



# Faculty-Directed Education Abroad Program Proposal

So you're interested in developing an education abroad program? CPP's international learning opportunities would not exist without our dedicated faculty program directors.

Developing a new program will require a considerable investment of time and energy. From initial planning of your new program, to its first iteration, takes an average of 14-20 months.

Your first steps in program development should be running your program idea by your department chair to discuss your proposal and talk about how it relates to your college's mission as well as university-wide strategies.

Next you will need to schedule a meeting with the Director of the International Center who can help support your efforts and guide you through the proposal process.

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## Program Types

**What type of program would you like to develop?**

### Faculty-directed program

CPP faculty teach CPP courses at academically suitable locations abroad. Mostly designed for CPP students, but some programs accept students from other universities. Programs range in length from one to eight weeks and take place during spring break, winter break, and summer sessions.

Some faculty opt for *embedded programming*, [defined by the Forum for Education Abroad](#) as "a short study abroad experience" that forms an integral part of, or an optional add-on to, a course given on the home campus.

Most commonly, the study abroad portion of the course takes place during a midterm break or after the end of the on-campus term and is just a week or two long."

### **Custom Program Providers**

Most providers offer stand-alone (catalog) programs operated fully by the provider and various levels of customization based on your programming ideas. While some providers offer service around the globe, other focus on specific regions of the world.

# Faculty-Directed Education Abroad Program Proposal

## Current list of CPP-affiliated providers:

- [American Institute for Foreign Study](#): (Africa, Asia, Europe, Latin America and South Pacific)
- [Academic Programs International](#): (Asia, Europe, Latin America and South Pacific)
- [Arcadia University - College of Global Studies](#): (Chile, Greece, Italy, Spain, South Africa, England, Scotland, Wales, Ireland, Australia and New Zealand)
- [AustralGroup](#) (Latin America)
- [CEA Cultural Experiences Abroad](#): (Australia, Europe, Latin America)
- [Council on International Education Exchange - CIEE](#): (Africa, Asia-Pacific, Caribbean, Europe, Latin America, Middle East)
- [EF - Education First](#): (Africa, Asia-Pacific, Europe, Latin America)
- [FIE - Foundation for International Education](#) (United Kingdom)
- [IES - Institute for the International Education of Students](#) (*Africa, Asia-Pacific, Europe, Latin America, and North America*)
- [Institute for Study Abroad, Butler University - IFSA](#): (Asia-Pacific, Caribbean, Europe, Latin America)
- [Knowledge Exchange Institute - KEI](#): (Africa, Asia-Pacific, Europe, Latin America)
- [Maximo Nivel](#): (Costa Rica, Guatemala, Peru)
- [School for International Training - SIT](#) - **Agreement Pending**: (Africa, Asia, Europe, Latin America, Middle-East)

You may of course work with other providers on an ad hoc basis; however, we ask that you check with our office to learn whether we have any previous experience or insights about them.

## Important Things to Consider

Maybe you already know exactly what kind of program you would like to develop. Maybe you are just beginning to think about a new program. Either way, we have put together some information designed to assist you with kick-starting your thinking about a new program or with fine-tuning your existing ideas for a new program.

## What learning outcomes would you like your students to achieve?

Given the rationale for and contexts of education abroad programming, it is important to consider academic as well as non-academic learning goals. In addition to academic outcomes, program directors should consider what they hope to achieve in terms of students' intercultural, interpersonal, personal, and/or professional learning and development.

Prospective program directors are encouraged to talk about desirable learning outcomes with experienced colleagues as well as with colleagues in the Education Abroad Office.

## Some useful frameworks for establishing Education Abroad learning outcomes:

[The Forum on Education Abroad's Standards for Good Practice in Short-Term Education Abroad](#) (*website*)

[Leading Short-term Education Abroad Programs: Know the Standards](#) (*PDF*)

# Faculty-Directed Education Abroad Program Proposal

What kind of program experience(s) do you want to include?

- **Study Abroad:** programs that are primarily classroom-based; often will include excursions.
- **Global Service-Learning:** a type of experiential education that combines and pursues academic learning through addressing assets and needs within a community outside the U.S., and meeting a relevant community-defined need through ethical collaboration. Situated in a global context, the service-learning program employs structured, critically reflective practices that facilitate and support better understanding of common human dignity; self; culture; positionality; socio-economic, political, and environmental issues; power relations; and social responsibility, all in a global context.
- **Undergraduate Research:** at CPP, broadly defined, undergraduate research includes scholarly, creative, and artistic activities that lead to new knowledge, improve problem solving capabilities, offer original or historical theory and interpretation, and/or produce art or creative performances.

## Quick Tips for Leading a Successful Program

Education Abroad program leaders have identified the following elements as those that make for the most rewarding and successful education abroad program:

### Academics

- Select instructional methods conducive to your programs' learning goals and the onsite environment/context
- Balance class time and field trips
- Consider co-teaching with local partners
- Develop assessments to capture various kinds of student learning, for example, inter-cultural learning
- Be aware that education abroad provides opportunities for more contact and interaction between students and faculty than is usually possible on campus. This creates new possibilities and challenges for all involved!

### Cost

- Set realistic enrollment targets when creating the program budget
- Work with your Education Abroad program coordinator to set a program fee that won't make your program cost-prohibitive to students.

### Location

- Avoid simply duplicating courses taught in Pomona. Relate subject matter directly to the host country and your specific location(s) within the country.
- Utilize the personnel, facilities, and cultural resources of the host country as much as possible, with the aim of providing students with opportunities for an intercultural experience. A high quality education abroad program will maximize the use of the people and resources available in the host country. Students want an experience that they cannot obtain in California.

# Faculty-Directed Education Abroad Program Proposal

## Travel Logistics

- Give attention to detail during all aspects of preparation.
- Prepare in advance for potential difficulties, behavioral issues, and emergencies.
- Be prepared to handle on-site logistics and finances.

## Student Recruitment and Enrollment

- Familiarize yourself with the application process
- Order the Education Abroad sections of your courses following the usual on-campus course section scheduling process.
- Monitor your enrollments throughout the enrollment period.
- **Recruitment:** [Put effort and creativity into promoting your education abroad program.](#)
- Keep in mind that the following critical elements will influence whether or not students choose to participate in your program: ***course selection and fit with academic program requirements, cost, location, and program dates.***

## Orientation

- Communicate regularly with students through orientation sessions, informal gatherings, email, social media, and phone to provide information and build group cohesiveness.
- Be proactive in addressing your expectations and the group's hopes, fears, and expectations for the program during pre-departure and on-site orientation.
- Require your students to complete the mandatory Education Abroad orientation.

## Follow-Up

- Provide feedback to Education Abroad Office. The only way we can make program improvements is through feedback from you and your students. Upon completing your program, promptly submit a program report to the Director of the International Center, and your department chair and/or Dean, and encourage students to respond when they receive their evaluation.
- Enhance students' learning by including post-travel programming to debrief and reflect upon return to campus, such as a reunion get-together, and/or an "unpacking" workshop.

## Program Proposal Deadlines

Deadlines for submitting a Study Abroad program proposal are outlined below:

- **Fall Semester Programs:** [August 1](#) (year prior)
- **Winter Break Program:** [March 1](#) (year prior)
- **Spring Semester Program:** [March 1](#) (year prior)
- **Summer Programs:** [August 1](#) (year prior)

## Faculty-Directed Education Abroad Program Proposal

### Competitive Priorities:

- The proposed course(s) fulfill(s) a major degree requirement, university core course, or GE
- The program can attain the target student enrollment of 20-30 students or more
- The program includes an experiential and/or high-impact learning component resulting the development of students' skills, knowledge, and career preparedness

### INSTRUCTIONS:

Submit a PDF version of the completed proposal packet with required supporting documents to the Director, International Center: [mwalters@cpp.edu](mailto:mwalters@cpp.edu)



- **Winter, Spring Break & Spring Semester Programs**      Deadline: **March 1**      (year prior)
- **Fall Semester & Summer Programs**      Deadline: **August 1**      (year prior)

### A complete proposal packet includes:

**Completed proposal forms** signed by your department chair. Programs with two faculty proposing from different departments require the signatures of both department chairs.

**Course descriptions and syllabi** for all program courses. Work with the Academic Advisor or Course Scheduler in your department to verify that the course number and requirements are accurate.

### Narrative description of the proposed program

#### Supporting documents:

- Draft budget
- Letter(s) of support from affiliated department Chair(s)/Dean(s)
- Map(s) related to intended destinations
- Projected itinerary, including travel, classroom time, field trips/excursions, guest speakers, etc.
- CSURMA High Hazard List
- Previous program's itinerary and any proposed changes (if renewal)
- Teaching evaluation summaries (if renewal)

### IMPORTANT NOTES:

1. **Preference will be given to multi-year program proposals;** when possible, with the same faculty and course during consecutive years in order to create more consistency of teaching, logistics and academic content throughout the approved cycle for students and faculty alike.
2. **Incomplete proposals will not be considered.** After receipt, completed proposals will be forwarded on your behalf to the appropriate individuals for review and ranking.
3. **Minimum enrollment requirements.** To maximize university resources and provide affordable programs for CPP students, our target enrollment for all programs is 20-30 students.
4. **Minimum GPA requirements.** The minimum is good academic standing (2.0 undergraduate and 3.0 graduate students). Faculty directors are encouraged to set their GPA eligibility requirement at the lowest appropriate level in order to provide the greatest access to study abroad among our students.
5. **Course information** should be accurate. Course details for selected programs will be forwarded to the Office of the Registrar and departmental course schedulers 13 months in advance of departure for inclusion in the course catalog.
6. **Notification** of proposal decisions will occur on the 15th of the month following the deadline.

# Faculty-Directed Education Abroad Program Proposal

## General Program Information

▪ **Proposed Program Name\***

▪ **Program Length in weeks \***

▪ **Tentative arrival date \***

▪ **Tentative departure date \***

▪ **Primary Country \***

*List primary country program will take place in*

▪ **Program Locations Abroad \***

*List all cities and countries the program will be located*

▪ **Intended start of program:**

– *summer, fall, winter break, spring, spring break*

▪ **Intended start of program: year \***

– *enter the intended year to start the program*

▪ **Anticipated student enrollment \***

- *minimum student enrollment for the program:*

- *maximum student enrollment for the program:*

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## Faculty Director

▪ *Primary Faculty Director Name \**

▪ *Campus Address \**

▪ *Email \**

▪ *Campus phone \**

▪ *Cell phone \**

▪ *CPP Department Affiliation \**

▪ *Primary Faculty Director Responsibilities (check all that apply) \**

▪ Has the faculty ran this program before?

Yes

No

*If so, when?*

# Faculty-Directed Education Abroad Program Proposal

- Do you have any commitments that will take you off campus for more than three weeks during the academic year prior to the program? If yes, please explain.

Yes                  No

If yes, please explain

- Additional Faculty Director for program (if applicable)**

- Name
- Campus Address
- Email
- Campus phone

- Additional Faculty Director Responsibilities (check all that apply)**

Accept Students

On-site

Teaching

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## Program Staff

- Other On-Site Program Staff**

- Staff name
- CPP affiliation
- Campus address
- Email
- Campus phone

Support staff incurs additional costs for the department and the students. I have confirmed that the staff's department will incur the cost of the staff/graduate assistant salary.

Yes

No

- Other Off-Site Staff Assisting with Program**

- Staff name
- CPP affiliation
- Campus address
- Email
- Campus phone

- Will off-site assisting staff accept students for the program?**

- Please indicate who will take responsibility for post-program financial reconciliation and submitting Travel Expense Claim(s)**

# Faculty-Directed Education Abroad Program Proposal

## Course Information

### ▪ Number of credits for the program \*

*List the minimum and maximum number of credits for the program.*

### ▪ Courses to be offered on program

*Please list each individual course title, course code, course number, and number of credits*

major required course	major elective	GE:	other:
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major required course	major elective	GE:	other:
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major required course	major elective	GE:	other:
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major required course	major elective	GE:	other:
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### ▪ Does this program compete with existing CPP education abroad offerings? If so, which ones?

### ▪ Contact hours

*In terms of how many contact hours will be met through classroom time and through field experiences.*

### ▪ Frequency of Program Offering: \*

### ▪ CPP Students Only \*

### ▪ Graduate students only \*

### ▪ Minimum GPA requirement \*

### ▪ Student Requirements for Program Participation \*

- *List all requirements: ex. pre-requisite coursework, language pre-requisite, major(s), standing (first-year/sophomore/junior/senior/grad), etc; include both your admission requirements and those of any overseas partners.*

### ▪ Forms required with student application \*

- *List all required forms: ex. essay/statement of purpose, home-stay questionnaire, letters of rec, etc.*



# Faculty-Directed Education Abroad Program Proposal

- Graduate credit offered \*
- Cooperating institution(s) abroad: (if any)
- Subjects offered for program \*
- Majors from which students are likely to be drawn: \*
  
- Sponsoring department(s) & college(s) \*
  - *List all colleges or departments offering a course on this program; indicate primary college sponsor*
  
- Language(s) in which courses will be taught \*
  - *list all languages other than English*
  
- Anticipated experiences included with proposed program (check all that apply) \*
  - Service-Learning*
  - Community Engagement*
  - Internship*
  - Undergraduate Research*
  - Graduate Research*
  - Foreign Language Instruction*
  - Not Applicable*

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- **Program Housing Options:** (check all that apply) \*

<i>Apartment/Townhouse</i>	<i>Other</i>
<i>Cabins/Chalet/Cottage</i>	
<i>Campsite/Tent</i>	
<i>Conference Retreat Center</i>	
<i>Homestay</i>	
<i>Hostel</i>	
<i>Hotel/Motel/Bed &amp; Breakfast</i>	
<i>International House</i>	
<i>Research Vessel/Riverboat</i>	
<i>Residence Hall</i>	

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# Faculty-Directed Education Abroad Program Proposal

## Program Narrative

Complete the proposal narrative by addressing the topics listed under each section. Each section needs to be answered for a complete proposal narrative.

1. **Provide an overview of the program to be included in the Study Abroad website and other marketing materials:**
2. **Briefly discuss the program's expected academic and experiential student learning outcomes. Explain how these outcomes support CPP/college/department learning goals. Please include any plans for facilitating (inter)cultural engagement and learning on site, as well as reflection during and after the program.**
3. **Explain how the proposed program supports the education abroad strategy of the applicable college(s)/department(s).**

# Faculty-Directed Education Abroad Program Proposal

## 4. Local Support and Resources

Strong local support can be crucial in ensuring your program is healthy, safe, and well managed. Your program proposal must include:

- a) **An overview of on-site contacts that your participants and CPP can connect with while your program is running.**
- b) **A description of the types of transportation you will be using throughout your program.** This may include modes of public transportation, contracted vendors, etc.
- c) **Description of physical environments, including:**
  - i) housing options and accommodations
  - ii) meal arrangements
  - iii) available shopping
  - iv) public transportation
  - v) available student services and facilities
  - vi) accessibility and services for students with disabilities, etc.
- d) **Contact information for the nearest U.S. Embassy or Consulate in each location your program will be visiting.**

5. **Provide an estimate of likely student enrollment initially and in subsequent years (number of students, targeted majors) and briefly describe your recruitment plan, including plans for recruiting a diverse student body, which student population(s) you are targeting and why will this program (course and location) appeal to them academically and personally, and approximately how many students comprise your target population on the CPP campus. Also indicate:**

- 1) Who will be responsible for student advising?
- 2) Grants/scholarships offered by sponsoring College/Department.
- 3) What avenues are open to you through your department and college for reaching your target group(s)? (i.e. list servs, newsletters, informational sessions, classroom presentations, events, lectures, social media, etc.)
- 4) Who are key contacts in your department who will assist with recruitment?

# Faculty-Directed Education Abroad Program Proposal

- Describe your prior experience in the host country, with topics relevant to the host country as a context for this Education Abroad program, and if applicable, **your proficiency with languages relevant to the program and host community(ies).**
- List the minimally required as well as desired requirements for student participation in the program. Such as class standing, GPA, course prerequisites, application essay and/or interview, etc.
- Briefly address how the program will endeavor to create mutually beneficial relationships with/in host communities.

# Faculty-Directed Education Abroad Program Proposal

9. Describe how students will be prepared/oriented for the program and what, if any, post-program follow up will be available to them (e.g., program reunion, reflective “unpacking” workshops, etc.).

10. Describe how the department/college will evaluate the program and assess its intended student learning outcomes.

# Faculty-Directed Education Abroad Program Proposal

## Health, Safety, and Security

### Special Instructions for Addressing Health, Safety, and Security

*(Refer to Risk Assessment Worksheet for Off-Campus Travel Involving Students)*

Risk management is a crucial component in our review of program proposals. The International Center & University Risk Management are happy to assist program directors in developing thorough health, safety, and security program protocols so do not hesitate to reach out to them. You may wish to review the following resources: [U.S. Department of State](#), [Centers for Disease Control and Prevention](#), and the [CSURMA High Hazard List](#).

### Safety and Security

Program proposals **must demonstrate** the faculty-director's **clear understanding of the risk environment** and must detail appropriate risk mitigation strategies. Many risks can be mitigated through thoughtful program design, pre-departure education, and consulting local sources.

Is your program location currently listed in the CSURMA High Hazard List?      Yes      No

For each category below, identify any risks that may affect your program and the strategies your program will undertake to mitigate these risks:

- a) Terrorism
- b) Civil unrest
- c) Crime/criminal activity
- d) Natural disasters
- e) Other

### Health

Program leadership must be aware that there may be health issues that arise during the program, and should be prepared to handle student, faculty, or staff health issues.

**Identify the risks and mitigation strategies for the following:**

- a) **Public health risks including but not limited to:** water drinkability, food safety, and air pollution
- b) **Access to medical care** (e.g. nearest local health center/hospital with appropriate standard of care)

# Faculty-Directed Education Abroad Program Proposal:

## Program Activities

It is also important to consider risk as it may relate to the program activities. In this section, please offer the following:

- a. **A detailed program itinerary that describes the locations and activities the program will undertake. Relevant information includes vendors that will be contracted.** We understand that your program itinerary may change, but request an overview of what you expect your program will look like. *(Please attach)*
- b. **A description of any water safety concerns and mitigation strategies** (e.g. swimming, snorkeling, water sports etc.)
- c. **Maps of program activity locations.** *(Please attach a copy of a quality map for each country and city included in the program itinerary.)*
- d. **Physical requirements for participation in the program.**

*Keep in mind that students with physical disabilities and/or pre-existing physical and mental health conditions may be interested in participating in your program.*

**Regular:** involves similar activities to those on campus. Moderate level of walking expected. Should not create any unusual physical demands.

**Strenuous:** Involves traveling that includes carrying luggage and may include frequent use of public transportation. Includes one or more required physical activities that contribute to the academic goals of the program.

**Very strenuous:** Involves regular, constant and demanding physical activity necessary for full participation in the program. Above average physical fitness required.

## Water Safety Concerns and Mitigation Strategies:



## Faculty Member Agreement:

If selected to teach this program, I agree to read, and carry out the responsibilities described in, the "Faculty Handbook for Developing and Directing Study Abroad Programs." These responsibilities include, but are not limited to, the following:

- Teach the course in the proposed location for two consecutive years.
- Submit an addendum to this proposal should any significant portion of the program change (i.e. addition of an on-site staff assistant; changes to course content, excursions or program activities); before the stipulated deadline and prior to departure.
- Be on campus two semesters prior to the program and actively recruit students to participate in the program;
- Be on campus during the semester prior to the program to provide pre-departure orientation(s) for admitted students;
- Attend mandatory workshops for faculty directors during the year prior to the program's departure
- Strongly encourage students to complete a Study Abroad on-line program evaluation. I understand that these evaluations will be circulated to Study Abroad staff and my department chair;
- Submit grades for each student at the end of the program, by the stipulated deadline;
- Submit an evaluative report of the program within 45 days of program completion; and
- Submit all receipts and any remaining funds to the designated Budget Analyst and submit to the International Center within two weeks of program completion.

**I have performed the Risk Assessment as outlined in the Risk Assessment for Off-Campus Travel Involving Students Procedure, I understand the actions required as outlined in the Risk Assessment Worksheet for Off-Campus Travel Involving Students and agree to ensure they are performed prior to departure.**

**Name:**

**Date:**

**Signature:**

**Date:**



## Endorsements

Program proposed by:

Dept:

Program name/location:

- **Intended start of program:**
  - *summer, fall, winter break, spring, spring break*
- **Intended start of program: year \***
  - *enter the intended year to start the program*

**Your signature below indicates that the department and college/school endorse this program proposal and agree to the following:**

- a) Approve the proposed course(s) be taught outside of the U.S., and that the course(s) meet all departmental standards.
- b) Support the program through promotional activities, academic advising, course scheduling, and verification of participant registration in program courses.
- c) Fund the salary for the faculty director(s) of this program, as well as a staff, if part of your department/ included in the program.

Student participants will be assessed a program fee that includes the following costs for the faculty program director(s), and staff assistant/grad student if applicable: travel (both international and program-related local), international medical insurance, accommodations, stipend for meals and incidental expenses, and program activities.

### **Departmental Support: Travel Expense Claims**

Submit the complete proposal packet to the Study Abroad Office by the deadline(s), including this section. Complete proposals will be returned to the Dean after review by Study Abroad.

**Travel Claim & Reconciliation will be processed by:**

Department

College/School

Contact name:

Campus Address:

E-mail:

Phone:

### **Endorsement Department Chair**

**Name:**

**Signature:**

**Date:**

**College/School Support****Endorsement of Dean:**Please rank this proposal in order of priority to the college/school. **Assigned rank:**

Endorsed

Not Endorsed

**Name (please print):**

Date:

**Signature of Dean or designee:**

Date:

***DO NOT COMPLETE: Study Abroad will obtain the following signatures.*****International Education Committee Approval**

Endorsed

Not Endorsed

**Director of International Center****Name (please print):****Signature:**

Date:

**Dean of the College of Extended University****Name (please print):****Signature:**

Date:

**Office of Academic Programs****Name (please print):****Signature:**

Date:

**Provost & Vice President for Academic Affairs****Name (please print):****Signature:**

Date:



# Approval of Risk Assessment International Off-Campus Student Travel

<b>Faculty/Department/Unit/Group:</b>	
<b>Name of Off-Campus Activity/Program:</b> <i>(if applicable)</i>	
<b>Off-Campus Activity &amp; Travel Leader:</b> Name: Position: Phone:	<b>Category of Off-Campus Activity &amp; Travel:</b> <input type="checkbox"/> Academic <input type="checkbox"/> Research <input type="checkbox"/> Athletic <input type="checkbox"/> Other:
<b>Off-Campus Activity &amp; Travel Dates:</b> Departure: Return:	<b>Number of participants:</b>
<b>Type of Traveler:</b> <i>(check all that apply)</i> <input type="checkbox"/> Graduate Student(s) <input type="checkbox"/> Undergraduate Student(s) <input type="checkbox"/> Other:	<b>Transportation Mode(s):</b> <i>(please specify)</i>
<b>Provide a brief description of the types of activities that will be performed:</b>   	
<b>↓ Associated Risk Level from the Risk Assessment Worksheet:</b> <i>(check one)</i>	
<input type="checkbox"/> <b>Low</b> <i>(approval required for international travel only)</i>  <input type="checkbox"/> <b>Medium</b>	<input type="checkbox"/> <b>High</b>  <i>Please note: Student off-campus activities assessed with a High Level of Risk will only be approved in exceptional circumstances by the Provost or their designate.</i>
<b>Location(s):</b> (city, country)	If applicable – alerts, warnings, bulletins and/or reports from: <i>US Department of State, Overseas Security Advisory Council</i>
<b>Provide a brief description</b> <i>(or attach a separate document)</i> <b>outlining any risk mitigation activities:</b>   	

I have performed the Risk Assessment as outlined in the *Risk Assessment for Off-Campus Travel Involving Students Procedure*, I understand the actions required as outlined in the *Risk Assessment Worksheet for Off-Campus Travel Involving Students* and agree to ensure they are performed prior to departure.

**PROGRAM LEAD**

Name: Position:

Signature: Date:

**I have reviewed and approve the Risk Assessment.**

Name: Director, International Center

Signature: Date:

**I have reviewed and approve the Risk Assessment.**

Name: Associate Vice President for Risk Management

Signature: Date:

Name: Provost & Vice President for Academic Affairs

Signature: Date:

**High Hazard Risk Assessment Approval**

Name: Provost & Vice President for Academic Affairs

Signature: Date:

# CPP Risk Management

## Program Plan

### Introduction

This document is intended to act as a planning document for faculty who are organizing faculty-directed short-term global education programs. It is an institutional requirement that appropriate planning and supervision will be applied to the operation of all CPP sponsored international travel. This document is meant to assist with that process and faculty are expected to carry out the minimum level of planning outlined below.

Much of the information collected below will be used by the International Center, Risk Management, Student Health Services and the Offices of the Provost and President to ensure adequate planning and decision making is undertaken. Also, many of the questions are for the information of CPP Administration so they can address questions from student parents, contact the group in the case of family emergencies, respond adequately to program emergencies, address the legal requirements of offering global education programs, and provide adequate information to media and families in the event of emergencies.

A completed version of this form must be submitted to the Office of Study Abroad along with the **NEW Approval Form before** any international education program is undertaken. **CPP funds will not be released until all students have participated in a Pre-Departure Risk Management and Intercultural Session. Final approval to travel will be given to the Faculty-member leading the global education programs on delivery of all student forms and signing the Program Director Agreement Form.**

	<b>Fill in the Information in this Column</b>
<b>Banking and Finance</b> Program budgets can be substantial. Describe how you will manage and reconcile the income and expenses of this program. List the sources and amounts of revenue for the program?	
<b>Embassy or Consulate details</b> Provide full contact details for the in-country Embassy or Consulate, or its alternative. Have you contacted them for advice? <i>List information for each country being visited.</i>	Country #1:  Country #2:  Country #3:
<b>Faculty</b> Describe how many faculty will be traveling with the group and what your strategy is if a faculty member should become ill or incapacitated before or during the program. If only one faculty members is expected to travel with the group, your information should address the planned contingency should that faculty member become ill or incapacitated.	

## II. Risk Management

### Risk Identification & Risk Description

It is expected that Global Program planners will:

- Demonstrate a rigorous process to identify the frequency and severity of potential program hazards
- Apply appropriate controls to mitigate these hazards
- Make appropriate emergency response plans to respond to incidents caused by these hazards
- Have contingency plans in place in the event the program itinerary needs to be changed due to these hazards

### Risk Controls

There are four main risk control actions that Program planners must implement. They are:

1. **Risk Avoidance.** These are conscious actions taken to not engage in an activity. For example, a decision to not travel to a specific country because of political risk is practicing avoidance.
2. **Risk Mitigation.** These are conscious actions taken to change the nature of an activity to reduce risk. For example, having students drink only bottled water is intended to prevent diarrhoea from untreated local water.
3. **Risk Retention.** These are conscious actions taken to help reduce the severity of risk through support, training and disclosure. For example, having students wear a life jacket in the event a boat overturns or seatbelts in the event of a vehicle accident.
4. **Risk Transfer.** These are conscious actions taken to spread the potential negative effects of an incident with other individuals or organizations. For example, having travel medical insurance shares the cost of the incident with insurers and contracting transportation shares this responsibility with the transportation provider.

**In the table below, work through the specific hazards that exist in your program and apply control measures from the four action areas above. Include these control measures in the "Health, Safety and Security" section of the proposal (pages 10 - 11).**

## Risk Assessment Worksheet for Off-Campus Travel Involving Students

Identify Risk Issue or Activity	Risk Description  [Identify and list any risks that arise from the activity]	Risk Control Strategies  [Identify the risk control strategies you will use to mitigate the hazards]
<b>Travel Warning - Overseas Security Advisory Council</b>  Go to the US Department of State, Overseas Security Advisory Council website and <b>PRINT AND ATTACH</b> the relevant "Crime & Safety Report" to this report. <b>You must do this for all countries being visited.</b> <a href="https://www.osac.gov/">https://www.osac.gov/</a>	List any warnings against "non-essential" travel, or warnings to "avoid all travel"  Country #1:  Country #2:  Country #3:	What are your strategies for addressing these warnings? (for example: Choose another location?... Adjust the program itinerary... or... Elaborate on specialized local knowledge that overrides the warnings and would permit the trip to operate safely...)
<b>Medical Treatment</b> The likelihood of students or faculty getting sick while on a Field School is high. Also, depending on the activities included there is potential for accidents or injury. Adequate medical treatment must be accessible to all TRU students at all times while on a Field School.	<b>Examples:</b> Diarrhea Fever Superficial injury Serious injury Inadequate medical treatment Isolated location with delayed response Pandemic Others?	<b>Examples:</b> Medical facilities that will be used Preventative health measures implemented First aid treatment strategies Medical supplies carried Medical training taken Others?
<b>Emergency Contacts</b> Emergencies may occur that require response by ambulance, search and rescue, or other responders. Provide a list of emergency service providers at the destination as well as contact.	Country #1:  Country #2:  Country #3:	<b>Examples:</b> Ambulance Search & rescue Police Local emergency contact



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<i>List information for each country being visited.</i>		Others?
<p><b>Emergency Response Funding</b>            It can cost thousands of dollars to pay for the response, treatment and repatriation of sick or injured program students or staff. Note, while you will want to include insurance as part of your strategy, in this line item insurance may not be an adequate strategy on its own because it is an “after the fact” refund that may not pay for up-front treatment. This question refers more to how you will pay for these items <b>at the time they are incurred</b>.</p> <p>Many international medical clinics and hospitals do not take credit cards to pay for treatment.</p>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>▪ Ambulance response costs</li> <li>▪ Hospital care costs</li> <li>▪ Emergency personnel cost</li> <li>▪ Repatriation costs</li> <li>▪ Others?</li> </ul>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>▪ All students will show proof of travel medical insurance</li> <li>▪ Faculty will put all fees on personal credit card and ask for reimbursement from students or CPP later</li> <li>▪ Students will be expected to pay for all costs and faculty will not pay for any</li> <li>▪ Faculty carry a CPP credit card that will be used for these costs</li> <li>▪ Faculty will carry enough cash to pay for costs (not recommended)</li> <li>▪ Others?</li> </ul>
<p><b>Disruptive or Unsafe Students</b>            Student(s) may become behaviourally disruptive and this may put themselves or the Field School at risk.</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>▪ Alcohol abuse</li> <li>▪ Drug use</li> <li>▪ Mental imbalance</li> <li>▪ Defiance</li> <li>▪ Consistent tardiness</li> <li>▪ Intentional disappearance</li> <li>▪ Others?</li> </ul>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>▪ Enforcement of Behavioural Contract Verbal and/or Written</li> <li>▪ Warning process</li> <li>▪ Prohibiting alcohol &amp; drug consumption</li> <li>▪ Pre-trip screening</li> <li>▪ Sending the student home</li> <li>▪ Others?</li> </ul>

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<b>Communication Strategy</b> CPP should be able to communicate with faculty and students on global programs and faculty should be able to communicate with CPP and local emergency services. There can be communication challenges in many international destinations.	<b>Examples:</b> <ul style="list-style-type: none"> <li>▪ Periods when the group is out of contact</li> <li>▪ Others?</li> </ul>	<b>Examples:</b> <ul style="list-style-type: none"> <li>▪ The communications equipment carried.</li> <li>▪ Plan for communicating with CPP</li> <li>▪ Others?</li> </ul>
<b>International Legal Jurisdiction</b> While in a foreign country all programs must abide by the laws of the local country and at the same time abide by the laws of the U.S. and California. Laws in international jurisdictions can be very different from the U.S./California and cause legal issues for a global education program and personal liability for students or faculty.	<b>Examples:</b> <ul style="list-style-type: none"> <li>▪ Driving regulations</li> <li>▪ Amount of cash that can be carried in a country</li> <li>▪ Alcohol consumption</li> <li>▪ No liability insurance requirements by local service providers</li> <li>▪ Offender placed in jail until proven innocent</li> <li>▪ No vehicle safety inspection procedures for transportation providers</li> <li>▪ Others?</li> </ul>	<b>Examples:</b> <ul style="list-style-type: none"> <li>▪ Acquire international driver license</li> <li>▪ Limit cash carried to \$xxx.xx</li> <li>▪ In X countries, no alcohol is allowed on the program.</li> <li>▪ The name and contact details for a local lawyer is:</li> <li>▪ Will not travel in unsafe vehicles</li> <li>▪ Others?</li> </ul>
<b>Traveller Risks</b> There are personal risks to travellers in international destinations.	<b>Examples:</b> <ul style="list-style-type: none"> <li>▪ Lost/stolen passport</li> <li>▪ Theft</li> <li>▪ ATM user abduction</li> <li>▪ Mugging</li> <li>▪ Rape</li> <li>▪ Others?</li> </ul>	<b>Examples:</b> <ul style="list-style-type: none"> <li>▪ Care, handling and storage of Passports...</li> <li>▪ Faculty will have passport photocopies</li> <li>▪ ATMs are to be used only in large student groups</li> <li>▪ Students will never travel or walk alone (buddy system)</li> <li>▪ Others?</li> </ul>

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<b>Local Knowledge</b> Without local knowledge there are too many uncontrollable variables in leading global education programs.	<b>Examples:</b> <ul style="list-style-type: none"> <li>▪ Lack of local knowledge</li> <li>▪ Faculty inexperience</li> </ul>	<b>Examples:</b> Faculty has travelled to the site before the trip commences Department employs a local part-time faculty person A service provider will be used Others?
<b>Selection of Students</b> Appropriate students must be matched to program.	<b>Examples:</b> Immature students Unsafe students Unaware students Inappropriate students Students without local language skills Others?	<b>Examples:</b> Application form will be implemented Screening and selection will occur Field School course pre-requisites exist Field School pre-trip orientation exists Supervision ratios have been set Risk Management seminar is mandatory Others?
<b>Communication</b> Communication with the media and parents during and after illness, injury or death is to be carried out in conjunction with CPP Public Relations, Student Affairs, Provost, and President.  Outline the communication protocols you have in place for undertaking this.	<b>Examples:</b> Frenzied media attention or request Media call received by unauthorized spokesperson Communication with a student's emergency contact about a serious situation	<b>Examples:</b> Strategy to make sure the message is consistent, correct, and appropriate Faculty will contact family & TRU Faculty will contact TRU World to decide who should contact the family Faculty prohibits students from communicating with media Others?
<b>Contingency Plan</b> There are many reasons why a programs itinerary might be changed or cancelled once it has begun.	<b>Examples:</b> Program cannot be completed as planned due to	

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	<ul style="list-style-type: none"> <li>▪ Sickness of a student requiring faculty to remain nearby</li> <li>▪ Injury</li> <li>▪ Missing person</li> <li>▪ Natural hazard</li> <li>▪ Political instability</li> <li>▪ Blocked travel route</li> <li>▪ Planned activity not available</li> <li>▪ Transportation mode is deemed unsafe</li> <li>▪ Theft, damage or loss of equipment</li> <li>▪ Money stolen</li> <li>▪ Others?</li> </ul>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>▪ The student will be left at the accommodation provider with supervision</li> <li>▪ The itinerary will be changed</li> <li>▪ The program will be canceled</li> <li>▪ The program will be evacuated Others?</li> </ul>

### III. Forms and Documentation

Separate documents are available providing templates for student forms and documentation requirements.