encouraged to contact the Office of Community Development in Eisenhower 204, (717) 796-5239. Violation of this policy may result in sanctions ranging from a letter of reprimand to expulsion.

8. **Insurance Policy** - The current international travel assistance insurance for which students and faculty pay when they travel abroad specifically excludes liability (i.e. refuses to pay) for losses occurring as a result of certain ultra-hazardous activities. These activities include motorcycle driving, scuba diving, skiing, mountain climbing, sky diving, professional or amateur racing, and piloting an aircraft. The insurance is not intended to cover these activities or others of the like (bungee jumping, flying in private aircraft, etc.). Faculty is not to include such activities in course curriculum or to otherwise authorize students to participate in them.

ELI Assessment Rubric

Assessment Rubric for All ELI Experiences

Student Name: _____ Experience Category: Internship/Practicum Service Learning Off-Campus Prog Leadership Research

***In order for students to successfully fulfill the ELI Requirement, they must obtain at least nine (9) points on this rubric.**

Item evaluated	Dimension & Mapping	Exemplary 4	Proficient 3	Basic 2	Below Basic 1
Reflection Question 1	Professional Development Self-Awareness ULO	Student articulates at least two transferable skills, connecting the demonstration of that skill in the ELI experience to its value as a professional skill. Student demonstrates advanced ability to articulate the value of their transferable skill in a professional context.	Student effectively articulates at least two transferable skills, connecting the demonstration of that skill in the ELI experience to its value as a professional skill.	Student's identification and description of their transferable skills are not adequately connected to the ELI and/or the skill's value in a professional context.	Student does not identify two transferable skills and/or does not connect them to the ELI and a professional context.
Reflection Question 2	Community Engagement Social Responsibility ULO	Student articulates with particular depth, insight, or detail the meaning of community in their ELI context, what s/he learned about community from the experience, and ways they envision engaging in/contributing to community in the future	Student effectively articulates the meaning of community in their ELI context, describes what s/he learned about community from the experience, and identifies at least one way they envision engaging in/contributing to community in the future	Student's response does not adequately connect their description of community to the ELI experience or does not adequately describe one way they envision engaging in/contributing to community in the future	Student does not articulate the meaning of community in their ELI context, or does not describe what s/he learned about community, or does not describe future contributions to community
Career Application	Professional Development Self-awareness ULO	Student demonstrates advanced ability to articulate transferable skills from the ELI and present them compellingly in the career application format	Career application effectively articulates professionally transferable skills gained in the ELI and presents them in a format appropriate to the application type (resume, portfolio, etc.)	Career application either does not effectively articulate professionally transferable skills or does not present them in a format appropriate to the application type (resume, portfolio, etc.)	Career application does not articulate professionally transferable skills, does not present content in a format appropriate to the application type (resume, portfolio, etc.)

ATTACHMENT B: ACCEPTANCE NOTIFICATION FOR CROSS-CULTURAL OR DISCIPLINE-BASED COURSES

Academic Information

2. This is a three (3) credit course and will be included as part of your spring semester load (comprised of Spring Term and May-Term).
3. If completed successfully, this course will satisfy one of your QuEST Languages and Cultures requirements.
4. If completed successfully, this course will meet your Experiential Learning Initiative (ELI) common learning requirement.
5. You will register for this course during your normal spring semester registration period.

Financial Information

1. THE ESTIMATED COURSE FEE FOR THIS CROSS-CULTURAL COURSE IS DETERMINED BY THE FACULTY LEADER AND CAN VIEWED IN THE COURSE DESCRIPTION IN TERRA DOTTA. A \$200 NON-REFUNDABLE AND NON-TRANSFERABLE DEPOSIT RESERVES YOUR SPACE. **DUE TO THE VARIABILITY OF INTERNATIONAL CURRENCY AND FLIGHT COSTS, PLEASE NOTE THAT FINAL COURSE FEES WILL BE PUBLISHED IN THE FALL PRIOR TO COURSE DEPARTURE.** AT THE CONCLUSION OF THE COURSE, UNUSED COURSE FEE REVENUE WILL BE REFUNDED TO STUDENTS IF IT EXCEEDS \$50 PER STUDENT. IN RARE CASES, AN ADDITIONAL COURSE FEE MAY BE ASSESSED TO COVER UNFORESEEN EXPENSES (SUCH AS FLUCTUATION IN EXCHANGE RATES OR INCREASED TRAVEL EXPENSES).
2. The additional cross-cultural course fees and the deposit will be added as part of the regular spring semester billing and will be assessed to your Messiah University student account. If you take more than 18 credits during the spring semester (comprised of Spring Term and May-Term) then you will be required to pay overload tuition rate for the credits above 18. If you are a part-time student, you will be billed for three credit hours of tuition in addition to the course fee. Any course refunds or additional fees will be assessed upon the completion of the course.
3. Your financial aid will apply to this course. It is your responsibility to inform the Financial Aid Office (FINAID@messiah.edu) of your total cost for this trip so that they can include the cost when determining your financial aid eligibility for the upcoming academic year. Likewise, it is your responsibility to notify Financial Aid if you cancel your trip so your financial aid can be adjusted. (Individual student or group fundraising is not permitted.)
4. FOLLOWING IS THE REFUND POLICY FOR CROSS-CULTURAL COURSES:
 - a. The initial \$200 deposit is non-refundable and is not transferable to other courses.
 - b. Because payments on your behalf are typically made months in advance to travel agencies, airline companies, and assorted accommodations, many payments are non-refundable. *Therefore, if you withdraw from participation in the trip for any reason or are removed from participation by the University after September 15th, you will be billed for any non-recoverable or non-transferable expenses incurred on your behalf.*
Any non-recoverable or transferable expenses include but not limited to: airline tickets/name change on tickets, hotel rooms, museum entrances, transportation costs, homestay experiences, etc. The exact amount of recovered monies can generally not be established until the trip has been completed
5. **Professors will need to send an email stating the following:**
 1. Login to Terra Dotta to read and sign your acceptance form.
 2. To secure a spot in this course, use the link located in the form to pay your \$200 non-refundable deposit.

ATTACHMENT C: CROSS-CULTURAL APPLICATION

NOTE: Students complete online through Terra Dotta, Messiah’s off-campus information management system.

Full Name (as it appears on your passport):

Date of Application:

Date of Birth:

Campus Mailbox #:

Ext:

Student ID#:

Gender: Male Female

Primary Email Address:

Cross-Cultural Course Location:

Is this course your first choice? Yes No

Faculty Leader(s):

Gender: Male Female

Campus and/or Local Address:

Permanent Address:

Home Phone #:

Emergency Contact:

Name:

Relationship:

Address:

Phone:

Cell:

E-mail:

Present Class Standing: Senior Junior Sophomore First-Year Student

Major:

Minor:

Advisor:

Advisor Ext:

Current GPA:

Interests/Hobbies/Talents:

Current ministry involvement/experience:

Reference #1 Name (Faculty):

Ext:

Reference #2 Name (RD, Coach, Pastor, Supervisor, etc):

Ext:

Do you have a passport? YES NO

If yes: Passport #:

Country of Issue:

Expiration:

If no: Please work on attaining one **as soon as possible**.

Please respond to the following questions in the space below or on a separate sheet of paper. If not type-written, please write legibly.

1. What is your background in foreign language study? (languages? levels? high school or college?)

2. Summarize your cross-cultural and/or international travel experience?

3. Why did you select this cross-cultural course, and what do you hope to learn from it?

4. What skills do you have which would contribute to living closely with a group of people for almost a month?

5. Describe your Christian commitment and the role you would play in enhancing the quality of Christian community life within the group.

6. Describe your present physical condition. Do you have any health needs (i.e. dietary restrictions) which require accommodation?

7. Have you ever been on academic probation? If yes, which semester(s)?

8. Have you ever been on disciplinary probation? If yes, briefly describe semester and circumstance(s).

I certify that the answers I have given are accurate and that I will comply with all terms of the Messiah University Community Covenant and the Study Abroad Contract while I am participating in this cross-cultural study course. I also understand that I will be required to attend two common orientation sessions for all cross-cultural courses, as well as a series of country-specific sessions as planned by the faculty leader.

Date:

Student Signature: _____
(please print and sign document)

REFERENCE FORM
for Cross-Cultural and Discipline-Based Courses

Name of Student
How long have you known this student?

Location
In what capacity?

Faculty Leader

Here is a list of some attitudes/skills identified by faculty who work with cross-cultural programs. To the best of your ability, please indicate the degree to which the student possesses these traits, from excellent (5) to below average (1). Use "U" for unable to judge.

Description	5	4	3	2	1	U	Additional Comments (use back of page if necessary)	Description	5	4	3	2	1	U	Additional Comments (use back of page if necessary)
Can tolerate ambiguity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Is self-reliant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is open-minded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Can tolerate differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is non-judgmental	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Complains infrequently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is empathetic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Interacts well with a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has good communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Is able to handle stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is flexible, adaptable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Is resourceful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is curious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Accepts responsibility, reliant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has a good sense of humor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Has academic skills, and potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Briefly comment on the applicant's social, emotional and spiritual maturity.

If you were leading this trip, is the applicant the type of person you would welcome as part of your team? Please explain.

Is there additional information about this applicant that would be helpful to know as part of the selection process? Additional comments? (Place on back of recommendation.)

Name of Reference

Title

Date

ATTACHMENT D: CROSS-CULTURAL COURSE EVALUATIONS

For questions 1 to 10 rate using the following scale as to whether or not you agree that the course objectives were achieved:

- A=strongly agree that this objective was achieved
- B=agree that this objective was achieved
- C=uncertain whether or not this objective was achieved
- D=disagree that this objective was achieved
- E=strongly disagree that this objective was achieved

In this course I...

- 1. Gained skills for living and working in a culture different from my own.**
- 2. Developed a greater interest in learning about other cultures and serving in other cultures.**
- 3. Became better equipped to communicate with people who are ethnically, linguistically and culturally different from me.**
- 4. Became more self-reliant and confident in new situations.**
- 5. Developed an increased appreciation for cultural traditions different from my own.**
- 6. Came to see other cultural patterns as having value and significance.**
- 7. Saw some flaws in my own culture.**
- 8. Learned about the history, social structure, institutions, and many other aspects of the culture.**
- 9. Came to see the church in a broader, more diverse and global perspective.**
- 10. Became less ethnocentric and more accepting of cultural differences.**

The Course

For questions 11 to 14 use the following possible answers:

- A=Much more than most courses
- B=More than most courses
- C>About average
- D=Less than most courses
- E=Much less than most courses

- 11. Amount of reading**
- 12. Amount of work in other (non-reading assignments)**
- 13. Difficulty of subject matter**
- 14. Amount of time put into the course**

For questions 15 to 29 use the following possible answers:

- A=Strongly agree
- B=Agree
- C=Uncertain
- D=Disagree
- E=Strongly disagree

ATTACHMENT E: TERRA DOTTA FOR CROSS-CULTURAL COURSES

APPLICATION PROCESS OVERVIEW

1. Student applies in Terra Dotta (TD), including recommendations;
2. Leader automatically emailed notice of student application (if you would not like to receive automatic notifications of new applications, just let us know!);
3. Leader reviews application/recommendation in TD;
4. Leader decides whether or not to interview student;
5. Leader decides to accept/deny student;
6. Leader sends student Acceptance Notification document via email;
7. Leader changes student application status in TD (or emails Agape Center for Local & Global Engagement with list of students to accept);
8. Students complete remaining requirements in TD;
9. Leader accesses TD for necessary information (i.e., passport #s, etc.) (or requests reports from Agape Center for Local & Global Engagement);
10. Prior to course departure, leaders (and any other participants, i.e., family members) “apply” for their course and complete “Travel Details” in TD.

USING TERRA DOTTA

- **Accessing Terra Dotta:**
 - Go to messiah.edu/agape
 - Choose “Login” from upper right navigation bar
 - Log-in using Messiah username and password
 - Enter required emergency contact information (only required first time log-in)
 - This will take you to your “Admin Home” page (which you can access at any point by clicking on the link on the upper right navigation bar)
- **Searching applications (saving searches/queries):**
 - Click on “Applicant Admin” link on left navigation menu
 - Choose “Search”
 - Enter “Applicant Name” or “Program Name” or “Program Term” and click “Search” button
 - OPTION: Enter search name and click “Save Search” to save to your admin home page
- **Reviewing applications/questionnaires:**
 - Perform search for applicant(s) (or choose saved search/query from “Admin Home”)
 - Click on student application (blue hyperlink next to student name)
 - Choose the black tabs (i.e., “Overview,” “Questionnaires,” “Materials,” etc.) to look at various application components
 - Click on desired questionnaire name
- **Reviewing recommendations:**
 - Perform search for applicant(s) (or choose saved search/query from “Admin Home”)
 - Click on student application
 - Click on black “Recommendations” tab
 - Click on blue hyperlink of recommender’s name to review recommendation (if not completed, the recommender’s name will be grey)

- **Changing student application status** - NOTE: Email the Agape Center for Local & Global Engagement (agapecenter@messiah.edu) if you would like them to change the application statuses for you
 - Perform search for applicant(s) (or perform saved search/query from “Admin Home”)
 - Click on student application
 - Click on “Status” tab
 - Change “Status” in drop down
 - Click “Update” at bottom of screen

- **Progress audits:**
 - Click on “Admin Home” on top navigation bar
 - Click desired “Saved Query” (or run application search)
 - Choose “Select Phase” next to “Progress Audit”
 - Choose which phase to audit (Pre-Decision or Post-Decision)
 - Check off which materials/questionnaires/learning content to audit
 - Choose “Next” at the bottom of the page
 - View audit (can also choose to “Send Email to Marked” or “Export Options”)

- **Running reports** - NOTE: You can request specific reports from the Agape Center for Local & Global Engagement by emailing agapecenter@messiah.edu and including what information items you would like included on the report (i.e., passport names, numbers, etc.)
 - Click on “Admin Home” on top navigation bar
 - Click desired “Saved Query” (or run new application search)
 - Click “Select Option”
 - Choose “Create Report”
 - Check off what information items to report on
 - Can also choose to “Save Report As” or “Export as Excel”
 - Choose “Results” at the bottom of the page
 - View report

- **Applying for programs/courses:**
 - Click “Search Programs” button on your home page
 - Choose “List All” to see all options or “Simple Search” to search by program name, country, region, term, etc.
 - Click on program name
 - Choose “Apply Now” on program brochure page
 - Begin application process
 - NOTE: The first time an applicant applies for a program in TD, they are required to enter one-time information (emergency contacts, etc.) that will be saved in the system

- **Questions?**
 - Office, x 7255 or agapecenter@messiah.edu

Updated 8/9/2021

ATTACHMENT F: CROSS-CULTURAL BUDGETING TIPS

NOTE: Reconciliation and Travel Advance forms are available on [FALCON Link](#).

BUDGET TRACKING

- **Cash.** Cash can be received in two ways:
 - **Falcon Exchange Travel Advance.** Complete a **Travel Advance Request Form** (approved by the Director of the Agape Center for Local & Global Engagement) and pick up your cash at the Falcon Exchange. If requesting a large amount (over \$2,000) or if you need a specific break down by denomination please submit your cash order to Falcon Exchange at least one week in advance.
 - **P-Card ATM Cash Advance.** Use your Messiah P-Card to take a cash advance out at an ATM, displaying the Visa logo, while traveling internationally. See attached “P-Card Cash Access While Travelling” for more details, including PIN requirements. (NOTE: Most ATMs have additional bank fees, which will also be charged to the course budget.)

- **Receipt Retention.** Collect all receipts from both cash and Messiah P-Card transactions. Ideally, take a few envelopes to keep receipts organized during travel.
 - **Messiah P-Card Transaction Receipts.** Scan to Visa Spend Clarity. Provide original receipt to the Agape Center for Local & Global Engagement.
 - **Messiah P-Card ATM Cash Receipts.** Scan to Visa Spend Clarity. Email PDF to reconciliation approver and Falcon Exchange. Provide original receipt to the Agape Center for Local & Global Engagement.
 - **Falcon Exchange Travel Advance Receipts.** (Receipts for purchases with cash you received from the Falcon Exchange.) Email PDF to reconciliation approver and Falcon Exchange. Provide original receipt to Agape Center for Local & Global Engagement.
 - **Missing Receipts.**
 - Scan into Visa Spend Clarity for any P-Card transaction for which original receipt is not available.
 - Complete a Missing Receipt Form. Multiple missing receipts can be reported on the same form.
 - If filing the International Travel Reconciliation Form enter MR in the description field for the corresponding expense.
 - **Tips**
 - Receipts are not required for tips of less than \$25 per day.
 - **Student Meals**
 - You may use either above Missing Receipt method. Simplest method is to print a roster with student name, date, meal location and amount issued. Ask each student to sign their name upon receipt of funds. Submit this roster as your receipt.

- **Reconciliation of Cash** – You must complete a reconciliation form if you used cash from either the Falcon Exchange or your P-Card while travelling. Reconciliation forms are available on [FALCON Link](#).
 - International Travel Reconciliation Form

- If you have your own system for tracking cash expenses (i.e., Excel spreadsheet), you should submit a copy of that form along with the reconciliation form, as long as it contains the necessary basic information (date, type of expense, amount, brief description). If reconciling with the International Travel Reconciliation Form this spreadsheet should be emailed to your approver and the Falcon Exchange.

- **Foreign Currency Exchange.** Any foreign currency remaining from a cash advance at the conclusion of a course should be converted back to US Dollars prior to returning to the US. The Falcon Exchange is not able to accept foreign currency.
- **P-Card Allocations.** Because May-Term straddles two months, you should allocate your Messiah P-Card transactions online while traveling-this is a requirement and there is no way around not allocating expenses while traveling. Photos of receipts can easily be uploaded using Visa Spend Clarity's Image Library. If you do not have internet access while abroad, please contact the Purchasing Card Administrator, (pcard@messiah.edu or extension 2211) who can assist with allocating transactions to the proper org. Upon return, attach receipts for Messiah P-Card transactions in Visa Spend Clarity, and confirm they have been allocated to the appropriate budget line.

BUDGET RECONCILIATION

- If applicable, submit completed **reconciliation form** by the 3rd business day of the month following travel or no later than June 20th for May travel.
 - Remaining cash should be returned in US dollars to the Falcon Exchange.
 - Travel advances should balance to \$0.00. Use Student Travel – 6207 for small remaining balance adjustments and detail that in the expense description.
- **Complete a final financial accounting of your course budget by June 28th** to assure that any and all outstanding bills have been paid and to determine whether a course fee adjustment is necessary to either assess an additional fee to cover unexpected expenses or refund unused funds to students once all financial commitments for the course have been satisfied.
 - **Special Considerations:**
 - Confirm all Messiah P-Card transactions have posted to budget.
 - **All course budgets must be reconciled by June 30th.**
- **The following parameters guide cross-cultural course fee adjustments:**
 - **Budget Closure.** It is the responsibility of the faculty leader to reconcile their budget within 15 days of their return. Faculty leaders should not communicate anything about a possible refund or fee increase to students until they consult with the Director of the Agape Center for Local & Global Engagement.
 - **Refunds.** If the remaining budget revenue is greater than \$50 per student, participants will receive a course fee adjustment, crediting the specified amount to their Messiah account. The Agape Center for Local & Global Engagement will complete a **Cross-Cultural Course Fee Adjustment Request** and submit it to the Finance Office for processing.
 - **Fee Increases.** If budget expenses exceed collected revenue for a course, participants may receive a course fee adjustment assessing an additional fee to their Messiah account to cover the unexpected expenses. Faculty leaders should consult with the Director of the Agape Center for Local & Global Engagement to determine if an additional fee increase is appropriate.

Updated March 2023

ATTACHMENT G: P-CARD TIPS

Purchasing Card Administration P-Card Tips for Cross-Cultural Travelers Cash Access While Traveling

Different countries have very different rules and accessibility to cash. Purchasing Card Administration recommends researching this issue prior to departure.

Test PIN prior to travel:

- Prior to departure, please test the PIN by making a \$20.00 withdrawal from an ATM.
- The money can be used for trip related expenses and will be reconciled on the Cross Cultural Reconciliation Form.

To access cash from an ATM:

- ATM machine must display the VISA logo
- Four-digit PIN set during card activation is required
- Maximum dollar amount per withdrawal varies by ATM
- Maximum of five withdrawals can be made from an ATM in one day (Midnight – 11:59 PM)
- Each ATM withdrawal incurs two fees – one for withdrawing cash and an ATM terminal fee
- Link for Visa global ATM locator
[http://www.visa.com/atmlocator/index.jsp?country=US#\(page:home\)](http://www.visa.com/atmlocator/index.jsp?country=US#(page:home))

To withdrawal cash from a bank (also known as a credit card cash advance): **This option may not be available in all countries. Please research options prior to travel.**

- Valid photo ID required
- Maximum of \$1,000 can be withdrawn per transaction
- Maximum number of transactions varies by bank

To withdraw large amounts of cash (please note that when withdrawing more than \$9,999.99, in the USA, there are special rules, regulations and paperwork to be completed; other countries may have similar rules)

- Use a combination of ATM withdrawals and bank withdrawals
- Use multiple banks
- Make additional withdrawals later in the day or the next day
- Use both co-leaders' P-Cards

M&T Bank Contact Information

Within the US 800-443-8671

Outside the US & Canada 716-635-4152

Travelers may also call the operator and ask to be connected to M&T via a COLLECT CALL to the 716-635-4152 number if necessary. These phone numbers are also listed on the back of the P-Card.

M&T can provide account information, or assist with lost/stolen cards or declined transactions. **This is the fastest way to get assistance.**

M&T will ask for the first five digits of the cardholder's social security number. Please remember this is actually your employee ID number plus additional zeroes (0) at the beginning to make it nine digits. (Example – employee ID number 1234567. Add two 0s to make it 001234567. First five digits 00123.)

Messiah University Contact Information

P-Card assistance is available 24 hours per day, 7 days per week while you are traveling. Changes can be made quickly and take effect immediately. Changes to credit limits must be made by the Purchasing Card Administrator. For most other issues, contacting M&T Bank directly is the fastest way to get assistance.

Purchasing Card Administration 717-796-1800 Ext. 2371 – Monday through Friday

pcard@messiah.edu

Emergency Contact Information:

Jessie Fisher (Office) 717-766-2511 Ext. 2371 or pcard@messiah.edu