

# INTERNATIONAL TRAVEL CHECKLIST

for [University] faculty, staff, and postdoc leaders of student travel groups

## PLANNING

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- Follow the travel policies and guidelines for undergraduates (if applicable)
  - [University] [International Travel Policy for \[University\] Students](#) and [Travel Restrictions](#)
  - [University] [Group Travel Guidelines](#)
- Refer to the [International Education Center]'s [Resources for Program Administrators](#) for planning help
- Remind participants to apply for their [visas](#) and [passports](#) (see [7 Planning Tips, tip 1](#))
- Set the trip cancellation/refund policy and make all participants aware of it
  - Advise participants to consider purchasing travel insurance, especially if the trip could be cancelled due to unforeseeable circumstances (e.g., a hurricane or civil unrest)
- Schedule a group info session with [\[University\] Travel Health](#)
  - Participants' cost to attend is \$50 compared with \$100 for an individual travel consultation
- Acquire a Purchasing Card if necessary; understand [University] [P-card and Expense Report](#) procedures
  - Work with your business manager for guidelines on proper card use
  - The [University] P-card does not work in all countries; contact [\[University\] Procurement](#) for assistance
- Be aware that students may disclose disabilities and mental health or medical conditions; understand your role in providing support
- Require travelers to get necessary immunizations (see [5 Health Tips, tip 1](#)) and to understand how their health insurance will work (see [9 Pre-departure Tips, tip 4](#))
- Determine if [University] travelers visited the region recently, or if [University] alumni live there  
Can they provide recommendations to make planning easier for you?
  - Try using [\[University\] Travelogue](#) or contacting the [Association of \[University\] Alumni](#)
- Don't plan to rent a vehicle for you to transport the group  
Look into contracting with a transportation service or use public transportation or taxis
  - Read more on the [risks of renting/driving a car abroad](#)
- Complete the [Emergency Contact Information](#) sheet for each of your destinations prior to the orientation; use the information to help students fill out their emergency contact cards (see below)

## PRE-DEPARTURE ORIENTATION (about 2 weeks before travel; all participants should attend)

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- Provide travelers with a detailed itinerary
  - Include flight numbers and carriers; name, address, and phone number of all accommodations; methods of travel between sites; other pertinent details
  - Travelers should give a copy to their parents/guardian
- Make sure all travelers have filled out the emergency contact information on a [FrontierMEDEX card](#)
  - Collect copies of the completed cards prior to departure
- Designate a student to serve as alternate leader in case you are sick or injured during the trip (if you are the only faculty or staff member leading the group)
- Urge travelers to complete the [\[University\] Student International Travel Orientation](#)
  - Or discuss the orientation as a group so all travelers have the same knowledge and expectations
- Discuss crime, culture, health issues, etc. from the [\[University\] Student International Travel Orientation](#) as they pertain to your destination
  - Help the other travelers know what to expect (especially if you're familiar with the destination)
  - Use the [U.S. State Dept.](#) website, FrontierMEDEX [World Watch reports](#), [ASIRT](#) road reports, etc.

- Remind students they can voluntarily disclose any conditions that may require accommodations**
- Discuss behavioral expectations (and potential consequences) with the participants**
  - Don't ignore this responsibility; discussing expectations as a group will generally lead to fewer problems, better group cohesion, and a more successful trip
  - Expectations of travelers should include, for example:
    - To follow [University]'s [Undergraduate Regulations](#) or other relevant behavioral policies
    - To respect their fellow travelers
    - To not partake in illegal activity or drug use
    - To not do anything that could jeopardize the group's safety
    - To inform you of any travel independent of the group
  - **Emphasize to travelers that they are responsible for their safety and for their actions**
- Distribute and collect signed student [Acknowledgment and Release](#) forms**
  - Hold the forms for 2 years after the trip

## 2 WEEKS BEFORE TRAVEL

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- Register the group's travel** (you will register for all participants)
  - With [\[University\]](#) travel registry
  - With the U.S. State Department [Smart Traveler Enrollment Program](#); non-U.S. citizens register with their own embassies
- Obtain a cell phone for emergency use** (or plan to purchase one upon arrival) (*See [7 Planning Tips](#), tip 6*)

## AFTER YOU ARRIVE

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- Remind participants of behavioral expectations**
- Show students the locations of the best hospitals to use and primary and secondary group meeting points** (central locations where everyone will gather if a large-scale emergency affects communication)
  - Make sure everyone can find them; physically take the group to the sites if necessary
- Collect all students' phone numbers (landline or cell) and addresses** (if using homestays, for example)
  - Make sure you can reach all students
  - Mark all students' addresses on a map
- Make sure all travelers know how to reach you by landline or the emergency cell phone**
  - Be prepared to be on call 24/7 for the duration of the trip (but rely on help from [University] administrators and FrontierMEDEX if there is a problem; you don't need to handle it alone!)
- Program emergency phone numbers into your cell phone**, then make sure they work
- Be sure that accommodations, transportation, and activities/excursions are safe**
  - Accommodations: working smoke detectors, door and window locks, fire escapes
  - Transportation: using licensed drivers and reputable transportation companies
  - Activities: relevant to the educational purpose of the trip, not unnecessarily risky
- Check that students have their emergency information cards in their possession**
- Think about risks of the trip and your location and how you might respond to possible problems** (*see [8 Safety Tips](#), tip 1*)
  - Then help students understand the risks and their roles in a safe, successful trip
- Assess the trip during and after**, with group leaders and participants