I. Introduction

The purpose of this paper is to summarize a few of the key considerations related to due diligence in sending college and university students overseas. It is not a comprehensive listing of the multiple considerations and legal concerns surrounding this topic.

According to the Institute of International Education (IIE), 260,327 U.S. college students studied abroad during the 2008-09 academic year. Though this represents a 0.8% decline from the previous year, the number of students participating in a study abroad program has more than doubled in the last decade.¹ Not reflected in these numbers are the students who travel overseas for academic but non-credit activities. In this paper, we will use the term “education abroad” to include not only the students who study abroad for credit but also the unknown number who participate in internship, volunteer, field study and other international academic pursuits. However, the increasing numbers of students who travel abroad before reaching college or university are not included within the scope of these discussions. The duty that exists when working with internal youth programming is an entirely different topic².

II. Advance Planning

The importance of planning in advance of sending university students overseas cannot be overemphasized. Institutional due diligence in choosing appropriate countries, locations and affiliates as well as researching local practices, legal requirements and other factors will help avoid many problems, expenses, and maybe even lawsuits. Equally important is the documentation utilized to formalize these activities. For example, agreements and waiver can be used to address securing travel arrangement providers, contracting with foreign affiliates, and preparing the students and faculty prior to departure.

The level of planning that constitutes “due diligence” will depend on a number of factors such as, institutional culture, risk tolerance, resources and policies. These vary greatly across the U.S., and will significantly impact decisions related to sending students overseas. Additionally, institutional experience with education abroad programming generally and past experiences in the specific country will greatly impact the level of consideration and vigilance needed. Further, the type of student activity, as well as the particular program structure, will affect the level of reasonable investigation required in advance of sending students abroad.

The education abroad office may find that it is most comfortable working with a local organization or a U.S. partner already operating in the particular geographic area under consideration. In other instances, the university/organization will be establishing its own stand-alone program and hiring staff to support its activities in a country. In these situations, local expertise is often required to assess the legal, tax and other requirements. Depending on the scope of activity planned and the particular country under consideration, this advice may be obtained from a variety of resources including private consulting organizations, professional associations, global accounting firms, multinational law firms and local professionals.

A college or university involved in international activities should also ask if these contemplated activities are sufficient to establish a “legal presence” in that country. While this threshold for legal presence may vary by country, there are general categories and corresponding levels and types of activity that may apply to activities in a foreign country. There may be no duty to register to do business, or there may be a requirement to establish a branch or representative office onsite. In yet other situations, there may be a requirement to form a legal entity in the country. There may be reporting and tax obligations in each of these cases. If the intended activities are substantial in a country, it would be prudent to seek advice prior to the commencement of the study abroad/international activity from legal and tax experts with experience with that country’s requirements and laws/regulations. This topic is covered in greater depth in other sessions at this workshop.

III. Best Practices

It is often difficult to establish norms or standards for best practices in higher education. Similarly, there is no “how to” manual to tell institutions exactly how to run safe and secure education abroad programs. That said, a number of professional organizations have created commonly agreed upon practices. The resource most often referred to is the publication entitled “Responsible Study Abroad: Good Practices for Health and Safety” created by the Interassociational Advisory Committee on Health and Safety in Study Abroad. These good practices include the responsibilities of program sponsors, program participants and recommendations for parents/guardians/families. These responsibilities are often said to be the baseline level of acceptable expectations for the establishment and successful operation of education abroad opportunities.

The Forum on Education Abroad published their “Standards of Good Practice”, which includes questions to guide self-assessment. “Standard 8: Health, Safety and Security” is currently fairly general in nature but an expanded draft has been suggested. Both documents will assist universities in considering new programs and remind these institutions with existing programs of key considerations. We’ve added a Tool Kit at the end of this paper that provides links and examples. The aforementioned documents can be found under the “Standards and Best Practices” heading.

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IV. Assessing and Managing Legal Risk

Assessing legal risk in connection with sending students overseas can be a challenge. In addition to the risks directly related to the location of the program, there are also questions that arise as a result of the concept of extraterritoriality of U.S. laws. In other words, when, or under what circumstances, do U.S. laws apply to these overseas activities? The answer is often not easy, and may depend upon the degree of control the institution exercises over the students in addition to the nature of the activities occurring during the overseas experience. When possible and practicable, it may be best to follow U.S. laws and regulations in connection with overseas programs.

For example, campuses that participate in federal financial aid programs are required to report on-campus crime statistics as required by the Cleary Act\(^5\). Though the Cleary Act may not apply to the majority of activities overseas, the collection and reporting of crime statistics on education abroad programs is arguably a good practice. Not only can we make more informed programming decisions if we have real data about potential risks, but we can also empower students by providing them with the information. It is easy to warn students that a specific part of town is not safe at night. However, students are more likely to heed a warning that includes a statement that “our only robberies, 20 in the last five years, have been in that neighborhood at night.”

Increasingly, education abroad professionals are working with risk managers, lawyers and other experts on their campus in order to help identify and manage risk. Additionally, conversations within professional organizations including NAFSA: Association of International Educators, the Forum on Education Abroad, the National Association of College and University Attorneys (NACUA) and the University Risk Management and Insurance Association (URMIA) are advancing the collective knowledge. In the last year, conversations on the list serves for these organizations have included the following themes:

- Student selection: what information to collect and impacts on participation
- Department of State Travel Warning policies and when to cancel a program
- Insurance: medical, security, liability and trip cancellation
- Waivers: general and activity specific
- Student preparations and orientation
- Responding to emergencies and risks

Each of these topics will be discussed briefly below.

A. Student Selection

Institutions and organizations should take into consideration the appropriateness of an individual student’s participation in education abroad programs in general. In addition to GPA minimums, class standing thresholds, letters of recommendation, statements of purpose and language study, there are behavior, health and safety considerations to bear in mind. It is well established that an educational institution should not

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The National Association of College and University Attorneys
discriminate against students with mental or physical disabilities. However, an institution needs to consider the student’s own health and safety while abroad, which can be greatly impacted by any pre-existing conditions. It is also not uncommon for students with disciplinary histories on campus to continue their poor behavior decisions overseas. On the other hand, students with disabilities and health conditions can be perfectly successful abroad with the right supports. At the same time, students with behavior histories on campus may have learned from their mistakes and may behave better than their peers abroad. Consequently, assessing behavioral and health risk is a constant balancing act.

One way to avoid discrimination, but still consider student health and safety, is to collect health information forms from students after their acceptance into a study abroad program. At the University of Minnesota, and many other institutions, a self-disclosure form is used that asks about physical health history, mental health history and any disability accommodation requests. Students are also asked to disclose any prescriptions they are currently taking or medical care they foresee requiring while abroad. Other institutions require a doctor to complete and sign the medical form rather than simply accepting a self-disclosure. Regardless of the manner of collection, health information is useful in assisting the student in planning for a successful time abroad. However, there are a number of factors to take into consideration including issues of privacy (FERPA and perhaps HIPAA) that arise from any discussion of health forms. See the Tool Kit for examples of forms and processes.

Increasingly, student behavior history is considered as part of a student application. Some colleges review on-campus records while others ask students to turn in a behavior record signed by the disciplinary office on campus. Again, student privacy must be considered and the process must be carefully constructed to assure fair decision-making. A statement indicating that such a review will take place will most likely need to be a part of the application. Also, students should be notified of any impacts a behavior history will have on their participation. Additional resources can be found in the Tool Kit at the end of this paper.

B. DOS Travel Warning Policy

One of the common benchmarks used for U.S. education abroad policy is the Department of State (DOS) Travel Warning list. According to the DOS, Travel Warnings are issued when “long-term, protracted conditions that make a country dangerous or unstable” or “when the U.S. Government's ability to assist American citizens is constrained due to the closure of an embassy or consulate, or because of a drawdown of its staff.” Many institutions rely on the DOS Travel Warning list to

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6 See the American’s with Disabilities Act and resources at www.ada.gov/ and the forthcoming (estimated summer 2011) NACUA Note on the ADA and Study Abroad. (Will be available to members at www.nacua.org).


inform their decision-making process regarding education abroad destinations. A survey completed in early 2011 by the Health and Safety in Education Abroad Subcommittee of NAFSA found that 72% of institutions restrict study abroad to DOS Travel Warning destinations. 32% of those organizations have a blanket “no go” policy, while 50% allow petitions for travel to countries on the DOS Travel Warning list.  

With the March 2010 addition of Mexico to the DOS Travel Warning list, many institutions were forced to make rapid decisions regarding their students who were in, or planning to travel to Mexico. If you have yet to consider your institution’s policy on Travel Warnings, now is the time. See the Tool Box for resources to guide you through your review and examples of University policies and practices. You may also wish to include a provision in your contracts with providers and affiliates to address each party’s rights and obligations in the event of a Travel Warning being issued.

C. Insurance

Insurance coverage and practice varies greatly across U.S. colleges and universities. What insurance does your institution have that might extend to overseas activities? Do faculty and staff understand their professional liability coverage? How is institutional property (buildings, computers, cars, etc.) insured abroad? What locally administered insurance programs are required for your program destination? It is of paramount importance that the answers to these questions inform your overseas programming decisions. A close and collaborative partnership with the risk management and employee benefits experts on campus will greatly assist in discussions of these questions.

Health insurance for travelers is also a significant topic of discussion as it relates to overseas student programs. There are a multitude of options for handling health insurance. It may be that your university carries a blanket policy that covers all travelers, or your current employee and student plans may include some level of international coverage. On the other hand, you may find that current options don’t address your students’ needs so you may choose to require or recommend travel medical health insurance. Increasingly, institutions are concerned not only about medical insurance, but also security insurance that will assist in a political emergency or natural disaster. How will your students get home if there is a devastating earthquake in Japan or political uprising in Egypt, as there was in the spring of 2011? See the Tool Kit for more information on insurance and examples of University practices.

D. Waivers

General participation waivers are often utilized to help manage risk. They can serve many purposes, including acting as a release of institutional liability and as a tool to educate students of their responsibilities. For these reasons, most, if not all, education abroad programs require that students sign at least a general participation waiver.

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9 NAFSA Health and Safety in Education Abroad Subcommittee (forthcoming 2011). Travel warning Policy Survey Results. (included in the Tool Kit).
Caution should be taken, however, to not utilize a waiver that is so favorable to the institution (and unfavorable to the student) that it runs the risk of being invalidated by a court.

In addition to general participation waivers, there may be good reason to use activity specific waivers. Does your institution use a field trip waiver for activities leaving your home campus? If yes, you may want to follow a similar process and have students going on field trips/excursions while abroad sign something akin to what is used at home. Similarly, there may be specific waivers that allow students to agree to be photographed for marketing purposes, participate in sporting or risky activities, and consent to medical care. Alternatively, many of these situations may be addressed and included as part of the standard participation waiver.

Examples of typical waivers can be found in the Tool Kit but note that none is perfect. Nor are the examples provided with the intention that another university will simply swap out the header for their own use. Legal Counsel must work closely with their education abroad colleagues to consider the options and decide how to best use waivers for their institution’s own situational context.

E. Student Preparation

Once students are selected for an education abroad program, the focus shifts to preparing them for their time overseas. It is important to educate students about health and safety risks or travel generally, and as specifically pertaining to their destination country, city and program. Downplaying risks to increase student participation numbers is never a good idea but balancing risk disclosures with mitigating factors can be very helpful.

A part of the preparation process includes recommending that students visit a travel clinic, receive immunizations and plan for their health care needs while abroad. Many programs create lists of hospitals, pharmacies and doctors in their locations abroad that provide high quality care. While some rely on the lists provided by the local U.S. Embassy, it is important to note that in most cases, these lists simply reflect those professionals/organizations that have asked to be added to the list. There is no assurance from the Embassy that these are “good” health care options or even that English is widely spoken.

Laws and customs in countries can be much different than what students are used to in the U.S. A difficult challenge facing international educators is to help students understand the importance of understanding how to navigate their host culture. Considerations include:

- Drinking: Binge drinking continues to be an issue on U.S. campuses and this trend certainly extends to U.S. student programs overseas. What local laws and cultures related to drinking will impact the students? In some cases, universities send students to countries where the drinking age is 18 so they are able to drink legally for the first time.
• Laws: Students are subject to local laws, which can be very different than those they are used to at home. Additionally, penalties may be more strict and in some cases Americans will be held to a different standard than local residents. For example, officials may commonly look the other way for minor drug offenses committed by locals but an American may face life imprisonment or death for the same activities. Students may imagine the President or Senator intervening to enforce their “American rights” but this is not the reality. What resources do college attorneys have for assuring students receive accurate legal information regarding their destination?

• Transportation: According to the Association for Safe International Road Travel (ASIRT), nearly 400,000 people under 25 years old die on the world’s roads each year.\textsuperscript{10} Transportation related laws and cultural norms vary greatly from country to country. ASIRT, a non-profit organization dedicated to helping travelers make informed decisions about road transportation overseas, as well as the State Department provide valuable recommendations. This information is helpful not only in preparing students, but also in making program development decisions.

• Other Cultural Considerations: How should students dress to avoid unwanted attention? Is it appropriate to wear shirts without sleeves or shorts? What are the cultural norms regarding relationships? What is the local legal definition of sexual assault/rape? These questions all have health, safety and legal implications for our students and institutions.

F. Responding to Emergencies and Risks

Of course, no amount of planning and orientation will prevent an emergency or crisis. That said, institutions must be prepared to respond to what is reasonably foreseeable. An emergency response plan is a good first step and would ideally be paired with an emergency contact card that all students would be required to carry. In formulating an emergency plan, it important to consider general processes but also plans for specific events. What is your plan for the following?

• Individual student
  o accidents/illness
  o mental health emergency
  o hospitalization
  o arrest
  o sexual harassment
  o death

• Natural disaster
• Evacuation
• Political unrest
• Missing student(s)

\textsuperscript{10} Association for Safe International Road Travel (ASIRT): \url{www.asirt.org}
V. Conclusion

This paper summarizes only some of the key considerations related to due diligence in sending college and university students abroad. Each university’s needs and requirements are unique. Thus, a team-orientated approach, including experts across campus, will best address the individual institutional requirements. Careful advanced planning, adherence to best practices and a thorough assessment of legal and other risks are required elements of any due diligence effort when sending students overseas.
TOOL KIT

- **Abroad by Design:** [interactive.nafsa.org/core/orders/product.aspx?prodid=](interactive.nafsa.org/core/orders/product.aspx?prodid=)
  
  Each chapter includes a full topic introduction, key questions to consider, and a large variety of sample documents as well as Web links to many more resources. Chapters include: Program Planning, Financial Planning and Budgets, Agreements and Contracts, and Program Implementation.

- **Access Abroad:** [://umabroad.umn.edu/professionals/accessabroad](://umabroad.umn.edu/professionals/accessabroad)
  
  Access Abroad is an effort at the University of Minnesota to provide information and guidance on accessibility overseas. The materials on the website are designed to assist students, faculty and staff with the process of identifying and obtaining reasonable accommodations.

- **Association for Safe International Road Travel (ASIRT):** [asirt](asirt)
  
  ASIRT is a non-profit, non-governmental organization that promotes global road safety through education, advocacy and targeted road safety projects in low and middle-income countries. Country road travel reports and publications are available online.

- **Center for Disease Control & Prevention (CDC):** [cdc.gov/travel/default](cdc.gov/travel/default)
  
  CDC’s Travelers’ Health section provides information on specific destinations, vaccines and more.


- **National Association of College and University Attorneys (NACUA) International Resources:** [nacua.org/documents/InternationalProgramsResources_copy](nacua.org/documents/InternationalProgramsResources_copy)
  
  A listing of a variety of papers, presentations and publications relating to international programs.

- **Overseas Advisory Council (OSAC):** [osac](osac)
  
  OSAC is a public, private partnership that supports U.S. business and educational interests abroad. As part of the State Department, OSAC analysts and resources are available at no cost.

- **University Risk Management and Insurance Association: URMIA:** [urmia](urmia)

- **U.S. Department of State Travel Information:** [://travel.state.gov/](://travel.state.gov/)

- **U.S. Department of State Students Abroad:** [://studentsabroad.state.gov/](://studentsabroad.state.gov/)
A slightly more student friendly version of travel.state.gov, this website provides resources for student travelers. Students can register their travels, learn about visa and passport requirements and create an emergency plan.

CRISIS MANAGEMENT


DISCIPLINARY REVIEW


INSURANCE


- University of Minnesota Travel Health & Security Insurance: .international.umn.edu/travel/insurance/mandatory.

STANDARDS & BEST PRACTICES

- *Best Practices in Addressing Mental Health Issues Affecting Education Abroad Participants*: .nafsa.org/knowledge_community_network.sec/education_abroad_1/developing_and_managing/practice_resources_36/onsite/best_practices_in_addressing/

- Responsible Study Abroad: Good Practices for Health and Safety: .nafsa.org/resourcelibrary/default.aspx?id=

- The Forum on Education Abroad *Standards of Good Practice*: .forumea.org/standards-index.

TEMPLATES & EXAMPLES

- *By Example*. Access print forms, PDFs, Web pages, and other kinds of materials, solicited from education abroad offices across the country. These samples are drawn from a broad...
range of institutions and represent an array of approaches: 
.nafsa.org/resourcelibrary/Default.aspx?id=

- Health and Safety Resources, Learning Abroad Center, University of Minnesota: :
  //australia.gps.umn.edu/students/healthsafety.

- Mental Health Resources. A web resource for students, their parents, faculty, and staff who wish to learn more about mental health and related resources at the University of Minnesota Twin Cities: .mentalhealth.umn.

- Program Reviews, Learning Abroad Center, University of Minnesota: :
  //australia.gps.umn.edu/professionals/intleducators/affiliates/

- Policies, Code of Conduct etc., Learning Abroad Center, University of Minnesota: :
  //australia.gps.umn.edu/students/policiesacademicstravel.

- SAFETI Clearinghouse. A wide variety of resources are available online including audit checklists, example forms and orientation resources: : //globaled.us/

- University of Minnesota Education Abroad Policy & Procedure:
  //policy.umn.edu/Policies/Education/Student/EDABROAD.

- University of Minnesota International Affiliation Agreement, One-way from the University: .ogc1.umn.edu/stellent/groups/ogc/documents/contract/OGC-901.

- University of Minnesota Student-Faculty Exchange Program Agreement:
  .ogc1.umn.edu/stellent/groups/ogc/documents/contract/OGC-904.

- University of Minnesota Release and Waiver (Education Abroad Offices):
  .ogc1.umn.edu/stellent/groups/ogc/documents/contract/OGC-245.

- University of Minnesota Acknowledgement of Risks and Responsibilities for Faculty and Staff International Travel: .ogc1.umn.edu/stellent/groups/ogc/documents/contract/OGC-273.

**TRAVEL WARNINGS**

  //www.nafsa.org/_/File/_/novdec10_supplement.

## Appendix/Examples

### Health and Behavior:

- University of Minnesota Health Disclosure Form ..................................................i
- Health Form Follow-up Talking Points.................................................................iii
- Example application text for disciplinary review .............................................v
- Example Behavior Contract ..........................................................................vi
- Example Dismissal Warning Letter.................................................................vii

### Crisis Management:

- Learning Abroad Center 24-hour contact protocol ...........................................viii
- Learning Abroad Center Emergency Procedures ...........................................ix
The purpose of this form is to help the Learning Abroad Center to assist you in preparing for your time abroad. Please answer all questions openly and honestly. While it can be difficult to share health information, timely disclosure allows the Learning Abroad Center to support your overseas experience effectively. Mild physical or psychological disorders can become serious under the stresses of life while studying abroad. It is important that the program be made aware of any medical or emotional problems, past or current, which might affect you in an international study context.

The information provided will remain confidential and will be shared with program staff, faculty, or appropriate professionals only if pertinent to your own well-being in a housing placement or academic setting. The Learning Abroad Center will do its best to assist you, but may not be able to accommodate all individual needs or circumstances. This information does not affect your admission into the program.

<table>
<thead>
<tr>
<th>MEDICAL HISTORY</th>
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<tbody>
<tr>
<td>□ Yes □ No</td>
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<tr>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>□ Yes □ No</td>
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</tbody>
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Over for more
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<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>5. Are you a vegetarian, or are you on a restricted diet? (If yes, please explain.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>6. Do you have any mobility or physical activity restrictions (due to a disability, obesity, or cardiac condition that may require accommodations* to fully participate in a learning abroad program, etc.)? (If yes, please explain and attach relevant Disability Services documentation for learning abroad.)</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>7. Do you believe you have a health condition or disability (e.g., learning disability, attention deficit disorder, diabetes, brain injury, epilepsy, or other) that may require reasonable accommodations* to fully participate in a learning abroad program? (If yes, please explain and attach relevant documentation.)</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>8. Do you have a hearing or visual loss that may require reasonable accommodations* to fully participate in a learning abroad program? (If yes, please explain and attach relevant documentation.)</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>9. Is there any additional information that would be helpful for the program to be aware of during your study abroad experience? (If yes, please explain.)</td>
</tr>
</tbody>
</table>

*If yes, please contact Disability Services on your campus — UMTC students call 612.626.1333 — to determine eligibility of reasonable accommodation and to complete and attach the Student Accommodation Request Form or the equivalent for your campus.

☐ I certify that all responses made on this Health Information form are true and accurate, and I will notify the Learning Abroad Center hereafter of any relevant changes in my health that occur prior to the start of the program. I understand that the Learning Abroad Center will do its best to accommodate my needs, though not all accommodations are possible. I understand that it is my responsibility to visit a travel clinic, and plan for my medical needs overseas in consultation with my doctor(s), U.S. insurance company and others. I also understand that I cannot expect accommodations for those situations that I have not disclosed and that any false or inaccurate information may affect my program participation and any refund appeals.

Applicant Signature ____________________________ Date ____________

Learning Abroad Center
230 Heller Hall, 271 19th Avenue South, Minneapolis, MN 55455
612.626.9000 • 888.700.UOJM • 612.626.8099 (fax) • UMabroad@umn.edu • www.UMabroad.umn.edu

An equal opportunity educator and employer
Health Form Disclosure Follow Up

Every conversation and student situation is different but here are a few questions to consider when you talk with a student who discloses a concern on their health form:

Could you fill me in briefly on the background of your medical history with...

How do you plan to deal with .... while abroad?

Do you take medication for ... on a regular basis?
  - How do you plan to have access to X months of this prescription while abroad?
  - Most countries don’t allow you to mail prescriptions into them... May need special permissions from the HMO to fill more than 3 months at a time...U.S. prescriptions can not be filled overseas... drugs are of differing strengths in different countries... issue with controlled substance...

You noted that you are allergic to ... how do you plan to avoid ... while abroad? Do you wear a bracelet/necklace noting the allergy? Do you have a note (translated if applicable) explaining this allergy?

Are there any specific circumstances that bring on your condition?

Have you worked with Disability Services to put together a special accommodation request form?

I’d be happy to work with our partner on-site to see if we can identify a doctor/counselor overseas for you to see. I could even facilitate a transfer of your files from your doctor here to the doctor overseas in order to have a treatment plan set up for you upon arrival. Would this be helpful? Even if you don’t plan to see this person, I can get you the detail in the case you decide otherwise.

Have you already visited the travel clinic? They can also be helpful in planning for health abroad—they don’t just give shots or prescribe malaria pills. U of M students can visit Boynton travel clinic for a free consultation because of student fees.

Is there anything you think would be helpful for me to share with the onsite staff?

NOTES:

1. Specifically with mental health, it is common for students to say they have been treated here but that the situation is under control and doesn’t need attention while abroad. Though this might be true it wouldn’t be a bad idea to encourage these students to talk with their doctor and consider a back-up plan should they need
care on-site. The stress of life abroad and loss of support system they use in the U.S. can trigger situations that were otherwise under control.

2. CISI can assist students with planning for health situations while abroad. They need just call with the U of M’s account details and ask their question. For example, “I take prosaic and planned to take a 5 month supply abroad with me. I will take the original prescription with 1-moth’s supply in my carry-on and the other 4 months with a copy of the prescription in my checked luggage. Will this be legal for arrival in X country?” or “I am unable to get a full year’s prescription for the MS medication I need to take daily while in X country. I can bring 5 months but my doctor wants to send the other 5 months. Will this be allowed and what do I need to know about mailing the prescription?”
Example Application Text

DISCIPLINARY
Have you ever lived in on-campus or University-managed housing? yes no

Do you have any academic or behavioral disciplinary incidents on file at the University of Minnesota? yes no  If yes, explain:

SIGNATURE
I certify that all statements on this application and all other learning abroad application materials are complete, true, and accurate to the best of my knowledge. I understand it is my responsibility to keep this information up to date and can do this via writing with the Learning Abroad Center. I understand that misrepresentation or fraudulent information is sufficient grounds for cancelling my admission to a Learning Abroad Center Program. I understand that the Learning Abroad Center may be in communication with my emergency contact, general contact, and home institution contact for the purpose identified. I also understand that the Learning Abroad Center will release my contact information as identified above.
Applicant Signature __________________________ Date __________________________
CONFIDENTIAL:

<name> (referred to as the Student below) agrees to:

1. complete the OASCAI assigned Restorative Justice program hours and a Health Consultation prior to departure;
2. review the University of Minnesota Student Conduct Code and the Education Abroad Conduct Code;
3. meet all of the requirements of the above Conduct Codes during the program abroad in addition to the policies of Hong Kong University of Science and Technology; and
4. not, in any way, exhibit behavior that could be interpreted as a violation of the Conduct Codes or the onsite university policy.

A BREACH IN ANY CONDITION OF THIS CONTRACT WILL RESULT IN THE STUDENT'S REMOVAL FROM THE EDUCATION ABROAD PROGRAM. INCIDENTS WILL ALSO BE REPORTED TO THE OFFICE FOR STUDENT CONDUCT AND MAY RESULT IN AN INTERIM SUSPENSION BY THE UNIVERSITY.

Signatures:


Date
Student


Date
Adam Pagel, IT
DISMISSAL WARNING LETTER

DATE

Date

Name of Student
Name of Program
Program Term (semester/year)

Dear (Student Name):

This letter serves as an official warning regarding your involvement in an incident that occurred (date). It was alleged that (description of situation).

Based on the information gathered in the investigation of this incident, you are charged with violating the following University of Minnesota Student Conduct Code items (http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.pdf):

- [list specific code item and description of violation; include links to program policy/handbooks etc. that back up communication of policy to student as well as Learning Abroad Code http://www.umabroad.umn.edu/policies/rightsResponsibilities/studentConduct.pdf if it clarifies U of M code>

Given the situation and the policies violated, this is your official dismissal warning. Failure to meet program guidelines, policies and the stipulations outlined will result in your immediate dismissal from the program, loss of all academic credit and no opportunity for financial refund. In addition, we will be forwarding this to the Office for Student Conduct and Academic Integrity for their review and possible adjudication.

You can review the Learning Abroad Center’s Release and Waiver form, which you signed and includes acknowledgement of the above policies at the following web site:

http://umabroad.umn.edu/policies/releaseAndWaiver/rw245.shtml

Please do not hesitate to contact me if you have any questions.

Sincerely,

<Name of On-Site Director>  <Name of LAC Program Director>
On-Site Director  Program Director

NOTE: This letter should be given in person to the student but can be e-mailed to the student’s UofM e-mail account, if an in-person meeting is not possible.
Learning Abroad Center
24-Hour Contact Protocol
Updated: 1/11/11

The following statement outlines the Learning Abroad Center protocol for 24-hour, 7 days a week availability. The phone rotation schedule includes the Program Directors (PDs), Coordinators and Associate Program/Advising Directors (APDs/AADs). They are available as back up, if necessary. The cell phone schedule is located on UMCal under “MC OIP LAC Cell Phone”. All staff who carry the cell phone have read/write access. All others have viewing access.

1. Contact Sheet--All PDs, APDs/AADs and Coordinators are responsible for keeping their teams’ contact information up to date on the EMERGENCY PHONE LIST, which is located on the server, under General/ Emergency Procedures. All cell phone carriers are responsible for carrying an up to date staff phone list when they have the cell phone.

2. Special Events--Office Closed, Phone Answered. (e.g. Fair Day)
We close the office to walk-ins and rotate staff to answer the main phone line. This allows for the most staff to attend the event. The person who is scheduled to carry the cell phone should bring the cell phone to the office that day and turn it on when the office closes.

3. Official Holiday Schedule--Office Closed, Phone to Voicemail, Cell Phone Answered
The office will close no earlier than 3:30 p.m. on these days. The person scheduled to carry the cell phone that day should bring it to work and turn it on at 3:30. The front desk staff will post signs indicating the Learning Abroad Center is closing at 3:30 on this day and reopening on the appropriate day.

4. Other Activities--Office Open for Limited Service, Phone Answered--(e.g. LAC All Staff meeting, OIP All Staff meeting)
The front desk will post signs and the person staffing the front desk will be informed on how to contact staff during the activity in case of emergency.

5. Emergency Office Closing--Office Closed, Phone to Voicemail, Cell Phone Answered (e.g. Snow Day)
a) If closing is announced during the workday, the front desk will post signs. Person scheduled to carry the cell phone should turn it on when the front desk phone goes to voice mail.
b) If office never opens due to a storm or other unexpected reason, the person carrying the cell phone keeps it on throughout the day and until the office re-opens.

6. The person scheduled to carry the cell phone need not carry it during office hours but should have it with them until the office opens in the morning and when it closes in the evening. Cell phone carriers will remain available for emergencies until the office reopens or the cell phone is passed to someone else.
The Learning Abroad Center
Emergency Procedures
(After regular office hours)
updated: 1/11/11

The Initial Contact Person for emergencies will be a designated LAC staff member. The Initial Contact Person rotates according to a rotation schedule maintained on UMCaL (after regular office hours, callers are prompted to call the emergency phone in the case of an emergency). If the staff person scheduled to be in charge of the cell phone will be unable to fulfill their duties for the assigned time period the person needs to find someone to take the phone in their stead.

Outgoing Message: You have reached the emergency phone for the Learning Abroad Center at the University of Minnesota. If you have administrative or program questions please do not leave a message on this phone as it is reserved only for emergencies. A Learning Abroad Center staff member monitors this phone and voicemail outside of normal business hours. During business hours please call the Learning Abroad Center’s mainline at 612.626.9000. Otherwise, please leave a message including your name, the student’s name, country and program of study, relevant details of the situation and contact information for the best way to reach you. We will be in touch as soon as possible. Thank you.

LAC Emergency Cell Phone Number:

The Initial Contact Person will have in their possession the LAC Emergency Cell Phone, this document and a list of telephone numbers for the appropriate LAC staff responsible for specific study abroad programs.

To retrieve a voicemail from the LAC Emergency Cell Phone:
   a) press & hold down the 1 key to call the voicemail box
   b) when prompted enter code 123 #
   c) when prompted press 1 to listen to the voicemail
   d) 7 to delete OR 9 to save
   d) press 3 for other features

To retrieve a message from a landline or different cell:
   a) Call the cell phone
   b) when the voicemail picks up press #
   c) when prompted enter to enter the mailbox number, enter the full phone number (651...)
   d) when prompted enter code 123 #
   c) follow above process

Try to determine if the emergency is real or perceived. However, if in doubt, always proceed as though the emergency is real!

The individual making the follow-up response should obtain as much of the following information concerning the emergency situation as possible:

- Name(s) of those involved
- Phone/fax/e-mail numbers that appropriate persons can be reached for future correspondence
- Description of the situation, to include:
  - What happened?

LAC: General: Emergency Procedures: 2.1 Lac Emergency Proc for cell phone.doc 1/10/11 srt
Where did it happen?
When did it happen?
Who was involved?
Who are the witnesses?
Who (onsite staff, parent, officials, cosponsor etc.) has been contacted?
What action, if any, has been suggested by authorities at the site?

It is critical to get detailed information as quickly as possible in order to proceed with the next steps, and for future reference.

Sponsored Programs
1) In most situations, the initial contact person should notify the program director/associate responsible for the program involved. Where possible and appropriate the program director/associate will take over at this point for hands-on resolution of the situation. **There should be at least one program director or associate (or nominee) from each programming team available at all times to deal with such emergencies.** If no one is available, leave a message with team, return call from caller and let her/him know that their message has been received answer questions if possible but **don't provide FERPA protected data at this time**—the emergency has not been confirmed. Either wait for team to get back to the caller or move on the issue as appropriate. If program team is unavailable or scheduled to be away from the office at the same time, contact the LAC emergency contact (LAC Director of Programming, LAC Director, or GPS Health, Safety and Compliance Coordinator—in this order, depending on who is in town and on call for emergencies at that time).

2) In the case of a serious emergency (accident/major illness, sexual violence/rape, serious crime, evacuation need etc.): Immediately notify the LAC Director, LAC Director of Programming and the GPS Health, Safety and Compliance Coordinator. One of them will notify the GPS Associate Vice President and Dean as well as other leadership as necessary.

3) Appropriate on-site staff should be notified (if not already involved).

4) Non-UofM students: appropriate sending institution should be notified if not already involved.

5) A case should be opened with CISI's assistance company as soon as possible if there is any indication of a medical or security insurance need at any point during the case. See the EMERGENCY PHONE list for contact details.

6) Incident Database Record should be created as soon as possible (within 24 hours or next business day) and used to communicate/track incident. If it will be more than 12 hours until a record can be created, be sure to call the LAC Director and/or LAC Director of Programming to inform them in the meantime. They will help notification of others who need to be involved dependant on case.

Co-Sponsored Programs
1) Ascertain if any staff from the co-sponsor (onsite and/or U.S.-based) are already involved in the situation. If they are not, encourage the caller to contact the co-sponsor directly and, if necessary, provide him/her with the emergency phone number(s) included on the LAC emergency phone list. Where possible and appropriate, the co-sponsor staff will take over hands-on resolution of the situation.
2) Notify the program director/associate responsible for the program involved. From this point forward the program team will take on responsibility for monitoring the situation.

3) If the caller prefers not to contact the co-sponsor, notify the program director/associate responsible for the program involved. If no one is available, leave a message with team, return call from caller and let her/him know that their message has been received; answer questions if possible but do not provide FERPA protected data at this time—the emergency has not been confirmed. Wait for the team to get back to the caller. The program team will contact the co-sponsor and will take on responsibility for monitoring the situation. If necessary because the program team is not available, contact the co-sponsor directly using the emergency phone number(s) included on the LAC emergency phone list.

4) In the case of a serious emergency (accident/major illness, sexual violence/rape, serious crime, evacuation need etc.): Immediately notify the LAC Director, LAC Director of Programming and the GPS Health, Safety and Compliance Coordinator. One of them will notify the GPS Associate Vice President and Dean as well as other leadership as necessary.

5) If the student is covered by U of M CISI, a case should be opened with CISI’s assistance company as soon as possible if there is any indication of a medical or security insurance need at any point during the case. See the EMERGENCY PHONE list for contact details. If the student is covered by the co-sponsor insurance ask the cosponsor how to move forward with their insurance company.

6) Incident Database Record should be created as soon as possible (within 24 hours or next business day) and used to communicate/track incident. If it will be more than 12 hours until a record can be created, be sure to call the LAC Director and/or LAC Director of Programming to inform them in the meantime. They will help notification of others who need to be involved dependant on case.