



ROCKY MOUNTAIN
COLLEGE

**Office of International Programs
Travel Course Faculty Guide**

INTRODUCTION

Thank you for your interest in leading a travel course. Travel courses are truly enriching experiences that allow our students to grow and develop knowledge in ways that cannot always be done in the classroom. The Office of International Programs (OIP) commends you on your travel endeavors and would like to provide you with the tools to succeed.

The development of a travel course for students encompasses both intellectual and pragmatic preparation. Based on the experience of faculty members and administrators who have worked with such programs, a process has been developed to assist in the exploration of and planning a travel course. This process has been designed to ensure the academic integrity and thoroughness of preparation for all travel courses. At Rocky Mountain College, travel course forms, guidelines, and procedures are authorized by the Office of International Programs and the Provost and Academic Vice President. Travel courses will be considered for approval when all procedures have been followed.

Travel courses are a group experience involving considerable travel to a location or locations away from campus. Such experiences may constitute the whole or part of a credit-bearing course. In either case, travel courses are College-sanctioned activities and require completion of the RMC Travel Course proposal and all other forms as outlined in this guide. Please use this guide to assist you in planning your travel course. As indicated throughout the Guide, the Office of International Programs at Rocky Mountain College will be glad to assist you in your preparation for a travel course.

Acknowledgement for the following resources is imperative to reinforce the academic integrity of the Travel Course Faculty Guide, Marshall University Center for International Programs; Short-Term Study Abroad Programs Faculty Handbook, Towson University; Travel Course Guide: Faculty Handbook for Short-Term Study Abroad Programs, International Center of Winthrop University; Office of International Education, University of Rhode Island; Faculty Handbook for Developing and Directing Study Abroad Programs, University of Texas at Austin

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CREATING YOUR TRAVEL COURSE

RESOURCES

If this is your first time leading a travel course, please consult the following resources:

- Office of International Programs (OIP);
- Colleagues at RMC who have led travel courses;
- The NAFSA (International Educators Association) manual “How to Create a Sustainable Study Abroad Program.”

CONSIDERATIONS

- Where do you want to go?
- Will this course compete with an existing RMC travel course?
- What do you hope the students will learn?
- What are intended learning outcomes for this travel experience?

When exploring the option of developing a travel course, faculty leaders should meet with the Director of (OIP) to discuss the concept of the program, especially those who have not led a travel course in the past. Faculty leaders should also discuss plans with a division administrator early on in the developing stages of the travel course.

Crucial steps to follow within the travel course proposal process involve logistics, travel planning, and an academic overview. Please keep in mind while developing your course that the College’s academic policies and procedures for courses apply to all travel courses as well. Essential pieces to consider are the course objectives and academic expectations, pre-departure requirements, methods of instruction, housing and meals, transportation, and a tentative itinerary. The key to a travel course proposal is to have a balance of academic value and affordability.

After having preliminary discussions with OIP, appropriate administrators, the faculty member(s) must submit a proposal form. **See pages 19 - 22** for the proposal form.

ACADEMICS

Faculty leaders may want to speak to colleagues who have led travel courses in the past. Other options are:

- Set up a course to be taught during the semester which would meet regularly, teach the course prior to traveling, and take the trip at the end of the semester. Students would receive grades late due to final projects being completed during the trip or after the trip completed. *NOTE: This is a popular method due to students being able to include the lab fees within their financial aid most of the time. The Office of Financial Aid would need to be consulted.*
- Arrange for the course to be offered during the summer session, meeting with students 3 – 4 times prior to travel. The remainder of the course may be taught during the trip. *NOTE: This would be an additional summer course fee to the student.*

FACULTY ROLE

The faculty leader and co-leader often have many responsibilities other than teaching the travel course. Leaders may act as the tour guide, counselor, financial advisor, nurse, and resource person.

It is important to be sure you are up to the task of leading a student group on a travel course because it is a HUGE responsibility. Remember, the workload is much larger than the singular course load during the semester. You will be around the students for extended amounts of time without many breaks. The faculty leader's priority is to be available to the students in case of an emergency at any hour of the day for the entire trip.

FACTORS TO KEEP IN MIND

The following are some tips and topics for faculty leaders to consider when forming a travel course proposal in more detail.

1. Location

Many faculty choose a location that they are familiar with. It is helpful if faculty leaders have contacts with the country or perhaps it is a country where leaders have researched extensively. The location should directly relate to the course being offered and be an appealing destination to generate student interest.

2. Academics

Think about what kind of academic experience you want to provide to students. The participants should be able to encounter a variety of things that will enhance the academic validity of the course. Excursions should be offered to places that will enhance and complement the focus of the travel course. Faculty leaders should emphasize the value of having the students travel to this international location to further their learning experience. Consider why this course needs to be a travel course instead of a RMC campus course.

3. Assessment of Interest and Need

It is helpful to assess the student interest for the travel course by asking students if they would be interested in taking a travel course like the one being proposed. Faculty do not want to offer a course that would be in a place of no interest to the students. Faculty leaders will need to decide if the travel course will be offered to students enrolled in that specific discipline or the entire campus. Assessing a small group like this will assist the faculty leader to determine the level of interest and provide more direction.

4. Length of the Travel Course

The length of the travel course will determine a variety of things including cost, time, and level of interest. Most travel courses are offered between 10 and 20 days. It is important to pick a time frame that will allow students to gain a worthwhile academic experience for the most affordable price.

5. Safety

Safety is extremely important when traveling with students. Faculty leaders will need to check information regarding the destination and whether there are travel warnings and/or concerns. Sometimes there will be areas within your chosen destination that will have travel warnings. For more information and to stay current regarding health and safety please check with the U.S. Department of State and Disease Control.

6. Entry Requirements for the Travel Site

All travelers will need passports for their course abroad. There may be other requirements as well including immunizations, entry visas, copies of birth certificates, and other forms of ID. Advanced planning with the interested students will help to augment the need for rush fees for new passports or other documents.

7. Meals and Housing

There are a variety of ways to plan where the group will be staying and eating while away. Some of the options for planning include consulting with a third-party study course group or working with a travel agency. The Office of International Programs can assist with choosing the appropriate planning method when consulting during the planning phase. Most travel courses will have 1 – 2 meals together.

8. Transportation

Rocky Mountain College will adhere to the Fly American Act enacted by Title 49 of the United States Code, Subtitle VII, Part A, subpart I, Chapter 401, 40118 – Government-Financed Air Transportation (uscode.house.gov).

Once the group arrives at the destination, faculty leaders need to have a plan for transporting a large group to all excursions. This will need to be planned in advance and be the most efficient and cost-effective way possible. Whatever mode of transportation has been arranged for the travel course, safety is of the utmost importance.

9. Advertisement

Once the course has been approved by all signing parties, a marketing strategy is essential. There are a variety of options to recruit students for the travel course, these are: flyers, brochures, informational sessions, and classroom presentations. Faculty leaders should have a strategic plan in place.

APPROVAL PROCESS

Once faculty leaders have completed their proposal, it should be submitted to the Director of OIP for review and signature. The Director will then forward all materials to the Office of the Provost and Academic Vice President (OP) for final review and decision. The following deadlines will be adhered to by all participating parties:

- November 1st of the year prior to the proposed travel course – travel course proposal, course syllabus, and detailed budget submitted to the Division Head;

- December 1st of the year prior to the proposed travel course – all materials submitted for review and advice to the Director of OIP;
- January 15 – all materials will be forwarded from the curriculum committee (with their comments) to the OP;
- February 1st – final review and decision by the OP.

The Business Office should be informed as soon as any trip is approved in order to set up the proper payment processes and schedule.

TRAVEL COURSE PROPOSAL GUIDELINES

The following information is provided to assist you in the proposal process of creating a travel course. Be thorough with as much information as possible. If you are unsure of the information that should be provided in a section, contact the Director of OIP.

- Attach a syllabus or potential syllabus for the proposed course and the most up to date itinerary available to share with the reviewers.
- Attach a detailed program budget to the proposal to show exactly how the financial piece of the trip will work for each part of the travel course. If faculty are working with a program provider, they should also be able to provide an in-depth budget sheet to share with the committee.
 - Items detailed in your budget should include:
 - Airfare
 - Accommodations for participants
 - Breakfast and some other meals (you will need to identify which meals you will eat together and which will be on the students' own, as well as if they are covered by program cost)
 - Land transportation
 - Admission fees for any cultural activities
 - Other (this may be tips for drivers, emergency funds, gratuities, etc.)
 - In addition to the budget, attach the expected cost of the trip for each student. This should be in total sum rounded up to the nearest dollar so it can be easily explained to students and parents.
- Clearly state the purpose and intended outcomes of the travel course.
- Attach a list of excursions or cross-cultural activities that will be incorporated into the course, and the value that they have for the course (an explanation of 'invaluable' or 'unmeasurable' is not an acceptable value). In the explanation, emphasize the connections between the academic course work, excursions, and field trips. This should include any kind of guest lecture, homestay, or local event that the group will attend, or any interactions with the host culture and people.

- Include pre-departure preparations and their purpose that may need to be done to help the students. Purpose examples may include “preparing students for the culture and history of the region,” or “sharing language phrases to help students get by during their travel.” Faculty leaders could plan to address this by holding several information sessions.
- Student safety and emergency preparedness is an exceptionally important piece to the travel course proposal. Please list address and contact information regarding medical facilities in the area(s) that you will be traveling so that reviewers can be sure leaders are aptly prepared to handle emergency situations. Also, knowing the location of the nearest US Embassy around the travel area(s) is exceptionally helpful during any type of emergency situation.

ADVERTISING YOUR PROGRAM

The timeline, as discussed above, has been created to assist each Faculty Leader in coordinating the best travel course possible and should provide enough time to recruit enough students for the travel course to “make.” Ideally the best time to begin marketing the approved program is the semester it is approved. Contact OIP for assistance setting up informational sessions for prospective participants.

BROCHURES/FLYERS

With advanced notification, OIP will gladly help in the promotion of travel courses during general study abroad informational sessions, study abroad fairs, or other special programming.

CLASSROOM PRESENTATIONS

Talking about the travel course with your classes and your colleagues’ classes will help to promote and recruit students for informational sessions. Sharing your enthusiasm for the travel course will enable to students to be excited about it as well.

INFORMATIONAL SESSIONS

The informational sessions will be the best way to get students interested in the travel course as well as distribute all the main selling points of the program: itinerary, cost, syllabus, objectives, etc. Offering an early informational session the semester the travel course is approved is highly recommended. Then, follow-up informational sessions offered early in the semester prior to the course, to reach as many students as possible, will ensure the maximum enrollment goal. Students will come with many questions; this will be a way of determining an idea of how many students will be enrolling. Providing an interest sheet will help you communicate to students the timelines and selling points of interest. The informational sessions are also an opportunity to distribute applications to interested students. The Office of International Programs would be happy to assist in creating an application specific to your program. Please see **pages 24 - 29** for an example of a student application.

FINANCIAL MATTERS

Students interested in attaining a spot in the travel course abroad will need to pay a non-refundable deposit. The date of the deposit deadline will be agreed upon between the lead faculty member, OIP, the agency used for the majority of the travel arrangements, and the Business Office. Students will pay their deposits directly to the RMC Business Office to avoid issues that may arise when handling money. At the time of payment, students will receive a receipt as proof of payment. Payment in full is expected 90 days prior to departure.

Semester timeline example:

If the trip will be offered in December (after finals):

End of April – application and deposit due

September 1 – final payment due

September 15 – payment to travel agency/provider

January 2 or next business day – faculty log of expenditures and receipts turned in to the business office (should there be a need for reimbursement)

If the trip will be offered in May (after graduation):

End of September – application and deposit due

February 1 – final payment due

February 15 – payment to travel agency/provider

May 31 – faculty log of expenditures and receipts turned in to the business office (should there be a need for reimbursement)

CANCELLATION POLICY

If a student withdraws from the program between the first payment and the final payment, s/he will be reimbursed except for the initial non-refundable deposit. After the final payment has been received, the entire cost of the trip becomes non-refundable, unless there are extenuating circumstances.

Rocky Mountain College, faculty leaders, and OIP reserve the right to cancel the program at any given time without notice. Reasons for an administrative cancellation would be due to dire circumstances that would create a risk to student safety. If there is an administration cancellation of a travel course, students will be refunded all payments except the application fee (included in the trip deposit).

HEALTH AND SAFETY

It is important to remember that taking students abroad requires spending a large amount of time on their safety. If the desired location has the smallest suspicion of political unrest, unsanitary conditions, or any other reasons to question the safety of students while there, the destination should be reconsidered. To avoid a situation like this, faculty leaders should invest in a substantial amount of research about the destination and establishing contacts within the destination to become familiarized with the area. The expectation from students and parents is that the faculty leader is an expert.

Helpful Resources:

- Department of State: <https://travel.state.gov/>
- Centers for Disease Control and Prevention: <https://www.cdc.gov/travel/>
- Students need to register with the STEP (Smart Traveler Enrollment Program): <https://travel.state.gov/content/studentsabroad/en.html>
- Be sure to have the contact information for the nearest Consular Officer at your location, this person can be of assistance in terms of illness, natural disaster, evacuations, etc.

EMERGENCIES

As a leader of a program abroad, you will need to be prepared to handle emergencies should one occur while abroad. It is important that the appropriate measures are taken to limit the College's legal liabilities as well. Please keep in mind, it is easier for leaders to defend the actions taken than defend actions that were not taken during an emergency.

Emergencies are situations that create real risk to, or have already affected, the safety and wellbeing of the students. Some examples of emergencies are robbery, sexual assault or rape, disappearance of a student, physical assault, severe illness, hospitalization, terrorist attack, natural disaster, arrest, or any legal action. Faculty leaders should try to prepare for all possible emergencies as best as they can in order to protect the safety of the program participants. It is crucial to explain to the students that they must inform leaders about any emergency and keep track of all events that have occurred. When there is a situation in which the faculty leaders must respond for student safety, the Incident Report (**see page XX**) form must be filled out in order for follow-up once the group has returned to campus.

EMERGENCY PROTOCOL

This information should be used in collaboration with OIP, OP, and Vice President for Student Life. You may also refer to the Student Handbook.

During planning stages, you should create a Medical Emergency Plan; both faculty leaders should know the plan well in the event of a crisis. Consider the following questions:

- What is the emergency number for the destination you will be in?
- How do you get someone out of the destination in a hurry?
- If someone needs medication attention after normal hours, where do you go?

The following are plans that you can adapt and use for a variety of situations that may occur while conducting the travel course.

Accidents

In the event that a student is involved in an accident, they should receive immediate medical attention. Faculty should assist the student; including ensuring someone speaks English during the time of treatment. Notify OIP if the student needs to stay in the hospital. Then, OIP will notify the appropriate offices on your behalf.

Arrests

If a student is charged with a crime and detained, the faculty leader should inform OIP. Upon discussion, the leader will need to contact the closest U.S. consulate to inform them of the situation, if out of the country. Faculty should follow any steps given by the consulate, including legal representation. The leader should then report back to OIP, consistently updating them regarding the situation and information.

Medical Issues

Medical issues also include psychological crises, attempted suicide, and illness. The faculty leader will make the necessary arrangements for immediate medical care and inform OIP. They will contact the student's emergency contact, as listed on the application form, and inform them of the current situation. If possible, arrangements should be made for the student to be put in contact with their family.

Distribution of Medication

Do not give out any medication to students, even over-the-counter medications can be dangerous to others. The faculty leader should urge students to bring their own pain relievers, antacids, and allergy medication. It is wise to locate the nearest pharmacy while abroad; be sure to inform students that medications may be in different dosages abroad than at home.

Missing Student

Should a student go missing during the travel course, the faculty leader should first attempt to locate the student by asking when and where they were last seen and who they were with and if anyone knows the participants current whereabouts. Depending on the severity of the situation, the leader may decide it is important to notify the police and begin a search before contacting OIP. After OIP is contacted, depending on the situation, they will inform the emergency contact if necessary.

Sexual Assault

If a student is sexually assaulted the faculty leader should meet with the student individually and try to gather all information pertaining to the assault. The student has the right to confidentiality on this matter and should be reassured that no one else will be told within the group should they not wish it. The leader must be sensitive to the issue of gender and take into consideration that the student may wish to have

another person of the same sex in the room during the time of the discussion. OIP will inform all appropriate offices on campus that the assault happened and relay all crucial information.

Important issues to be considered:

- Medical attention
- Psychological counseling
- Police notification
- Notifying the parents
- Academic situation in light of the current event

Theft

In the case of theft with one of the students, the local police should be contacted first. It is important to receive a copy of the Police Report in order to process any claims of theft of property from U.S. insurance companies. If a passport is stolen the faculty leader should report this to the nearest U.S. embassy or consulate immediately. OIP should be informed of all incidents regarding theft if only for the purpose of calming concerned parents.

Disasters

If any sort of disaster should occur while abroad—natural, civil, or political—the faculty leader should contact the closest U.S. embassy or consulate. They will be able to share immediate plans of action with you for offering protection to American citizens and providing an evacuation plan. The leader should do whatever is possible to remove the program participants from any kind of danger or high risk situation. If the faculty leader is unable to make contact with the U.S. embassy or consulate, contact OIP and they will contact the U.S. Department of State desk officer in Washington, DC. OIP will also contact each student's emergency contact person and College administrators.

Death of a Student or Staff Member

It is extremely rare that a student or staff member would die while attending a travel course, but should this occur it is important to know what to do in event of a death. If something should happen to the faculty leader it is vital that the co-leader takes on the role as leader and informs OIP of the situation. The co-leader will maintain the group until the leader is able to resume the leader position. If there is no co-leader a student with seniority standings should be designated as the secondary contact. The following are useful steps to handle the situation effectively if a death occurs while abroad.

- Confirm the death with the local police and hospital.
- Under no circumstances should anyone utilize social media as a means for announcement, process, or any other reason in circumstances of this nature.
- Inform OIP immediately and ensure the safety of the rest of the group.
- Contact the nearest U.S. consulate
- OIP will notify the family and will work to assist in all necessary arrangements.
- Students need to be informed about what happened and they can be directed to counseling services once returning to the College.
- OIP will speak with the insurance provider about the repatriation clause, which will pay for the cost of the remains to be transported back to the United States.

- OIP will work closely with Student Affairs to implement the College's procedure for death notification.
- This may attract media in the U.S.; the College's public relations will handle the situation under direction of the Provost and Academic Vice President. It is important that the faculty leader and co-leader, and OIP provide as much privacy as possible to the family of the deceased.
- All details of the event should be documented in as much details as possible and written in the incident report (*please see page XX*).

INSURANCE

All students embarking on a travel course abroad must have insurance while they are outside the U.S. Proper abroad coverage includes: emergency medical transportation, sickness/hospital benefits, accidental death and dismemberment, repatriation of remains, and evacuation coverage. OIP will assist the faculty leader with obtaining insurance for the group that is traveling.

If students are required to receive any vaccinations prior to travel, be sure to have them fill out the vaccinations form on **pages 30 – 31**. Further information will be given to the faculty leader upon meeting with OIP in the planning stages of the program.

MEDICAL RESPONSIBILITIES

Information regarding the possible risks involved with a travel course should be shared with students. The sole responsibility of paying for any medical costs of the students lies with the student. If a student becomes hospitalized while attending the travel course, it is their responsibility to pay all fees. Students who have severe medical conditions will be responsible for consulting and obtaining the signature of their physician prior to participating in any travel course (**please see page 26 of the Student Travel Course Application**).

PRESCRIPTIONS

If a student takes any medication on a regular basis, or one that requires a prescription, s/he will need to have enough to last the duration of the travel course. It is good practice to have a current note/prescription from their doctor explaining their medication should the student be stopped for any reason during travel.

PRE-DEPARTURE

Faculty members taking students on a travel course are required to have pre-departure orientations. Please contact OIP early in the semester to schedule your travel course pre-departure orientation dates. During the orientations, we will explore creating community for safety while traveling and collect information from the students. During these meetings we will go over in detail the course, itinerary, and financial matters. This will also be an opportunity to remind students of important deadlines and key tasks that they need to complete prior to departure, especially passport and visas.

A list of subjects to include during pre-departure orientation meetings includes:

- Passport/visa applications
- Itinerary for the trip/course
- Course materials and requirements
- Money (payment dates, carrying money while traveling)
- Cultural issues (including dress, food and meal etiquette, and greetings)
- Local laws
- Health and Safety
- Contact information for emergencies while traveling
- Appropriate/necessary packing items
- Theft
- Appropriate use of and identification of transportation
- No student left behind
- Contacting the leader in emergency situations
- Student behavior and cause for dismissal

Distributing hotel contact information and itineraries to students is important so they may share the information with their families. OIP will help to coordinate the pre-departure meetings as well as “Creating Community as a Safety Strategy.”

WHILE EMBARKED ON THE TRAVEL COURSE

As a faculty leader during the travel course, your responsibilities will be very pragmatic. Once you have arrived at the destination the faculty leader will be responsible for the following:

- Confirm the group’s safe arrival with OIP within the first 24 hours
- Accompany students participating in all scheduled activities (if there are split options for scheduled activities there should be a group leader or this is the responsibility of the co-leader).
- Teach the course and coordinate with any guest faculty/lecturers
- Act as Resident Director in charge of the overall wellbeing of the student
- Resolve any housing issues that may arise on-site
- Supervise excursions, making additional arrangements if necessary
- Hold regular meeting times with students
- Evaluate the students’ work

INAPPROPRIATE STUDENT BEHAVIOR

Student should behave in an appropriate manner while attending a travel course. Use your best judgment and determine an appropriate plan of action for handling inappropriate behavior. Depending on the behavior, some ways of handling these situations may include: giving written or verbal warnings, changing roommates, imposing a curfew, affecting the final grade of the program, and/or banning the

student(s) from certain activities. Should an event like this occur, and if the level of severity is high, OIP will need to be notified.

Examples of unacceptable behavior may include:

- Consuming too much alcohol (alcohol poisoning) or getting caught with illegal substances of any kind
- Disobeying program rules and disrupting the rest of the program for the other participants by constantly being late or skipping out on excursions
- Breaking laws in the host country
- Academic dishonesty of any kind

OTHER IMPORTANT POLICIES

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA give parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. This information can be found on the Department of Education’s website (www.ed.gov/policy/gen/guid/fpco/ferpa/students.html). Schools may disclose, without consent, “directory” information, such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance unless a student requests a “directory hold.”

Rocky Mountain College asks that each student fill out a [FERPA](#) form indicating a waiver of their rights so that staff and faculty can speak to parents or other individuals that the student identifies on the form. A student also has the right to indicate that they do not waive their FERPA rights, thus not giving permission for staff and faculty to share their academic information.

STUDENT HANDBOOK

Students participating in any travel course/program must follow all of the guidelines and rules issued in the Rocky Mountain College [Student Handbook](#).

DISABILITY SERVICES

Rocky Mountain College is committed to providing courses, programs, services and facilities that are accessible to students with disabilities.

To identify and provide the necessary support services as soon as possible, students with disabilities are encouraged to complete a Services for Academic Success (SAS) application when they apply for admission to RMC, or as soon as possible after enrolling.

SAS offers a comprehensive program of individualized services to accommodate the needs of students with disabilities. Typical services may include advocacy, test-taking accommodations, personal note-

takers, remedial math and writing courses, and personal or drop-in tutoring. Eligible students are assigned an SAS advisor, with whom they work one-on-one to discuss their personal educational needs and monitor progress.

Students with disabilities are responsible for identifying themselves, providing appropriate documentation and requesting reasonable accommodations. Diagnostic services are not available through SAS.

GLOBAL LEARNING VALUE RUBRIC

for more information, please contact valuel@aacu.org



Definition

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

Framing Language

Effective and transformative global learning offers students meaningful opportunities to analyze and explore complex global challenges, collaborate respectfully with diverse others, apply learning to take responsible action in contemporary global contexts, and evaluate the goals, methods, and consequences of that action. Global learning should enhance students' sense of identity, community, ethics, and perspective-taking. Global learning is based on the principle that the world is a collection of interdependent yet inequitable systems and that higher education has a vital role in expanding knowledge of human and natural systems, privilege and stratification, and sustainability and development to foster individuals' ability to advance equity and justice at home and abroad. Global learning cannot be achieved in a single course or a single experience but is acquired cumulatively across students' entire college career through an institution's curricular and co-curricular programming. As this rubric is designed to assess global learning on a programmatic level across time, the benchmarks (levels 1-4) may not be directly applicable to a singular experience, course, or assignment. Depending on the context, there may be development within one level rather than growth from level to level.

We encourage users of the Global Learning Rubric to also consult three other closely related VALUE Rubrics: Civic Engagement, Intercultural Knowledge and Competence, and Ethical Reasoning.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

Global Self-Awareness: in the context of global learning, the continuum through which students develop a mature, integrated identity with a systemic understanding of the interrelationships among the self, local and global communities, and the natural and physical world.

Perspective Taking: the ability to engage and learn from perspectives and experiences different from one's own and to understand how one's place in the world both informs and limits one's knowledge. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.

Cultural Diversity: the ability to recognize the origins and influences of one's own cultural heritage along with its limitations in providing all that one needs to know in the world. This includes the curiosity to learn respectfully about the cultural diversity of other people and on an individual level to traverse cultural boundaries to bridge differences and collaboratively reach common goals. On a systems level, the important skill of comparatively analyzing how cultures can be marked and assigned a place within power structures that determine hierarchies, inequalities, and opportunities and which can vary over time and place. This can include, but is not limited to, understanding race, ethnicity, gender, nationhood, religion, and class.

Personal and Social Responsibility: the ability to recognize one's responsibilities to society—locally, nationally, and globally—and to develop a perspective on ethical and power relations both across the globe and within individual societies. This requires developing competence in ethical and moral reasoning and action.

Global Systems: the complex and overlapping worldwide systems, including natural systems (those systems associated with the natural world including biological, chemical, and physical sciences) and human systems (those systems developed by humans such as cultural, economic, political, and built), which operate in observable patterns and often are affected by or are the result of human design or disruption. These systems influence how life is lived and what options are open to whom. Students need to understand how these systems 1) are influenced and/or constructed, 2) operate with differential consequences, 3) affect the human and natural world, and 4) can be altered.

Knowledge Applications: in the context of global learning, the application of an integrated and systemic understanding of the interrelationships between contemporary and past challenges facing cultures, societies, and the natural world (i.e., contexts) on the local and global levels. An ability to apply knowledge and skills gained through higher learning to real-life problem-solving both alone and with others.

GLOBAL LEARNING VALUE RUBRIC

for more information, please contact valve@amcu.org



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Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes why that human action influences the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.
Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical).	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for one's positioning (such as cultural, disciplinary, and ethical).
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while maintaining meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interaction with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
Personal and Social Responsibility	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interactions.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.
Understanding Global Systems	Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural world.	Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural world.	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural world.	Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural world.
Applying Knowledge to Contemporary Global Contents	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	Fluently evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines global challenges in basic ways, including a limited number of perspectives and solutions.

**Rocky Mountain College
Faculty-Led Course Abroad Program Request Form**

To propose a Rocky Mountain College sponsored course abroad please complete this form (attaching addition pages if needed), proposed itinerary, syllabus, budget, along with signatures obtained from your Division Head and Curriculum Committee representative to the Office of International Programs by the following deadline:

December 1 of the year prior to the proposed course abroad

Course Abroad Participant Agreement		
Courses abroad are, first and foremost, academic experiences. To preserve the academic integrity of Rocky Mountain College faculty-led programs, to align with best practices in the field of international education, and to minimize the risk for students and liability for the College, participation should be limited to faculty leaders, RMC employees serving in an official capacity, and enrolled students.		
I have read and agree to abide by Rocky Mountain College's Course Abroad Participant Agreement in its entirety.		
<hr/>	<hr/>	<hr/>
Printed Name	Signature	Date

Title of Course: _____ **Date Submitted:** _____

Course Number: _____ **Co/Pre-Requisite (if any):** _____ **Credit Hours:** _____

Please indicate the semester students will enroll for the course: Fall _____ Spring _____ Summer _____ 20____

Faculty Leader: _____

Position & Specialization: _____

Division: _____

Email: _____ **Phone:** _____

Are multiple faculty leaders involved? Please explain how responsibilities will be shared and/or divided (add additional pages in necessary). _____

Location of program: _____

Proposed program dates: _____

Other meeting dates on campus: _____

Number of students anticipated: **Minimum (usually 8):** _____ **Maximum:** _____

Courses abroad are required to conduct pre-departure sessions in association with the RMC Office of International Programs regarding College student policies, community safety standards, and cultural competency. What are your proposed dates for the sessions: _____

PROGRAM DETAILS

Please briefly describe any previous experience(s) in leading courses abroad as well as your experience in the country/region the group will visit. _____

Please provide a brief outline of your program including locations to be visited (if possible attach an itinerary).

Have/has travel destination(s) been checked against the U.S. Department of State list of travel warnings? _____

Please describe how the selected foreign destination(s) and proposed experiences will enhance the learning objectives of the course. How are the site locations integrated into the course? _____

In planning this study course abroad, are there harmful program-related environmental and social impacts to the local community? If so, how will this be mitigated? _____

Is there a targeted group of participants (e.g. art majors), or is this travel course open to all students? Are there prerequisites or other qualifications (e.g. GPA)? _____

STUDENT SAFETY

What are the physical requirements for participation that students should be aware of before enrolling? _____

What are the known or foreseeable health and safety risks associated with this study course abroad to the location you have chosen? Please be specific. There should be no answer of "None". _____

How will the prospective participants be made aware of the risks/challenges described above? _____

EMERGENCY PREPAREDNESS

In case of emergency, please list the name of a person in the U.S. that should be contacted on your behalf.

Name: _____

Phone: _____ email: _____

Relationship: _____

Please list an alternate faculty member to lead the program if you are suddenly unable to travel.

Name: _____

Department/Division: _____

Phone: _____ email: _____

Please provide the names of any foreign institutions, study abroad organizations, and other U.S. organizations that are providing assistance with this study course abroad. _____

Please provide the contact information of the emergency response services for your study course abroad location.

Name of Hospital: _____

Street address: _____

Phone: _____

Police Department location and phone: _____

Fire Department location and phone: _____

Ambulance company name and phone: _____

Please provide the location of the nearest US Embassy to your locations(s).

Please address any additional measures you are taking to ensure the safety of the students and other staff/faculty in your program. _____

APPROVALS

Please obtain the signatures from your Department chair and Director of International Programs prior to submitting this form and all other required documents to the curriculum committee for review and recommendation.

Director of International Programs: _____

Signature

_____ Date

Provost and Academic Vice President: _____

Signature

_____ Date

STEPS IN THE PROCESS

- Submit the travel course proposal to the Office of International Programs by November 1st of the year prior to the proposed travel course
- After OIP has reviewed and signed the proposal, it will be submitted to the Office of the Provost by December 1st of the year prior to the travel course.
- Approval from the Office of the Provost and Academic Vice President by February 1st.



ROCKY MOUNTAIN COLLEGE

PROPOSED TRAVEL COURSE EXPENSES

Faculty Name(s): _____

Travel Dates: _____

Course Title/#: _____ Course location(s): _____

	Student Expenses	Faculty Expenses	NOTES
Airfare			
Housing			
Meals			
Ground Transportation			
Excursions			
Health/travel insurance			
Administrative Fees			
Other			
TOTAL:			

Office of International Programs

Date

Office of the Provost

Date

Business Office

Date

Rocky Mountain College *Travel Course* Student Approval Form

This form is to be completed by any RMC student who plans to participate in a course abroad program. Complete and return the form along with attachments to the RMC Office of International Programs by the following dates:
fall/summer departure - April 1, or **spring departure - November 1**. The following are instructions:

- 1. Complete the entire form
- 2. Attach Proof of Insurance provided by International Programs
- 3. Attach a photocopy of the information and photograph page of your passport
- 4. Attend a short, pre-experience seminar

IMPORTANT: Failure to complete this form or to attach required documentation may result in loss of credit for the experience.

Period of Absence from RMC: Fall 20_____ Spring 20_____ Summer 20_____

Name _____ Date _____

Billings Address _____

Billings Phone _____ E-mail Address _____

Permanent Address (if different from above) _____

Permanent Home Phone (if different from above) _____

(Notify Student Records and Office of International Programs if you change addresses, etc.)

Emergency Contact Name _____ Relationship _____

Address _____ Phone _____

TYPE OF EXPERIENCE

Rocky Mountain College *Travel Course* led by Rocky Mountain College Faculty

Course Title _____ Course Number _____

Instructor's Name _____

Dates of Program (departure and return dates) _____

Name of Program or Sponsoring Institution (if any) _____ Contact _____

Sponsoring Organization Address _____ Phone _____

Dates of Program (departure and return dates) _____

How can you be contacted during the program? _____

**Rocky Mountain College Office of International Programs
Physician's Clearance for Study Abroad**

To the Physician:

The student named below has indicated strong interest in one of Rocky Mountain College's study abroad programs. Depending upon the program, students may spend from four weeks to one year studying abroad. Living and studying in a foreign environment often creates unexpected emotional and physical stress which can exacerbate otherwise mild disorders. It is important that all participants be able to adjust to dramatic changes in climate, diet, living conditions, and studying conditions that may be severely disruptive of *accustomed* patterns of behavior. Your candid evaluation of the student's health will be vital to the Director of International Programs in anticipating and dealing with any health problems that may arise during the student's study abroad experience.

Name of Student: _____

Program Name and Destination Country or Countries : _____

Based on the information given by the above named student on the RMC International Personal Health History Form and after review of the student's health history, please mark one of the recommendations following.

- There are no medical contraindications to participation.
- The student is advised against participation.
- The student may participate, but the Director of International Programs, the Sponsoring Institution and the Host Institution should be aware of the information listed below.

Signature of Physician or Health Practitioner

Date

Printed Name of Physician or Health Practitioner

Phone

Signature of Student

Date

Rocky Mountain College Office of International Programs
Emergency Contact/Health and Special Needs Questionnaire and Authorization
Return to the Office of International Programs with your other materials.

Your candid responses below will help us assist you in safeguarding your health while you are abroad. If you have a health or other condition for which adequate facilities or services are not available where you intend to study, we want to alert you to that fact. Your participation in the program will not be affected unless appropriate services cannot be adequately provided. Provide additional information on the back of the form.

The College must also be able to provide information to medical personnel in the event of an emergency.

Please complete Questions 1, 2, 3 and 4 below (check "no" if applicable, and write "none" for item 4, if appropriate, but DO NOT LEAVE ANY ITEM BLANK). Your responses will be held in confidence and shared only with medical personnel if consultation is necessary. **Be sure to complete the signature section of this form.**

1. Are there any physical illnesses or problems you have had during the past year for which you have sought professional medical attention or are currently under treatment? If yes, please describe.
No _____ Yes _____

2. Have you had any psychological or emotional problems (including eating disorders) during the past three (3) years for which you have sought professional medical attention? If yes, please describe and indicate the medication you may be using.
No _____ Yes _____

3. Do you have any physical impairment, learning disability, or other condition that might restrict your mobility or require special facilities or assistance while abroad? If so, please attach a memo – either a RMC official who can attest and describe the disability or condition, or a doctor who can attest to the impairment – indicating the condition and your needs. Universities abroad will require this memo before special arrangements, i.e., granting extra time for tests, or other accommodations can be made.
No _____ Yes _____

4. List any allergies, prescriptions for eyeglasses, contact lenses, and medications and any other medical information you believe are crucial to your health care in the event of an emergency.

Emergency Contact Information:

Provide the names, addresses, work phones, home phones, and relationship to you of three people who can be contacted in the event of an emergency.

1. _____
2. _____
3. _____

I hereby expressly authorize the use and release, by Rocky Mountain College representative(s), of my personal emergency contact and/or medical information, including, but not limited to, the release of such information to a parent(s), guardian, significant other, any health care provider, or as otherwise needed, in the sole discretion of Rocky Mountain College, to obtain medical care for me or to respond to an emergency situation in connection with the Program. By declining to provide the information, I acknowledge that appropriate medical care, services, or treatment may not be rendered or provided to me.

Print your name _____

Signed _____ Date _____

**Rocky Mountain College Office of International Programs
Insurance Form**

Proof of insurance coverage is required for all study abroad programs. You may show you have adequate coverage abroad by providing copies of your policy which shows coverage and exclusions, or you may purchase insurance through RMC. We strongly recommend your insurance include coverage for major medical, evacuation, and repatriation. This form must be completed and submitted to the Office of International Programs **at least 45 days prior to your departure** or earlier, as the program's requirements stipulate. If purchasing a policy, payment must be made at the same time the form is submitted.

FULL NAME _____ Date of Birth _____
(As it appears in your passport) mm/dd/yyyy

GENDER: Female _____ Male _____

PART I: Complete this section if you are currently covered by an insurance policy.

By signing, I attest that I have attached a copy of my insurance name and contact information. I am able to use this coverage in foreign nations and know how to contact the insurance company from abroad in order to get assistance. In addition, I have applied for the Council Travel International Student ID Card. I have filed emergency contact information with Rocky Mountain College and included the name of my insurance company and contact information. I understand that failure to file this information at least 30 days prior to my departure may result in the revocation of my privilege to participate in the program.

Signed _____ Date _____

Rocky Mountain College
Billings, Montana

Agreement and Release for International and Domestic Study Away, Service Learning, Volunteer, Field Trip, Internship or Practical Experience Opportunities

This Agreement and Release is made and entered into this _____ day of _____, 20____, by and between Rocky Mountain College and _____ (**Student**).

WHEREAS, Rocky Mountain College desires to provide experiential learning opportunities for students which lead to personal development, active learning, and greater post-baccalaureate success; and

WHEREAS, named **Student** desires to participate in _____ (**Program**) under the terms and conditions hereinafter set forth;

NOW, THEREFORE, in consideration hereof, the parties agree as follows:

STUDENT OBLIGATIONS

1. **Student** shall pay the fees set forth for the program in a timely manner.
2. **Student** shall obtain and maintain health and medical insurance which is satisfactory to Rocky Mountain College and provides, at a minimum, coverage for the time period of the program.
3. **Student** shall consult with his/her physician in regard to necessary immunizations and any other medical matters relating to **Student's** participation in the **Program**.
4. If, during his/her participation in the **Program**, **Student** becomes incapacitated or otherwise unable to provide consent to medical treatment and advance consent cannot be obtained from **Student's** family, **Student** agrees that medical treatment may be performed when, in the opinion of competent medical personnel, the health or welfare of **Student** will be adversely affected by any delay. In such event, **Student** authorizes Rocky Mountain College's designated representative to grant permission for the necessary medical treatment of **Student**.
5. **Student** understands the Rocky Mountain College cannot guarantee his/her safety while participating in the Program. **Student** is responsible for acting prudently and exercising caution and common sense at all times.
6. **Student** agrees that Rocky Mountain College is not responsible for any personal injury or loss or damage to property suffered by **Student** during periods of travel independent of the Program.
7. **Student** shall abide by all applicable laws of the country and locality of the **Program**. **Student** shall also conform to all applicable rules, regulations, and policies of the institution or organization hosting the program and agrees that failure to conform may result in the termination of his/her participation in the **Program**.
8. By participating in the **Program**, **Student** specifically waives any and all claims and causes of action, present and future, against the Board of Trustees of Rocky Mountain College, Rocky Mountain College, and its officers, agents or employees arising out **Student's** participation in the **Program** and resulting in the death, dismemberment, disability, physical or mental illness or the loss or destruction of the personal property of the **Student**. **Student** acknowledges that this waiver is made freely, voluntarily and under no compulsion.
9. **Student** agrees to indemnify and hold Rocky Mountain College harmless for any financial liability and obligation which he/she personally incurs, and for any injury, loss, damage, liability, cost or expense to the person or property of another which is caused or contributed to by **Student** during his/her participation in the **Program**.

ROCKY MOUNTAIN COLLEGE’S OBLIGATIONS

- 10. **Rocky Mountain College** will enroll students who meet the eligibility requirements of the **College** and the **Program** and who have paid the appropriate fees in a timely manner.
- 11. **Rocky Mountain College** will facilitate **Student’s** participation in the **Program** by processing the documentation necessary for enrollment at **Rocky Mountain College** and in the **Program** and where applicable by the acting institution hosting the Program.
- 12. **Rocky Mountain College** or its designated agent will provide the personnel and/or resources required for the **Program** where applicable.
- 13. Upon satisfactory completion of the **Program**, **Rocky Mountain College** will grant **Student** the acknowledgment, grades, and/or credits earned for participation in the **Program**.

MISCELLANEOUS PROVISIONS

- 14. All lawsuits brought by one party hereto against the other and which are in regard to this **Agreement and Release** or in any way relating to **Student’s** participation in the **Program** shall be filed and litigated in a court of competent jurisdiction in the State of Montana.
- 15. This **Agreement and Release** and all claims and causes of action brought by one party hereto against the other and in any way relating to **Student’s** participation in the **Program** shall be governed by the laws of the State of Montana.

Student acknowledges that he/she has read this **Agreement and Release** and that he/she understands its meaning and effect. Authorized representatives of Rocky Mountain College include President, Academic Dean and Provost, Registrar, Director of International Programs.

_____	_____	_____
Date	Student Printed Name	Student Signature
_____	_____	_____
Date	Parent/Legal Guardian’s Printed Name if Student under age 18	Parent/Legal Guardian Signature
_____	_____	_____
Date	Director of International Programs Printed Name	Director of International Programs Signature

INTERNATIONAL TRAVEL VACCINATIONS AND INOCULATIONS

Please read the information on the front and back of this page carefully and sign the statement of understand regarding the acquisition of appropriate international travel vaccinations and inoculations.

What vaccinations do I need?

When considering travel vaccinations and inoculations, travelers must look at two sources of information: requirements of the host country, and recommendations from the U.S. Center for Disease Control and Prevention.

The primary concern of the host country is the health of their own citizenry – they want to ensure that you are not a carrier of a disease and they are not concerned with whether or not you will contract a disease while you are there. To find out the required vaccinations and inoculations for any country, consult the U.S. State Department Consular Information Sheets. These are available over the internet. You could also contact the embassy of the host country in the U.S. And ask them for the requirements for U.S. Citizens. **You must get all vaccinations and inoculations required by the host country AND receive the proper certificate of verification from the health care provider.** You will be checked for appropriate documentation at the immigration desk. If you do not have proof of vaccination or inoculation, you may be either refused admittance or given the appropriate shot at the border. In some countries this could mean that one needle is used for all travelers without sterilization in between uses, so you stand a good chance of contracting several severe diseases.

U.S State Department's Consular Information Sheets

<http://www.travel.state.gov>

The Electronic Embassy

<http://www.embassy.org/embassies>

World Health Organization (WHO)

<http://www.who.int/en/>

The U.S. Center for Disease Control and Prevention (CDC) recommends various vaccinations and inoculations based on many factors: the host country, the area within the host country (i.e. Urban or rural), the housing to be used, the time of year, the health care available in the host country, current health concerns of the region, etc. Refer to the CDC's website or call (404) 332-4559 for the latest health requirements of the countries you want to visit. Be aware that the information is subject to change.

Center of Disease Control and Prevention – Travel Information

<http://www.cdc.gov/travel/>

When should I get them?

You should make an appointment for international travel vaccinations at least two months prior to your departure date. Vaccinations can need 4-6 weeks to take effect.

What should I bring with me to my appointment?

You should bring information on travel dates, itinerary, and type of accommodations. You should also bring your past immunization record including information on tetanus shots, past travel immunizations, and a yellow international certificate of vaccination if you have one. The doctors will also need a list of any allergies you might have and medications you are currently taking. In addition, you should bring any recommendations for travel vaccinations from your faculty advisor, or other sources.

Statement of Understanding:

I have read and understand the above information regarding required and recommended international travel vaccinations and inoculations. I have visited the International Travel Clinic, a public health department, or my personal physician who is aware of the International Health Regulations adopted by the World Health Organization (WHO) and I have received all required vaccinations and inoculations and have official International Health Certificates.

Printed Name: _____

Signature: _____

Date: _____

**Rocky Mountain College
Office of International Programs**

TRAVEL COURSE INCIDENT REPORT FORM

Please fill out this form with as much information as possible. Attach extra sheets as necessary and any documentary information (evidence or related materials). **Fax a copy of the report to The Office of International Programs 406.259.9751 as soon as possible.** Submit the complete original report and documentary information to the Office of International Programs upon your return to campus.

Date of Incident: _____ **Time of Incident:** _____

Location of Incident: _____

Name of student(s) or participant(s) involved: _____

Brief description of what happened: _____

Were you present? Yes No If you were not present, describe when, how and by whom you were informed: _____

Describe the actions taken: _____

Hospitalization – please provide complete information (if no hospitalization skip to next section)

Name of Hospital: _____

Phone: _____ Fax: _____

Address: _____

Provide the names and phone numbers of all physicians who examined/treated the student

Dr. _____ Phone: _____

Dr. _____ Phone: _____

Dr. _____ Phone: _____

Exact names of medications prescribed to the student (please keep all packaging/inserts):

Was the student conscious and capable of making informed judgements about her/his treatment? _____
If the student was not capable of making medical decisions, who made any decisions? _____

Recommended follow up (if any): _____

Legal Authorities – Please provide complete information

Were the police or legal authorities notified of the incident or present at the scene? _____

Case number: _____

Names and phone numbers of responsible legal authorities in charge of the case:

Name: _____ Phone: _____

Name: _____ Phone: _____

Name: _____ Phone: _____

Was the U.S. or relevant embassy notified? _____

Name and contact number of the responsible consular official involved in this incident

Name: _____ Phone: _____

Dates and Times of contact with the Office of International Programs and/or parents:

Name of person completing this form: _____

Signature: _____

Date: _____ **Time:** _____

PACKING TIPS FOR A TRAVEL COURSE

THE BASICS

- Bring as little as possible.
- Bring things that you can leave behind to make room for what you buy abroad.
- Bring a backpack (small enough for day use and large enough for a weekend journey).
- Bring clothing appropriate for your destination's climate and activities you will be involved in.
- Bring shoes for walking, walking, walking (but no more than 3 pair).

Airlines have strict baggage and weight restrictions. For the most up to date information, always check the luggage policy for the airline you will be traveling with; they update and change frequently. *Most* of the time you can check two pieces of luggage and carry, onto the plane, two small bags (one personal and one that will fit in the luggage compartment above your seat). Excess baggage will be refused or be subject to fees.

Packing: For maximum ease, travel light. You will have to carry your own luggage. If you can't carry your bags for a half of mile including up and down a flight of stairs, lighten your load. Take less to avoid storage problems and being loaded down with cumbersome gear.

Laundry service can be expensive and may not be readily available. Pack hand-washable permanent press/wrinkle-free clothes. Be prepared to occasionally wash your clothes in a sink.

Since weather varies, pack non-seasonal clothes that you can layer for warmth and peel off as the day gets warmer. To save on space, roll your clothes rather than fold. Use plastic bags to organize; you can later use the bags to separate damp items from dry, soiled items from clean. Pack small things inside shoes to protect shoes and conserve space.

Carry liquids in plastic containers to avoid breakage; use tape to seal lids. Do not carry large liquid bottles with you, these are heavy and can make luggage go over the airline weight limit.

Labeling: Label every piece of luggage on the inside with your name and home address. Put your arrival address (host country address when leaving the U.S.) on the outside tag.

Valuables: To minimize the risk of loss or theft, leave objects of sentimental value or expensive items at home. Pack any valuable or important items, such as documents, medicines, money, laptop, camera, digital toys, etc., in your carry-on luggage, plus enough clothes for 1-2 days in the case of a baggage delay.

Medications: Make sure that prescription drugs are clearly marked in the original containers. Have the prescriptions ready to show the customs officer.

THE ESSENTIALS

Travel documents = ticket, passport and entry visa, if necessary

Money = cash, credit or ATM cards, etc.

Health insurance card, immunization card, personal info card

Photocopies of all documents, including prescriptions, etc.

THE NEAR ESSENTIALS

Money belt or pouch

Local currency

ID cards such as International Youth Hostel Card

Orientation handbook, travel guidebooks, and course materials

Other travel documents as required by the study abroad program

Medication that you regularly use

Travel insurance

Photos of your family and friends to share

Extra passport-sized photos of you, just in case

THE OPTIONAL AND NOT-SO-OPTIONAL ESSENTIALS

All-weather coat/jacket (with zip-out fleece liner, if cold destination)

Sweater

One “dress-up” outfit

Four or five everyday outfits (choose clothing that can be mixed/matched, you will have variety without adding additional weight)

Under-garments, about 5 days’ worth, include light long underwear for layering

Warm sleepwear

Toiletries (toothbrush, paste, shampoo, etc...)

Swimsuit

Battery alarm clock

Washcloth/towel

Extra contact lenses, solution, glasses

Your toys: mp3 player, laptop, calculator, plus converter (see below)*

Fold-up umbrella

Camera, batteries, memory card, etc.

Small first-aid kit (band-aids, pain reliever, sunscreen, anti-bacterial ointment, bug stuff, water purification tablets, anti-diarrhea or bellyache medicine, personal stuff)

Bicycle lock or chain (for chaining your luggage to the overhead baggage rail on trains and busses when traveling overnight)

** Electricity in the U.S. is 110 volts/60 cycles; in many countries it is 220 volts/ 50 cycles. The plug on your item may not fit into the socket in your host country. To be able to use your items and not run the risk of ruining them and/or starting an electrical fire, bring a converter to change the current and an adaptor for your plugs, making sure it has proper prongs for your host country. Consider purchasing an inexpensive razor or hairdryer overseas as ou are notorious for not working abroad.*