

“Wooster in” Faculty Director’s Guidebook REVISED



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Introduction

The purpose of this Guidebook

This Guidebook is intended to assist College of Wooster faculty as they set up new short-term off-campus study programs around the world. The Office of Off-Campus Study recognizes that there is not one single framework that can satisfy all the variables in program design, pedagogy, course content, location etc. This Guidebook is our attempt to provide faculty new to the process with a starting point and a suggested list of best practices that are intended to make this process as simple as possible.

We would like to thank the following for their valuable input:

Madonna Hettinger, Department of History, Wooster in Tuscany
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Lyn Loveless, Department of Biology, Wooster in Ecuador
David McConnell, Department of Sociology and Anthropology, Wooster in Kenya

Why create and lead an off-campus study program?

Short-term or semester-long off-campus study faculty-led programs are an important means of enriching the curriculum, opening new doors for students, and promoting global engagement for both students and The College community at large. Your role as a faculty director will provide assurance to other faculty, to the administration, to parents and to students that such a program is of a quality comparable to courses taken on campus.

Although there is no doubt that longer programs provide social, cultural and linguistic learning on a deeper level, a large number of students are personally, financially, academically or linguistically unable to partake in such programs. Short-term programming offers these students an opportunity to live and learn in another culture as part of their undergraduate studies. In order to maximize learning in a short period of time, short-term off-campus study programs must be carefully designed and directed.

In the creation of a “Wooster in” or “Wooster Summer in” program, it is essential to keep in mind both the learning goals of the course(s) as well as the fact that the location must be an integral, essential component of the program. Course content must be tied to location and offer elements that could not be offered at The College of Wooster. In stressing the distinctive culture and physical characteristics of the location, the program will encourage a greater depth of understanding than could be obtained on campus. In addition to this academic component, faculty should strive to promote student contact with diverse perspectives made more relevant through first-hand encounters with the environment and the host culture. Students should understand what it means to be a visitor and guest in a foreign culture with the goal of returning to Wooster more intellectually curious and globally aware.

As the faculty director and program leader, you will serve first and foremost as the engineer of the program curriculum. But you will wear many hats in addition to this: you will be a program administrator, a representative of the College, a diplomat, a student advisor and advocate, a mediator. You will act as the liaison, manager and facilitator among the different components of the program: the students, The College of Wooster, the organizing agencies, travel agencies, on-site facilities, host families, local governments, and the host culture. Once on-site, you assume administrative and academic responsibility for your program and a certain level of personal responsibility for the students. But you also will be the first to reap the rewards of the satisfaction that comes with leading a program that has significantly enriched the lives of participating students.

First Steps

1. Read this Guidebook.
2. Contact Off-Campus Studies or the Assistant Director of Global Engagement to borrow NAFSA's "Guide to Successful Short-Term Programs Abroad" and "Standards of Good Practice for Short-Term Education Abroad Programs".
3. Inform the Dean of Curriculum and Academic Engagement as well as the Provost of your proposal and get more information about the possibility of obtaining an Exploration Grant for a Wooster In or Wooster Summer In Program.

What is a Wooster In... Program?

Wooster In... Programs are off campus programs, that carry academic credit and are administered and/or taught by College of Wooster personnel, where the location clearly enhances the instruction and the coursework.

Wooster In... Programs are currently offered in a number of world regions and across academic disciplines. Many programs merge classroom discussion with an off campus experience, while others immerse students off campus for a summer or semester.

Wooster In... Programs vary by semester.

Wooster In... Programs may be especially valuable to students whose majors or athletic commitments make it difficult to organize a full semester off-campus.

The College of Wooster is an undergraduate institution, not a continuing education institution. All of the Wooster-in programs are designed for enrolled, fulltime, degree-seeking students of The College of Wooster. The Wooster-in programs have been developed to provide an opportunity for our students to participate in an off-campus study program and to support our mission as an undergraduate liberal arts institution. These programs have been endorsed by the Educational Policy Committee and approved by the Faculty to facilitate the Colleges mission as an undergraduate institution.

Timeline and Checklist (assumes a SPRING BREAK program)

Mid January	<i>(27 months)</i>	<ul style="list-style-type: none"> ☐ Deadline for submission of Exploration funding request for site visit (to Provost)
January-September	<i>(27-18 months)</i>	<ul style="list-style-type: none"> ☐ Brainstorming ☐ Meet with department ☐ Meet with OCS/Assistant Director of Global Engagement ☐ Begin logistical and budgetary planning ☐ Begin contacting on-site programming partners
October-November	<i>(18-17 months)</i>	<ul style="list-style-type: none"> ☐ Meet with Dean of Curriculum and Academic Engagement, Provost and OCS/ Assistant Director of Global Engagement to discuss program proposal
November	<i>(16 months)</i>	<ul style="list-style-type: none"> ☐ Submit proposal to EPC for approval (<i>see EPC worksheet on page 9</i>) ☐ Submit budget to Provost for approval (<i>see appendix</i>)
December	<i>(15 months)</i>	<ul style="list-style-type: none"> ☐ Proposal will be submitted to Faculty
January – May	<i>(14-10 months)</i>	<ul style="list-style-type: none"> ☐ Final logistical and budgetary planning ☐ Create documentation for program promotion ☐ Create web page on OCS website ☐ Meet with Business Office to review budget and accounting procedures ☐ Promote program to students
September	<i>(6 months)</i>	<ul style="list-style-type: none"> ☐ Promote program to students ☐ Application deadlines (include application, release of liability) ☐ Selection ☐ Notification ☐ Begin visa process for students ☐ Deposit due (recommended: two weeks after acceptance letter is issued)
October-November	<i>(5-4 months)</i>	<ul style="list-style-type: none"> ☐ Students register for class
January	<i>(2 months)</i>	<ul style="list-style-type: none"> ☐ Course begins ☐ Pre-Departure meetings (include Insurance information, behavior contracts, medical forms, emergency protocol) ☐ Provide roster and emergency contact information to Assistant Director of Global Engagement
March		<ul style="list-style-type: none"> ☐ Off Campus Experience ☐ Assessment (as part of Course)
Summer		<ul style="list-style-type: none"> ☐ Follow-up and Report

Timeline and Checklist (assumes a SUMMER program)

Mid January	<i>(28 months prior to departure)</i>	<ul style="list-style-type: none"> ☐ Deadline for submission of Exploration funding request for site visit (to Provost)
January-September	<i>(28-20 months)</i>	<ul style="list-style-type: none"> ☐ Brainstorming ☐ Meet with department ☐ Meet with OCS/ Assistant Director of Global Engagement ☐ Begin logistical and budgetary planning ☐ Begin contacting on-site programming partners
October-November	<i>(19-18 months)</i>	<ul style="list-style-type: none"> ☐ Meet with Dean of Curriculum and Academic Engagement, Provost and OCS/ Assistant Director of Global Engagement to discuss program proposal
November	<i>(18 months)</i>	<ul style="list-style-type: none"> ☐ Submit proposal to EPC for approval (<i>see EPC worksheet on page 9</i>) ☐ Submit budget to Provost for approval (<i>see appendix</i>)
December	<i>(17 months)</i>	<ul style="list-style-type: none"> ☐ Proposal will be submitted to Faculty
January – August	<i>(16-9 months)</i>	<ul style="list-style-type: none"> ☐ Final logistical and budgetary planning ☐ Create documentation for program promotion ☐ Create web page on OCS website ☐ Meet with Business Office to review budget and accounting procedures
September-January	<i>(8-5 months)</i>	<ul style="list-style-type: none"> ☐ Promote program to students ☐ Participate in OCS Fair on campus in November
February	<i>(4 months)</i>	<ul style="list-style-type: none"> ☐ Application deadlines (include application, release of liability) ☐ Selection ☐ Notification ☐ Begin visa process for students ☐ Deposit due (recommended: two weeks after acceptance letter is issued)
April-May	<i>(1-0 months)</i>	<ul style="list-style-type: none"> ☐ Pre-Departure meetings (include Insurance information, behavior contracts, medical forms, emergency protocol) ☐ Provide roster and emergency contact information to Assistant Director of Global Engagement
May – June		<ul style="list-style-type: none"> ☐ Off Campus Experience
August - September		<ul style="list-style-type: none"> ☐ Assessment, follow-up and Report

Creating a Program Proposal

“Proposing Changes in the Curriculum” (Faculty Handbook, Section 7-J)

A faculty-led “Wooster in” program proposal must be submitted according to the guidelines outlined in the Faculty Handbook, Section 7-J, for “Proposing Changes in the Curriculum”:

...Proposals for more substantial curricular revision should be submitted to the Educational Policy Committee. The Committee will be interested primarily in the contribution the proposal would make to the quality of education at Wooster and will consider the following questions:

- Does the course or curricular proposal contain a coherent and consistent set of educational goals?
- Are the methodologies (and pedagogical techniques) of the course or curricular proposal appropriate to teach and reach those educational goals?
- Are the assignments and requirements of the course appropriate given the educational goals?
- How does the course or curricular proposal contribute to the quality of education at Wooster?

The Committee asks faculty preparing proposals to observe the following guidelines:

A. Proposals for any new curriculum or program should be submitted no later than February 1 of the year previous to when such change is to be instituted to allow sufficient time for review. In preparing these proposals, chairpersons should provide a detailed rationale for the changes and a careful description of how they will be reflected in the Catalogue.

B. Proposals for existing courses to be counted toward the College's general education requirements can be submitted at any time. The appropriate form is available on line and in Section 8 of this Handbook. The criteria for a course to meet a certain Wooster Education designation can be found online.

C. Proposals for new courses should be submitted to allow time for review and presentation to the Faculty so that changes can be included in the Course Schedule for the following semester; specific deadlines for each year are indicated in the “Annual Schedule of Department/Program Chair Responsibilities.” The Educational Policy Committee asks that proposals for new courses provide relevant information according to the following format:

1. The proposed title and number of the course and the description exactly as it should appear in the Catalogue.
2. A rationale, including discussion of course goals and objectives and the needs of the department or program.
3. A proposed syllabus, including learning objectives for the course, typical readings, assignments and method for calculating final grades.
4. A description of the relation between the course and the structure of the department or program. What is the level of the course? Is it intended for majors or non-majors? If for majors, is it required or elective? Indicate any prerequisites for the course.
5. An indication of how frequently the course is to be taught and whether it will replace any of the current offerings in the department or program. Indicate any courses that will be dropped or offered less frequently as a result.
6. An indication of any general education requirements for which the course is appropriate. (Specific proposals should be attached that address the criteria for the designation requested—see ‘B’ above.)
7. A description of any effect the course may have on other departments and interdepartmental programs. Have appropriate department and program chairpersons been advised of the proposal? If it is anticipated that the course will be cross-listed into other departmental or interdepartmental programs, it will be helpful to invite statements of support from relevant chairpersons.

8. An indication that the instructor has investigated the resources available in the Libraries and has either found them adequate or received assurances from the Director of Libraries that the necessary materials can be acquired.

9. A model of department or program staffing for a three-year period indicating any effect the changes will have on course rotation, teaching load, and the ability of the department or program to meet its responsibilities to majors, non-majors, and the College's interdepartmental programs.

D. Normally, course proposals for permanent addition to the curriculum are to be submitted by the department or program chair. If the proposal is prepared by a faculty member other than the chair, a signed statement from the chair indicating the support of the department or program for the proposal must be included.

E. Requests that courses be counted in fulfillment of general education requirements should come from the department or program chair.

F. Inquiries about the established criteria for general education courses should be directed as appropriate to the Dean of the Faculty, the Director of Writing, or the Chairperson of the Subcommittee on the program in Interdisciplinary Studies; as necessary, the Dean, the Director of Writing, and the Chair of the Subcommittee will consult with the Educational Policy Committee, the Writing Advisory Board, or the Subcommittee on the program in Interdisciplinary Studies. However, all proposals should be submitted to the Dean of the Faculty on behalf of EPC.

G. Inquiries that have significant curricular or staffing implications should be shared with and discussed by the relevant department or program before being submitted. The Chair should be included in such communications and is encouraged, as appropriate, to provide the perspective of the department or program.

The Educational Policy Committee asks that persons submitting proposals for curricular changes prepare them as carefully as possible and make every effort to ensure that information is complete, correct, and professionally presented.

Educational Policy Committee Proposal Worksheet

Course/Program Title/Course Number: _____

Primary Location(s) (cities and countries): _____

Number of course credits: _____

General Education Designation: _____

(Include rationale for the request and General Education Requirement form signed by chair. See Faculty Handbook, section 9)

Sponsoring Department(s): _____

Faculty Director: _____

2nd Faculty Member or Assistant/co-leader:

Duration in days: _____

Tentative Dates: _____

Program Rationale

- A brief description of the proposed program
- Quality of the academic component: integration of local context into course content, specific and general learning objectives
- Relation to Wooster courses and department: academic or language pre-requisites, fulfillment of major/minor/general education requirements
- Purpose of the program: within the major/minor/general education requirements, overall curricular internationalization at The College of Wooster
- Student interest: evidence of student interest, enrollment predictions, past program experiences
- Location: uniqueness, link to course content, how location is inherent to learning and to success of the program, benefits to course on location and not on campus
- Local contacts
- Language considerations
- Accommodations
- Desired learning objectives
- Intercultural learning opportunities
- Security and health risks

Staffing

- Teaching Staff: division of responsibilities among multiple faculty leaders, teaching load breakdown.
- Student affairs responsibilities
- On-site staff, if applicable

Note: Two staff must accompany the group – either two teaching faculty, or one faculty director and one assistant or co-leader. Any exceptions must be discussed with OCS and the Dean of Curriculum and Academic Engagement.

Draft Course Syllabus

- Examples of assignments incorporating cultural and regional distinctiveness of course content (required and recommended readings, required and optional educational activities, lectures)
- Evaluation methods
- Bibliography

Draft Itinerary

- Departure and arrival dates
- Travel to and in-country
- Accommodations (student and faculty) and locations
- Classroom time
- Field trips
- Non-lecture activities

Draft Budget

- See Budget Template in Appendix for itemization and consult with Assistant Controller (Business Office)
- Minimum and maximum number of students

Planning Schedule

- On-campus marketing and recruitment
- Application deadlines
- Criteria for student selection
- Pre-departure orientation sessions

Impact of Program on Department and College of Wooster

For semester programs, the department chair must support the proposal and describe plans to staff the department's courses in the absence of the faculty member

Program Design Considerations

The following tips and suggestions are items that you might consider in planning your off-campus study course.

Program Location

- Is the location safe? Are there any political disturbances or other site-specific health or safety risks? You can check the U.S. State Department's travel advisories and consular information sheets at <http://travel.state.gov/> or the Centers for Disease Control and Prevention at <http://wwwnc.cdc.gov/travel/>
- Consider the language of your destination. If students do not know the host language, an intensive language course might help them function on an everyday basis and promote cultural immersion.
- Will students be able to find safe ways to spend their free time?

Planning and Logistics

- In selecting the dates of the program, consider The College of Wooster academic calendar, host country holidays and seasons, flight availability, climate, etc.
- Where will the program originate? The College of Wooster campus, an international U.S. airport, or on-site? Will there be a group flight or will students arrive independently?
- Thought should be given to the number and scheduling of site visits, to their geographical proximity to each other and the travel time between destinations. Including a large number of site visits does not necessarily constitute a good course. Site visits and traveling should be justified academically.
- Consider utilizing College of Wooster alumni in the host location as coordinators, sources for on-site contacts or assistants during on-site orientation.
- It is often useful to provide specific information to students in handbook form. Such a booklet or packet might include: a map of the city and/or region; names and addresses of local restaurants, museums, sites of interest, shops, pharmacies, hospitals, banks, post offices; emergency contact information; itinerary; practical vocabulary list. Provide students with ideas and directions for their free time. Assistant Director of Global Engagement can help compile this informational packet.
- In arranging for in-country travel, reputable transportation companies should be chosen. Students and faculty should not drive motorized vehicles while abroad, but use taxi services or public transportation.

Academics

Course Design

- Instructors who intend for their course to satisfy general education or departmental requirements are encouraged to consult with their department and the Dean of Curriculum and Academic Engagement before submitting a proposal. How does the course fit into the major/minor/general education requirements? Does this course overlap at all with any existing courses/programs? Are pre-requisites appropriate to course objectives?
- As for on-campus courses, the "Wooster in" course should have a well-defined focus and should correspond to the instructor(s)' areas of expertise. Be mindful of the audience that might consist of majors, non-majors, minors, or a combination.
- Expectations for academics, experiential activities, and discipline should be clear and well-defined, communicated to students during pre-departure orientations as well as throughout the program's duration.

- Many students participate in off-campus programs with the desire to “escape” the home campus and test themselves in a new and foreign environment. It is important to teach and advise to these motivations, balancing academic and experiential education. Students should not consider this as “academic tourism”, or as a hiatus from a liberal arts education.
- The pre-departure orientations and meetings should begin during the semester before the program. The group should meet regularly to learn about the culture and history of the location and prepare in general for off-campus study, learning about intercultural competency and foreseeable challenges.

Incorporating Cultural Immersion

- Intensive language training in the host language allows for more meaningful cultural immersion.
- The inclusion of independent study, field research or internships into the course can promote cultural immersion. Placements and topics should be shaped by location; clear expectations should be set for interaction with locals; research should be backed with ethnographic theory to encourage intercultural competence and cultural learning; field notes can act as space for private reflection; advisors should promote critical consciousness and an empathetic view of the host culture. Note that if field research is conducted on humans, a proposal must be submitted to Wooster’s Human Subjects Research Committee.
- Promote cultural learning within the program structure through unstructured time, journals and diaries, group discussions, papers and projects, guest speakers, interviews in the local community, field trips, homestays, tandem or buddy programs with local students, etc. Also provide frequent opportunities for students to informally process their observations and reactions to the cultures they are experiencing. Structured paths of support and intercultural activities should be balanced with time for individual reflection.

Incorporating Location

- Choose an appropriate location and use it as a teaching tool: learn about and wear local clothing, participate in local traditional festivities and festivals; class assignments involving interviews or observation; use current events as illustrations of culture.
- The focus of a short-term study abroad course should reflect accurately and completely the activities involved, and vice-versa. Thought should be given to the integration of readings, lectures (faculty and guest), assessment, site visits, independent research and the location. Students and administration should be made aware of how the program offers something that cannot be obtained on campus. Planning and logistics should support intercultural learning.

Academic Logistics

- Consider classroom space. Classes may take place in a number of venues, from meeting spaces within accommodations to local schools or universities. Be sure that classroom rental fees are included in the budget.
- Faculty should ensure that accessibility to assigned reading materials and resources for research (libraries, etc.) are available and adequate.
- Consider methods of assessment (tests, independent study projects, field research, journals, etc.) in course planning. When will students have time to complete these activities? Will they have access to all necessary materials?
- Workload should be appropriate to the focus and academic level of the course, but also to the conditions of living, traveling and taking advantage of the unique cultural and geographical context of the location.
- Maintain a balance between visits, classroom work, homework and unscheduled time on a daily basis but also on a program-long basis. Consider jet lag and travel fatigue in general.

- If possible, partner with a local institution or university through teaching a joint course with host faculty and promoting student interaction.

Students with Disabilities

- Students should not be asked about disabilities and may not be denied participation solely on the basis of any disability.
- Inform all applicants of potential accessibility issues in the program location.
- Consult disability services and the Learning center when a student self-identifies as disabled and requiring accommodations.

Health and Safety

- Consider safety in the choice of lodging and transportation. Use recommendations and companies with a good safety record.
- Cell phones are an essential tool to ensure student safety. Consider including cell phone rental or purchase in the program budget. You can consult with the third-party provider or host institution about this, purchase cell phones on-site, or require students to rent cell phones through companies such as PicCell (<http://www.piccellwireless.com>).
- For international off-campus programs, students will be enrolled in the HTH Worldwide medical coverage plan, unless complete coverage is provided through other means. This cost should be included in the program budget (as of Jan 2011, this is \$9.50 per student, per week, with a 2 week minimum enrollment). Enrollment in HTH Worldwide is mandatory for all Wooster In programs. This insurance will cover sickness and accidents. It is secondary insurance and does not replace a student's existing insurance.
- You may choose to group students into "teams", making them responsible for each other's security within the group. Alternatively, you may choose a "student leader" to help in emergencies or crisis situations.
- Be sure that all faculty directors, students and other on-site coordinators are aware of the Emergency Protocol and have contact information for each other as well as for the office of Off-Campus Studies, the Dean of Students Office, the Director of the Wellness Center, local hotels, U.S. embassies and consulates, HTH, local police and emergency services, etc. See Appendix for further information.
- In the case of student physical and mental health issues, keep on top of the situation to prevent escalation and crisis. Work with the student to find a solution. If a student expresses the desire to return home, listen carefully and propose coping strategies and alternate solutions. If the student insists, allow the student to make his/her travel plans to return home. Be aware of privacy laws as to whom you may communicate with in regards to the situation, and seek out the help of a qualified health professional.
- Document in writing all health emergencies or disciplinary issues. Do not hesitate to contact the Assistant Director of Global Engagement or the Dean of Students Office if you have concerns about how to react.

Student Services and Group Dynamics

- Maintain a balance between your role as an amicable, positive support system to students, with whom you will be spending long hours for an extended period of time, and the distance of an authority figure with clear behavioral and disciplinary expectations.

- During pre-departure meetings, create behavioral guidelines and even a “behavior contract” with students. Be sure that they are all aware of behavioral and conduct expectations, which should be in line with that of The College of Wooster as defined in the Course Catalogue, Handbook of Selected College Policies, Scot’s Key, Code of Academic Integrity, and Code of Social Responsibility.
- Conversations with individual students, especially in matters that involve emotional, psychological or health issues, should be confidential. Be particularly wary of an act that could be interpreted as sexual harassment or discrimination.
- Find a balance between providing services for students and letting them explore the host country on their own. Be both decisive and flexible.
- Be aware that group dynamics may be different than in the normal classroom as students spend more time together and with faculty, in addition to the stress and culture shock linked to the new environment. Try to set the tone for expectations and for understanding and accepting cultural differences. Use leaders and experienced travelers in the group as a positive force for more timid students.
- Meals can be complicated issues. Think about the meal structure. Will there be group meals? Are there any vegetarians, vegans, or students with other health-related dietary requirements in the group?
- Encourage an open and experimental attitude on program by demonstrating a desire to understand one’s own culture and the culture of others and by turning hesitation and discomfort in the face of cultural difference into a moment of discovery and learning.

Working with a Travel/Program Provider or Host Institution

Given their expertise in health and safety concerns and risk management and their extensive network of resources, experienced and reliable program providers can often be a good option. Third-party providers should agree to put together, free of charge, a proposal detailing the included services and final costs for these services. This proposal should be obtained in the early planning stages of the program. If you choose to work with a third party to organize the program, think about discussing the areas addressed in the previous section “Program Design Considerations”, as well as the questions below:

Housing

- Where will students be housed (on campus, host families, private furnished apartments)?
- What amenities will the lodgings have (air conditioning, washer/dryer, telephones, televisions, kitchen facilities, private or shared bathrooms)?
- Will the rooms be single, double or other?
- Is Internet access available?
- Where are accommodations located (city center, suburbs)?
- What is the housing cost and what does it include (meals, utilities, laundry, phone, internet)?

Orientation

- Does the third party provider offer an on-site orientation? What does it cover?
- Will students be picked up/dropped off at the airport?

Student Services

- If students have problems (health, visa, academic, housing, travel, adjustment), who should they speak with?
- Is there someone available 24/7 for emergencies?
- Does the third party provider have good relationships with local hospitals? With English-speaking mental and physical health professionals? With local police?

Academics and Facilities

- Is there computer/Internet access and is there a fee for this?
- Can students print from computers?
- Is bringing personal laptops safe?
- What are the classroom facilities like? How is scheduling, equipment coordination, access, etc. arranged?
- Will they facilitate internships, independent student travel, volunteering?

Field Trips/Excursions

- Who organizes airfare to the site? Airport transfer?
- Will someone plan the trips, make reservations for visits, organize guides, etc.?
- Will someone arrange in-country transportation for excursions?
- Will someone arrange for accommodations on out-of-city trips?

Other Services

- Is health or liability insurance provided? If so, what does this include?
- What does the third party provider offer to promote cultural immersion?

Division of Responsibilities

Faculty Director

1. Submit a Proposal to EPC. The EPC Proposal must include a budget (see point 2 below).
2. Establish a preliminary budget and cost structure, with input of Assistant Director of Global Engagement, to be approved by the Provost.
3. Structure and coordinate the academic and on-site activities for the program, optimizing the use of the off-campus setting.
 - Research the site in order to provide information on the following to students during the pre-departure and/or on-site orientations: cultural activities, safety, health and emergency facilities, including names and phone numbers of English-speaking doctors and mental health professionals, accommodation, meals...
 - **A preliminary site visit is essential.**
4. Manage the Course Instruction.
 - Determine, and be the main liaison, with any applicable in-country course instructors.
 - Course instructors are responsible for course arrangements, such as lecturers, site visits, interviews, coordinating relationships with host institutions, coordinating relationships with travel providers.
 - Course instructors are responsible for the evaluation and grading of student work.
5. Manage the Travel Arrangements.
 - Work closely with Assistant Director of Global Engagement and/or third party organization to plan logistical aspects of the program. This may include flights, excursions, accommodation etc.
 - Work closely with Assistant Director of Global Engagement to review visa/passport requirements.
 - Work with Assistant Director of Global Engagement to ensure students provide information for insurance and STEP (Smart Traveler Enrollment Plan) purposes in a timely manner.
6. Recruit, and define the role and responsibilities of, the Program Assistant/Co-Leader.
 - All programs are required to have at least two non-student leaders.
 - The Program Assistant/Co-Leader should be qualified to assist the Director, but will not necessarily assume teaching responsibilities.
 - Directors are encouraged to think strategically when selecting their Program Assistant/Co-Leader. Their skills should complement those of the Director, especially in regard to dealing with student issues.
7. Recruit students.
 - Prepare and create text, layout and design for program marketing materials and a web page. It is anticipated that all webpages will be housed on the OCS web site.
8. Work closely with the Business Office to establish proper accounting and billing procedures.
9. Create application materials, and select student participants. It is highly recommended that the Faculty Director consult with the Dean of Students Office during the selection process to learn of any academic or disciplinary concerns among the applicants.
10. Pre-departure -

- Lead orientation meetings on campus prior to departure to review academic and behavioral expectations, culture of the host destination, health and safety concerns etc.
- Provide Assistant Director of Global Engagement a roster with student and parent/guardian information, as well as on-site contact information for the entire trip.
- All participants (students, faculty director and assistant/co-leader) should complete an Emergency Information Card and submit it to Assistant Director of Global Engagement.

11. On-site –

- Contact Assistant Director of Global Engagement (for spring break programs) or OCS (for summer programs) as soon as possible to confirm that all students have arrived safely.
- With the help of the program assistant/co-leader oversee academics, group dynamics and other student affairs while in country.
- Conduct an on-site orientation to reiterate the rules and expectations of the program and the host institution; review information about the host country and its laws; review itinerary; organize housing and/or roommate selection, etc.
- Accompany the group from the point of origin and be with the group for the duration of the program.
- Meet students individually as necessary to keep updated on academic and personal issues.
- Inform students in academic difficulty *in writing* during the program itself. A copy of the letter should be sent to the Dean of Curriculum and Academic Engagement.
- Inform students of disciplinary concerns *in writing* during the program itself. A copy of the letter should be sent to the Dean of Students.
- Respond in a timely manner to any health/safety concerns of students.
- Respond in a timely manner to student crises (family issues at home, health, safety, logistical etc) and disciplinary issues. Emergency protocols should be followed and communication maintained with appropriate parties on campus.

12. Returning to Campus –

- Check with Registrar's office for grade submission deadlines.
- Submit budget reports and receipts to the Business Office in a timely manner. (The Business Office may define the deadline)
- Submit an evaluation and report to the Dean of Curriculum and Academic Engagement and the OCS Advisory Committee before the start of the following semester. The report should document travel, accommodations, unforeseen circumstances, and detailed financial accounting. Faculty are encouraged to reflect on the program and make recommendations for the continuation of the program.
- Debriefing sessions for students can be useful for students to encourage them to think further about their time abroad and its impact on their studies, personal development and career aspirations. Students should be encouraged to attend OCS and Lilly re-entry events on campus.

Program Assistant/Co-Leader

1. Be familiar with College of Wooster students.
2. Supervise activities and excursions.
3. Organize student recreational activities, holidays, birthdays etc
4. Assist the Director in maintaining program records (budgetary, financial, travel logs, expenditures etc)
5. Respond in a timely manner to any health/safety concerns of students.

- In the event of a more serious injury/illness, the program assistant/co-leader should be prepared to accompany the student to a medical facility for care.
6. With the Faculty Director, oversee academics, group dynamics and other student affairs while in country.
 7. Other duties as assigned by the Program Director.

Assistant Director, Global Engagement

1. Act as a sounding board for faculty planning Wooster In programs.
2. Work with faculty director to develop a preliminary budget for the proposal to EPC.
3. Refine the budget based upon information provided by Faculty director (e.g. transportation, lodging, meals) for proposal to the Provost.
4. Assist with determining third-party in-country travel and logistics providers, if necessary.
5. Organize recruitment sessions and marketing efforts, in consultation with the faculty director.
6. Secure sickness and accident insurance coverage for students traveling on the program.
7. Advise students on visa and passport procedures.
8. Register all travelers in STEP (Smart Traveler Enrollment Plan) at the Department of State in case of emergencies in-country.
9. Book round-trip travel reservations if the group is traveling together (if they are responsible for their own travel this will be unnecessary).
10. Collect and maintain application materials including copies of passport, waivers, medical information, and emergency contact information.
11. Offer (as requested) a pre-departure orientation program (health requirements, culture shock, etc...)
12. Offer a re-entry program (in association with the Lilly Project) to encourage students to think further about their time abroad.
13. Work with returnees and faculty to bring their experience to other constituents on campus, through programming and outreach events.

Students

1. Sign forms and waivers provided by Assistant Director of Global Engagement, in a timely manner
2. Provide copies of passport (face page) to Assistant Director of Global Engagement, in a timely manner
3. Secure a passport and visa (as needed)

4. Provide requested information for insurance and registration in STEP (Smart Traveler Enrollment Plan), in a timely manner
5. Attend all information and orientation sessions prior to departure
6. Perform sufficiently well on the academic component of the program
7. Abide by the behavioral rules as laid out by the Faculty Director and The College of Wooster.

Pre-Departure Meetings

Pre-departure meetings should be required for students. Inviting guest speakers from the campus community (faculty specializing in the region or topic, Longbrake Student Wellness Center director, OCS director, Assistant Director of Global Engagement, international students, Ambassadors, etc.) is recommended.

The faculty director may consider transforming the series of pre-departure meetings into a ½- or ¼-credit pre-departure course that would involve learning about the history and culture of the location, preparing for off-campus study, learning about intercultural competency, etc.

Prior to pre-departure meetings.

The following should be reviewed with students PRIOR to the pre-departure meetings, ideally when they apply/register for the course.

- Passports and Visa requirements.

Assistant Director of Global Engagement can help you and the students research passport and visa requirements for the host country. Students must be informed in a timely manner as to requirements and procedures for obtaining a passport and visa, with the understanding that visa requirements may be more complicated for international students. Information on visa requirements for US citizens for all countries that will be visited can be found at:

http://travel.state.gov/travel/cis_pa_tw/cis/cis_4965.html.

The following items should be reviewed during the on-campus pre-departure meetings.

- Health and Safety:

Particular health concerns of the host country, health facilities on site, HTH insurance coverage and liabilities should be discussed. The Director of the Student Wellness Center can also serve as a useful collaborator for this part of the orientation to talk about country-specific concerns and general health and safety issues while abroad.

Information on U.S. government safety recommendations can be found at:

http://travel.state.gov/travel/cis_pa_tw/cis_pa_tw_1168.html

Information on recommended and required immunizations as well as other country-specific health concerns can be found at: <http://wwwnc.cdc.gov/travel/> or www.who.int.

Students should be instructed to bring enough contact lenses and cleaner, birth control and prescription medication with them to cover their stay abroad. Students should bring the actual doctor's prescription, along with the medication, in their carry-on baggage. The Emergency Action Protocol (see appendix) should be discussed, and Emergency Information Cards completed and submitted to Assistant Director of Global Engagement. Students and faculty should know how to use HTH insurance.

- Academics: expectations, course syllabus, requirements, literature to purchase in the U.S. or on-site, required/recommended readings, evaluation methods and grading.

Remind students that College of Wooster policies are in place throughout the duration of the program.

- Student responsibilities and behavioral expectations as well as disciplinary actions.

The College of Wooster policy is in effect on off-campus programs (see Handbook of Selected College Policies, Scot's Key, Code of Academic Integrity, and Code of Social Responsibility). You may choose to create a "student-faculty" behavior contract outlining specific acceptable and unacceptable behaviors, expectations, and consequences (see Appendix). Some items on such a contract, which would be signed by the faculty director and each student, might include:

- Behavior in homestays or accommodations, or at local host institutions
 - Communication procedures (use Emergency protocol)
 - Circumstances which would constitute a student being sent home
 - Alcohol and drug policies
 - Punctuality
 - Procedures for reprimand (verbal warning, written warning, meeting, sanctions, decision letter and individual behavior contract, expulsion).
 - Dress code
 - Independent travel rules
 - Attendance policy and punctuality for group activities
 - Respect for others, including students within the group and host country laws
- Full itinerary including daily schedule of events, designated free time, optional/required activities, classroom time.
 - Information about the host country: laws, customs, culture, history, economic situation, current events, politics, social habits, religious beliefs, dress, gender roles, etc.
 - International communications: cell phones, telephones, phone cards, e-mail access, postal services.
 - What to bring: clothes, money, books, passports, etc.
 - Accommodations and meal allowances.
 - Budget and costs: expected expenses and access to money while abroad.
 - Group cohesion activities: the group will be together for a long period of time. The creation of good group dynamics can begin on campus.

Budget and Finances

Please refer to the budget template in the Appendix to plan your program. For the EPC proposal, only a preliminary budget is necessary, but the final cost per student must be clearly defined in any marketing materials and should not change after it is set.

The faculty director is ultimately responsible for the sound financial management of the program.

It is necessary to consult with the following people in the **Business Office** during the preparation of your off-campus program:

- Accounts Receivable Manager (billing procedures)
- Accounts Payable Manager (reimbursement reports, invoices, requests for advances)
- Assistant Controller (general information for handling expenses, advances, reimbursements, receipts, bank accounts, etc.) The Assistant Controller will do a budget review, if desired.
- Controller (wire transfers)

Faculty/Staff Expenses

- The faculty director's administrative stipend is compensation for organizing and leading the program and is expected to be \$2000 for a program of up to four weeks and \$500 for each additional week. This must be covered by student fees and approved by the Provost (FICA & W faculty/staff benefits **may** be included by student fees, but it is against federal law to include TIAA-CREF benefits).
- Faculty teaching salary is calculated at the rate established each year by the Provost for summer compensation. This must be covered by student fees and approved by the Provost.
- The mandatory assistant or co-leader will also receive a stipend in compensation for student services responsibilities of \$1000 for a program of up to four weeks and \$250 for each additional week. This must be covered by student fees and approved by the Provost.
 - If the individual is not a current College of Wooster employee, they will be considered a temporary employee for the program. (Temporary employees have taxes withheld but do not receive benefits).
 - A contract must be signed before the assistant may work for the College.
 - If the assistant/co-director refuses the stipend, preferring to serve as a volunteer:
 - If the assistant/co-director is paying for ALL of their own costs associated with the program, a signed volunteer agreement must be obtained.
 - If the College is paying for any costs associated with the assistant/co-director's travel, a signed "contract for services" that lists everything the College will pay must be obtained.
- All other in-country transportation and food, travel and lodging expenses should be worked into the budget and cost per student. Be sure to include non-avoidable airline fees, (eg overweight/extra baggage) and bank/exchange fees.
- Faculty directors who wish to have adult family members accompany them on the program must notify Assistant Director of Global Engagement/OCS in writing. Family members will be permitted to travel with the group on a space-available basis after all eligible students have been assigned places. Guests will be charged the full cost of the program.

Program Expenses

- Whenever appropriate, payments are made in advance via the College's Business Office.
- The Assistant Controller and Accounts Receivable Manager should be consulted early in the program planning stages to discuss billing, handling of funds, payments, reimbursements and other financial issues.
- In the case of multiple faculty leaders, to the extent possible, only one faculty member should be responsible for the handling of funds and financial records. However, if multiple individuals incur reimbursable expenses each must submit separate reimbursement forms.
- Program leaders should avoid carrying large sums of money with them while abroad. ATM machines and credit cards usually provide the easiest form of payment with the best exchange rates, but fees for withdrawal of funds should be calculated into the budget (about 3%).
- No one is authorized to open a bank account in a foreign country using the College's name or Federal ID number. If you feel that it is imperative to open a bank account overseas please contact the Controller.
- All of the College's policies and procedures apply to payments associated with Wooster In programs. These are available on the College's secure website:
<https://secureweb.wooster.edu/secureweb/administrative>

Program funds may cover the following:

- Guest lecturers, classroom rental, program-related social or academic activities (dinners, receptions, etc.)
- Tipping (it is suggested that \$100 per participant should be included in the budget for tips)
- Student lodging
- Field trips and visits, performance tickets, entrance fees
- Ground transportation on-site
- Faculty and co-leader housing, meals, visa expenses (if applicable), stipends, and teaching salary
- Airfare (optional)
- Internal travel arrangements/transportation between cities and within cities
- Accommodations while traveling
- Cell phone rental or purchase (optional, with individual student/faculty responsible for actual communication charges)
- HTH medical coverage plan for duration of program (as of Jan 2011, this is \$9.50 per student, per week).
- Bribes or any payments that are illegal in the country visited are unallowable.

Expenses left to student, faculty director and co-leader:

- Passports, photos and related expenses
- Personal expenses such as laundry, clothing, medicine, vaccinations, etc.
- Personal entertainment and incidental expenses
- Customs duty on items mailed or brought back to the United States
- Overweight baggage charges
- Telephone charges unrelated to the program

- Penalties for changes in travel itinerary once tickets are issued
- Airfare (optional)
- Travel before or after the program start/end date, and extension of CISI coverage (if desired). Students, faculty directors and/or co-leaders who wish to travel before/after the course should be aware of possible visa complications and restrictions.

Student Expenses

- Students should be informed in advance of additional expenses that they may incur before or during the program (spending money, personal expenses, textbook, airfare, emergencies, medical fees, in-country transportation, meals, cell phone usage, visas, etc.)
- Students should be advised to consult with their bank and/or credit card agency to be sure that their debit/credit cards can be used in the host country, and they should be familiar with any regulations, limits, and charges.
- If a student does not have sufficient funds to cover emergency expenses, you may loan the student money from the program's emergency/contingency fund, but the student must know that he/she will be billed after completion of the program and the student should sign receipt for any funds spent on his/her behalf.
- In the event that the student requires medical attention in or out of the host country, any cost of treatment, medication, transportation and other related expenses are the responsibility of the student. Students may file a claim through HTH for reimbursement.

Financial Aid

- Financial Aid may not be applied to off campus study programs that fall outside the academic calendar. This means that programs occurring between semesters (Dec-Jan), over spring break and throughout the summer are not covered by students' financial aid packages.
- Program directors may investigate options to offset the potential gap in financial aid. Past models have included: Presidential discretionary funding (Hewlett-Mellon funds); external partnerships to lower costs...
- Distribution of any additional funding in the past has varied between programs and is often based on FAFSA paperwork filed by students in the Financial Aid Office. Program directors are respectfully reminded that international students cannot file FAFSA paperwork.
- OCS/Assistant Director, Global Engagement encourage program directors to consider the long-term financial sustainability of their programs (see Sustainability, p. 24) during the program design stage.

Currency Fluctuation

- The program director should overestimate by a certain percentage (based on past and current currency fluctuations) in the "emergency funds" line of the budget template.
- Any funds remaining at the end of a Wooster In program (due to the overestimation outlined above) will be held in a larger scholarship fund, overseen by the Provost, to assist students with financial need for any future Wooster In programs.

Sustainability

It is expected that Wooster In programs will operate more than once. Indeed, it is hoped that a program will operate for many years on a 2- or 3-year cycle.

There are several issues concerning the long-term sustainability of Wooster In programs. The comments below are intended as suggestions or thoughts, not as definitive answers to issues of sustainability. As an institution, we are working on guidelines to encourage the sustainability of all Wooster In programs.

Institutional sustainability

- The Office of the Provost currently funds exploratory visits to locations overseas. In order to make these exploratory trips even more cost effective, can your planned Wooster In program be repeated in future years without subsequent site visits?
- Any funds remaining at the end of a Wooster In program will be held in a larger scholarship fund, overseen by the Provost, to assist students with financial need for any future Wooster In programs.

Student concerns

- See Financial Aid (p. 23)
- Generally, the more students that participate in a program the lower the per-person cost and the more affordable the program. What is the optimum number of students for your program? 12? 15? 20?
- Are your planned destination and courses of interest to a sufficient number of College of Wooster students? Will you be able to achieve your optimum enrollment target?

Leadership sustainability

- Wooster In programs can be very rewarding for faculty, however they represent a significant time and work-load commitment. Many programs are dependent on one specific faculty member. Can your program be run by another individual in the future?
- Program directors are encouraged to think strategically about their program assistants/co-leaders. There is no “one size fits all model” for selecting program assistants/co-leaders, and many issues should be considered when selecting this individual. One consideration: is this an individual who can run the program in the future?
- Is the framework of your Wooster In program transferable to another location? Or is your location transferable to another course?

Appendix

The following documents are also available in the “Resources for Faculty” section of the OCS website, along with links to useful online resources.

- Budget template
- Application template
- Release of Liability template
- Medical Form
- Emergency Protocol for Students
- Emergency Protocol for Faculty Directors

Budget for College of Wooster Short-Term Programs

(adapted from NAFSA's "Guide to Successful Short-Term Programs Abroad, 131)

		Total cost	Per student (10 students)	Per student (15 students)
I. Director expenses				
A. Transportation				
1. Transportation – air			0	0
2. Transportation – ground & local			0	0
B. Food and Lodging				
1. Accommodations	\$__ x # days		0	0
2. Meal allowance			0	0
3. Gratuities/tips			0	0
C. Other				
1. Events: tickets, excursions, etc.			0	0
2. Communication technology (cell phones, internet access)			0	0
3. Local instructional expenses			0	0
4. Bank fees	3% of total		0	0
5. Teaching Salary			0	0
6. Administrative stipend	\$500 x __ weeks		0	0
7. Benefits	7.90%		0	0
D. Other individual expenses				
1. Insurance			0	0
2. Visa			0	0
3. Vaccinations			0	0
Total director expenses		0	0	0
II. Assistant expenses				
A. Transportation				
1. Transportation – air			0	0
2. Transportation – ground & local			0	0
B. Food and Lodging				
1. Accommodations	\$__ x # days		0	0
2. Meal allowance			0	0
C. Other program expenses				
1. Events: tickets, excursions, etc.			0	0

2. Communication technology (cell phones, internet)			0	0
3. Stipend	\$250 x ___ weeks		0	0
4. Benefits	7.90%		0	0
D. Other individual expenses				
1. Insurance			0	0
2. Visa			0	0
3. Vaccinations			0	0
Total assistant expenses				
		0	0	0
III. Student expenses				
A. Transportation				
1. Transportation – air				
2. Transportation – ground & local				
B. Food and Lodging				
1. Accommodations	\$__ x # days			
2. Meal allowance				
C. Other program expenses				
1. Events: tickets, excursions, etc.				
3. Indirect funds or emergency funds	5-10%			
4. Health Insurance	\$34/month, \$9.50/week			
Total per- student expenses				
			0	0
IV Total Program Fee				
			0	0

Student Out-of-Pocket Expenses

Airfare	
Visa	
Vaccinations	
Internet Café/Cell Phone	
In-country transportation	
Spending	
Books	
Total	0

Application for Program



APPLICATION FOR PROGRAM NAME
Program Dates

Due [deadline] to [faculty director's name or Assistant Director of Global Engagement/OCS office]

I. PERSONAL INFORMATION

Last Name:	First Name:	Middle Name:
Student ID#:	E-mail: @wooster.edu	
Class of 20	Telephone:	
Major(s):	Minor(s):	
Academic Advisor:		

II. PARENT/GUARDIAN INFORMATION

Name(s):	
Address:	
Telephone:	E-mail:

IV. EMERGENCY CONTACT (if different from Parent/Guardian)

Name(s):	
Address:	
Telephone:	E-mail:

V. PERSONAL STATEMENTS

The Personal Statements are an important part of your application to participate in this off-campus study program. Your answers require careful thought, attention to detail, and clarity. They will be reviewed by the program's director who will evaluate how well you have thought out and defended your choice to participate in this program.

Please answer the following questions as thoroughly as possible:

- A. Please explain your motivations for participating in this off-campus program.

- B. How do you see this program complementing, fitting in, or relating to your academic goals at The College of Wooster? What specific aspects of the program curriculum or academic, cultural or geographical environment will enhance your academic experience?

- C. What coursework have you done that has prepared you for participation in this program?

- D. How do you plan on keeping your experience alive when you come back to Wooster?

VII. STUDENT AGREEMENTS

Please read each item below carefully, initial each item, and sign at the bottom:

_____ I have explained to my parents/guardians that I am applying to study off campus.

_____ I have read, understand, and discussed with my parents/guardians all policies and procedures for off-campus study in this program.

_____ I have read and understand the College's Off-Campus Study Refund Policy (found on the OCS website) and have discussed this with my parents/guardians.

_____ I currently maintain a minimum cumulative grade point average of 2.5. I understand that I must maintain this GPA in order to participate in off-campus study.

_____ I am currently NOT on academic probation for failure to meet the minimum academic requirements of the College. I understand that I may not participate in an off-campus study program if I am on academic probation.

_____ I am currently NOT under sanction by the College's judicial system for a violation of the Code of Academic Integrity or the Code of Social Responsibility, and remain in good standing under those Codes. I understand that I may not participate in off-campus study if I am undergoing sanction by the College.

_____ I understand that during my off-campus study, I must obey the laws, policies and standards of conduct of my Program, of the host institution where I am studying, of The College of Wooster, and of the country in which I am studying.

_____ I will permit the College to release my forwarding address while off campus to others who request it (College, fellow students, etc.), and to release my name to other students interested in my program and/or region of off-campus study.

_____ I will participate in all required pre-departure orientation meetings.

I hereby certify that I have answered the above questions honestly and understand the above Student Agreements.

Signature

Date

Acknowledgement of risk and release of liability



ACKNOWLEDGEMENT OF RISK AND RELEASE OF LIABILITY

PROGRAM NAME
Program Dates

In consideration for the acceptance of _____ (student name) in the Program named above, we [the student and the student’s parent(s) or guardian] agree and confirm as follows:

1. We understand that The College of Wooster requires students studying off-campus to be covered by health and accident insurance which will provide coverage throughout the time period of the student’s participation in activities connected with or collateral to the Program, including expressly activities overseas and all transportation to and from the location(s) of such activities. The College of Wooster requires that all students keep their primary insurance in addition to any supplemental travel insurance policies. The College of Wooster makes no representations or warranties regarding the adequacy or sufficiency of any insurance coverage, including but not limited to those listed herein. The **PROGRAM NAME** program fee includes a comprehensive study abroad medical insurance for each student.
2. We agree that the Program may provide to the student, through medical personnel of its choice, customary medical assistance, transportation, and emergency medical services. We understand and agree that The College of Wooster assumes no responsibility for any injury or damages that might arise out of or in connection with such medical treatment. We further agree that any expenses resulting from the provision of such medical services are our responsibility.
3. We understand and acknowledge that there might be inherent health risks associated with living and studying off-campus and we agree that the student is personally responsible for obtaining all information regarding health, medical procedures, immunizations, and medications appropriate to the program of study.
4. We recognize that there are certain immunizations required for entry into **NAME OF COUNTRY**. Each student is responsible for obtaining these immunizations and carrying throughout the program the paperwork necessary to prove immunization.
5. We recognize that the Program prohibits students from operating motor vehicles of any kind while on off-campus programs and we recognize that The College of Wooster, its Board of Trustees, officers and employees assume no responsibility or liability of any kind for the student’s operation of a motor vehicle on such programs.
6. We recognize that participation in the Program is voluntary and that there are inherent risks and obligations that Program participants must assume. We understand that The College of Wooster does not represent or act as an agent for, and cannot control the acts or omissions of, any host institution, host

family, transportation carrier, hotel, tour organizer or other provider of goods or services involved in the Program.

7. We assume full responsibility for all financial and other legal obligations incurred by the student as a result of the student's participation in and actions during or collateral to the Program. We recognize that The College of Wooster assumes no liability or responsibility, and we hereby release The College of Wooster, its Board of Trustees, officers and employees from all liability or responsibility for any injury, damage, or loss caused to or by the student in connection with the student's participation in the Program, including but not limited to all activities and travel the student may undertake during and collateral to the Program. We certify that the above-mentioned student is fully responsible for participation in this program and therefore hold harmless The College of Wooster.
8. We recognize that the Program takes place in a foreign country. If the Department of State has issued formal travel advisories for the locale of the Program, we will give careful consideration to the dangers recognized by such an advisory.
9. We acknowledge that the student will be required to obey and comply with all laws of any foreign countries that the student may visit, including but not limited to laws pertaining to alcoholic beverages, marijuana, and other illegal substances. The College of Wooster, its Board of Trustees, officers and employees does not assume any responsibility or liability of any kind for the student's commission of any illegal act.

We hereby certify that we voluntarily sign this release, have read all of its provisions, fully understand its significance, and affirm our agreement to its terms as a condition of my participation in an off-campus study program at The College of Wooster.

The Student: _____ Date: _____

The Student's Responsible Parent(s)/Guardian(s):

_____ Date:

_____ Date:

*Please mail or fax the original signed copy to Off-Campus Studies by **DATE**.*

Off-Campus Studies • Wooster OH 44691
Tel +1-330.263.2221 • Fax +1-330.263.2076 • ocs@wooster.edu
www.wooster.edu/Academics/Off-Campus-Study

Medical Self Assessment form



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www.wooster.edu/Academics/Off-Campus-Study

Self-Assessment Medical Form

Name: _____ Birth date: _____ Gender: Male Female

Program Name: _____

A study abroad experience can be both physically and emotionally challenging. Although a certain amount of stress due to culture shock, a change in living conditions, or intense coursework is normal, sometimes this stress can aggravate disabilities or illnesses normally under control at home. We ask you to provide the information below as a candid evaluation of your health to help create an awareness of health issues that you should take into consideration before your study abroad experience.

The College of Wooster and the program faculty director will use this information as a guide in making appropriate arrangements for you while abroad. It will also be reviewed by the Director of the Student Wellness Center.

The information on the form below will be treated as confidential and will only be shared on a need-to-know basis. Disclosing information on this form does not have an effect on inclusion/exclusion in the program.

Please read the questions below and indicate either YES or NO.

1. Do you have any pre-existing medical and/or psychological conditions? YES NO
(i.e.: diabetes, epilepsy or other seizure disorders, asthma, heart conditions, eating disorders, depression and other emotional disorders, etc.)
2. Do you currently receive any treatments or medication on a regular basis? YES NO
3. Do you have any dietary restrictions? YES NO
4. Do you have allergies to medication, plants, food, animals, insect stings, etc.? YES NO
5. Do you have any physical limitations or disabilities? YES NO
6. Have you ever had a major illness? YES NO
7. Have you ever had a major surgical operation or been advised to have one? YES NO
8. Have you ever been hospitalized? YES NO
9. Have you ever received treatment for drug or alcohol addiction? YES NO

10. Have you ever been treated by a psychiatrist, psychoanalyst, or psychologist for a mental, emotional or nervous disorder? YES NO

11. Do you have any learning disabilities for which you need accommodations? YES NO

12. Are you prepared to meet the physical demands of this program? YES NO

If you answered YES to any of questions 1–12, or if there is any additional information concerning medical conditions or physical disabilities that would be helpful for the faculty director and The College of Wooster to know, please explain clearly below:

Are there any concerns regarding your health, family history, or other matters that you would like to discuss with the Student Wellness Center, Off-Campus Studies, or the faculty director before your departure? YES NO

If yes, please list your phone number and a time when we can contact you.

My phone number is: _____ Best time to call: _____

By signing below, I certify that the above information is true, accurate and complete to the best of my knowledge and I will notify The College of Wooster and the program faculty director of any relevant changes in my health that may occur prior to the start of the program.

If my parents or guardians have not signed this form, I represent and certify that I am not a minor.

Signature of Participant/Student

Date

Signature of Parent or Guardian (if student is under 18 years of age)

Date

Emergency Action Protocol: Students



Emergency Action Protocol: “Wooster in” Off-Campus Programs

The safety of students and staff is an essential priority for The College of Wooster. It is thus necessary to put in place response measures that will be useful in dealing with crises and emergencies that may impact the safety and security of Wooster staff and students while off campus. The following plan is designed to give each student a general outline for emergency response; The College of Wooster emergency response team will advise as to specific action in the event of an off-campus crisis or emergency.

I – CONTACT LOCAL EMERGENCY SERVICES

Know the numbers of the following emergency services in your place of study:

- Emergency equivalent of 911
- Police
- Fire
- In-Country Embassy/Consulate
- 24-Hour Insurance Assistance
- Nearest Hospital
- Red Cross

II – NOTIFY THE APPROPRIATE PARTIES

1. Contact Program Leader

Name:
Tel #:
E-mail:

2. Contact the Off-Campus Studies Office

(Summer programs)	(Other programs)
Office Tel #: 330-263-2221	Office Tel #: 330-263-2074
Cell #: 330-208-3564	Cell #: 330-749-1101
E-mail: JDuPlaga@wooster.edu	E-mail: NKille@wooster.edu

If unavailable, contact The College of Wooster Campus Security: 330-263-2590

3. Contact the Insurance Provider (HTH Worldwide) in the case of a medical emergency.

24-Hour Tel #:
HTH Policy Number:

* Each student is responsible for contacting the Insurance Provider.

4. Contact your U.S. Emergency Contact/Family Member

Tips for Emergency Response

- 1) Remain calm.
- 2) Assess the situation. Identify the nature of the emergency in order to decide on the next steps to take.
 - a. Personal: accident, injury, illness, sexual assault, kidnapping, arrest, etc.
 - b. Situational/External: natural disaster, civil unrest, political uprising, terrorist attack, etc.
- 3) Get to a safe location and assure your personal safety.
- 4) Contact the appropriate people on your contact list. If you cannot contact someone immediately, keep trying and try alternate methods of communication (cell phones, text messaging, public phones, e-mail, etc.).
- 5) Move to a more stable location. After you have eliminated immediate threat, find a place where you can get more permanent assistance or treatment.
- 6) Stay in touch.

Emergency Card Instructions:

1 - Complete the Emergency Card in the following manner:

Study Abroad Program Name: Contact information for the person you should contact on-site in case of an emergency.

Insurance Provider: Insurance which you will be using while abroad.

U.S. Embassy in Country of Study: The contact information of the U.S. Embassy in the country where you will be studying. You can find this information on the Internet. Applicable for foreign study only.

Police/Emergency Tel # in Country of Study: You can find this information by doing an online search. For example, in Europe you may dial 112. Applicable for foreign study only.

Note: If you are unable to fill in all the information at this time, just leave it blank and fill it in at a later time.

2 - Leave a copy with your U.S. emergency contacts.

3 - Leave a copy with the OCS office.

4 - OCS will laminate this card for you and return it to you through campus mail. Keep it with you in your wallet while you are off-campus.

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EMERGENCY INFORMATION CARD	
Student Name:	
Date of birth (dd/mm/yyyy):	Citizenship:
Program Name:	
Program Emergency Contact Name:	
Address:	
Tel. #:	Cell phone #:
E-mail:	
Home (U.S.) Campus Emergency Contact:	
Jessica DuPlaga, Director of Off-Campus Studies	
The College of Wooster, Babcock Hall, Wooster, OH 44691, USA	
JDuPlaga@wooster.edu Office: +1-330-263-2221 Cell: +1-330-208-3564	
Nicola Kille, Assistant Director of Global Engagement	
NKille@wooster.edu Office: +1-330-263-2074 Cell: +1-330-749-1101	
Campus Security 24-hour Tel#: +1-330-263-2590	
Family (U.S.) Emergency Contact:	
Name:	
Address (street, city, state, zip):	
Tel #:	Cell phone #:
Insurance Provider:	
24-hour Tel#:	
Policy #:	
U.S. Embassy in Country of Study:	
Tel#:	
Address:	
Police/Emergency Tel# in Country of Study:	
Passport #:	Place of Issue:
Special Medical Condition s:	

- Prepare and regularly revise administrative policy in regards to crisis and emergency preparedness and response.

V – PROGRAM EVACUATION

A. The decision to evacuate a program should be based on information obtained from:

- Program Leaders, host institution contacts, program providers
- Department of State Travel Advisories
- US Embassy/Consulate Warden Messages
- Local contacts in host country (U.S. Agencies, NGOs, etc.)
- Reliable media sources (CNN, etc.)
- HTH Worldwide

B. Procedure for evacuation

- Locate all students and instruct them to be reachable at all times and not to travel independently.
- Discuss means of evacuation with embassy/consulate in country as well as State Department and HTH Worldwide. If your group was registered with STEP (Smart Traveler Enrollment Plan) at the Department of State, the embassy/consulate in country should contact you in case of emergency.
- Departure should occur within 72 hours of decision to evacuate (as far as possible).
- Students and faculty should leave as a group (as far as possible).
- Parents and appropriate parties should be informed about evacuation through the Dean of Student's office or office of Off-Campus Studies.
- Public statements should be made through the Public Information office.
- Director of Off-Campus Studies will keep detailed log of events.
- Director of Off-Campus Studies will manage arrangements for returning students in regards to housing and study.

VI – HEALTH-RELATED AND OTHER EMERGENCIES FOR INDIVIDUAL STUDENTS

In the case of a serious illness, death, arrest or other serious event involving an individual student, the Director of Off-Campus Studies will inform the appropriate parties according to the situation and current privacy laws, and in accordance with the signed FERPA Release:

- Dean of Students and Dean of Curriculum and Academic Engagement
- Parents
- Student Wellness Center
- Insurance Provider(s)
- College Crisis Response Team