

**UF** MARTIN

FACULTY & STAFF

**TRAVEL STUDY  
HANDBOOK**

July 2022

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\*Any information in this handbook is subject to change.

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## Travel Study Approval Form

(Must be accompanied by a syllabus for the proposed Travel Study course)

Discipline/Number/Title of Travel Study: \_\_\_\_\_

For Credit: Yes\_\_ No\_\_ If for credit, how many credits? \_\_\_\_\_

Principal Group Leader\*: \_\_\_\_\_

Co-Group Leader(s)\*: \_\_\_\_\_

*\*Before submitting this form to the Department Chair, each group leader certifies that she/he has read the Faculty & Staff Handbook and understands all the responsibilities of group leaders and the procedures to be followed in case of an emergency.*

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Action by Department Chair:** Approved \_\_\_\_\_ Disapproved \_\_\_\_\_

Date: \_\_\_\_\_ Comments: \_\_\_\_\_

\_\_\_\_\_  
Signature \_\_\_\_\_

.....  
**Action by Dean (required only for College of H&FA):** Approved \_\_\_\_\_ Disapproved \_\_\_\_\_

Date: \_\_\_\_\_ Comments: \_\_\_\_\_

\_\_\_\_\_  
Signature \_\_\_\_\_

.....  
**Reviewed by Travel-Study Committee on Following Date:** \_\_\_\_\_

Comments of Committee Chair: \_\_\_\_\_

\_\_\_\_\_  
Signature \_\_\_\_\_

Comments of Travel-Study Coordinator: \_\_\_\_\_

\_\_\_\_\_  
Signature \_\_\_\_\_

## Preliminary Daily Travel Itinerary Worksheet

Destination(s) (state/country): \_\_\_\_\_

Proposed Travel Dates: \_\_\_\_\_

Primary Leader: \_\_\_\_\_

Co-Leader(s): \_\_\_\_\_

Expected number of travelers: \_\_\_\_\_

Please provide a tentative daily schedule of the trip starting with the date your group will depart from UT Martin. List all activities and requirements (i.e. transportation needs) you plan for each travel day. Do not be concerned at this time with charges or hourly scheduling. Please schedule a meeting with the Travel-Study Coordinator and bring this form with you.

<b>Day</b>	<b>Location</b>	<b>Activity</b>
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		

<b>6</b>		
<b>7</b>		
<b>8</b>		
<b>9</b>		
<b>10</b>		
<b>11</b>		
<b>12</b>		
<b>13</b>		
<b>14</b>		

## Travel Study Timeline

June 1, 2022	First Submission Date for Travel Study Syllabi** and Preliminary Itineraries for 2022-2023 Cycle
August 2, 2022:	Second Submission Date for Travel Study Syllabi and Preliminary Itineraries for 2023-2023 Cycle <i>--Syllabi for Travel Study Programs for the 2022 Fall Semester must be submitted by August 2, 2021 at the latest.</i>
Sept. 2, 2022:	Third Submission Date for Travel Study Syllabi and Preliminary Itineraries for 2022-2023 Cycle
Early Sept., 2022:	Group Leaders of Fall 2023 Travel Study Programs meet with Travel Study Coordinator to review travel-study policies and procedures as set forth in Handbook.
Oct. 14, 2022:	Final submission Date for Travel Study Syllabi for 2022-2023 cycle <i>--Syllabi for Travel-Study Programs for the 2023 Spring Semester and Summer Sessions must be submitted by October 14, 2022 at the latest.</i>
Fall 2022:	Group Leaders participate in Travel Study Fair
Nov. 2022:	Group Leaders of 2023 Spring and Summer Travel Study programs meet with the Travel Study Coordinator to review travel-study policies and procedures as set forth in Handbook.
March 1, 2023	First Submission Date for Travel Study Syllabi** and Preliminary Itineraries for 2023-2024 Cycle
May 2, 2023:	Second Submission Date for Travel Study Syllabi and Preliminary Itineraries for 2023-2024 Cycle <i>--Syllabi for Travel-Study Programs for the 2023 Fall Semester must be submitted by May 1, 2023 at the latest.</i>
Sept. 2, 2023:	Third Submission Date for Travel Study Syllabi and Preliminary Itineraries for 2023-2024 Cycle

\*\*Syllabi must include a description of the proposed trip, specifying the educational purpose of the trip, the basic subjects to be covered, and the principal activities, among other items. See model syllabi in Handbook.

## Critical Steps in Developing and Leading a Travel-Study Program

### One year out

- Step 1: Consider what kind of trip you would like to offer and how this trip could meet academic requirements for students and others.
- Step 2: Determine if you would like to have a co-leader for the trip. Discuss possibilities with others who might be interested.
- Step 3: At least one year prior to a possible travel-study experience, talk with the chair or supervisor in your immediate area. Discuss possibilities, academic credit, and dates.
- Step 4: Group leader consults Faculty/Staff Travel Handbook.
- Step 5: Group leader has an initial meeting with the Travel-Study Coordinator to develop a preliminary daily itinerary.
- Step 6: Group leader develops appropriate course materials (e.g. syllabus) and gets approval from her/his department chair and dean.

### Nine to ten months out

- Step 7: Group leader submits syllabus, preliminary itinerary, flyer, verification agreement from the back of the handbook, approval form from his/her department chair and dean, and an approval email from the Provost/VCAA to the Center for Global Education and Experience to present to the Travel Study Committee for review.
- Step 8: Group leader contacts the Travel-Study Coordinator to discuss qualified program providers and World Travel (1-800-251-9047) to discuss flight information.
- Step 9: As soon as possible, the selected provider representative will get back with a quote for the travel-study trip.

### Six to eight months out

- Step 10: The group leader will develop a budget and a payment schedule based upon the quote and share it with the Travel-Study Coordinator (Lorrie Jackson) along with the estimated cost of the program.
- Step 11: Once the trip price has been established, the group leader will distribute a flier to promote the program. The announced trip price will be followed by the phrase: "Subject to change, depending on factors beyond the control of the group leader."
- Step 12: Group leader submits a request for group card limit increase on the UT Travel Card as needed to book flights etc.
- Step 13: Group leaders inform participants in their trip of the payment deadlines and application procedures for the SGA scholarship competitions. Group leaders also alert participants to visa and passport requirements. **From this point on, group leaders work with the Center's Administrative Assistant (Jewel Franklin) and staff to collect program fees from participants and to make sure they meet payment deadlines.**



Three to four months out

Step 14: Group leaders meet with trip participants to explain policies and procedures that they should be aware of before the travel study program departs.

One month out

Step 15: Group leaders set up the Center's Administrative Assistant (Jewel Franklin) as a delegate in Concur.

Step 16: Travel-study program has "green light" for departure: group leader takes students on an enjoyable and enriching travel-study program.

One to two weeks after return

Step 17: Upon return, group leader(s) works with Center's Administrative Assistant to submit travel expense report. Group leaders can now scan receipts into the new Concur system.

Step 18: After this meeting, the group leader informs students that they will be receiving a link to a trip evaluation form from the Center's Administrative Assistant. It is now required that the evaluation form is completed and returned to the Center (or emailed) as soon as possible.

Two to four weeks after return

Step 19: Group leader meets with trip participants for at least one review session and collects academic assignments.

Step 20: Group leader submits a brief report (2-3 typed paragraphs) on the travel study to the Center.

## Travel Study Guidelines

The following recommendations provide general guidelines, which govern the content, organization, and conduct of travel study programs and are designed to help group leaders prepare a travel study trip they may be interested in leading. Since each travel study program is unique in many ways, group leaders should seek the input of the Travel Study Coordinator on any trip they intend to lead before submitting a trip syllabus and preliminary itinerary to the Travel Study Committee for its review.

### **Course Content/Components/Credit:**

- Regarding academic credit:  
Faculty should develop travel study courses that blend academic and experiential components in a unique learning experience. Each travel study course should include the same academic rigor as “traditional” courses. Students are expected to complete all the required assignments before receiving a grade for any class associated with the travel-study course. Travel study courses normally award three (3) credits. Students desiring to receive more than three credits for a travel study course must complete supplementary assignments commensurate with the additional credit to be received.
- Regarding travel study courses having a particular educational purpose or specific organizational theme/themes:  
All faculty conducting travel study tours will develop a syllabus for the course associated with the travel study initiative; this syllabus will follow the UT Martin syllabus guidelines and will include course objectives, credit hours and discipline, academic and practical pre-program preparation, academic requirements, and method of evaluation of student performance. The number of credit hours awarded is to be commensurate with the time spent in contact hours and travel days, and code of conduct/course ethics.
- Regarding the defining components of a travel-study course:  
Travel study courses should include at least two pre-departure meetings; one to cover an overview of the travel study sites to be visited and course content to be studied prior to departure and a second to give students an orientation on travel procedures and precautions. The faculty should hold at least one meeting upon return from a travel study tour. Faculty should include various assignments which the participants will complete prior to, during, and/or after the trip itself. Suggested assignments are (but not limited to):
  - Keeping a daily journal
  - Daily group discussions
  - Interviewing people from the site(s) visited while on the trip
  - Establishing a photo album
  - Media analysis and/or reading newspapers from area included in trip
  - Presentations at historic sites
  - Research paper; written report on trip
  - Web page/site development
  - PowerPoint Presentations to various civic groups or to other classes
  - By using the above assignments during the trip, a link can be made between pre-departure academic assignments and the travel experience itself.

## Principles Relating to Travel Study Operations and Group Leaders:

- The appropriate number and gender of group leaders for each trip is dependent on many factors. Ideally, trips with 20 or more participants should have at least two group leaders, preferably one male and one female.
- The approximate ratio of group leaders/adults to participants should be 1 to 15.
- Normally, a travel study program will be capped at 40.
- Normally, faculty members will be limited to offering one credit-bearing, travel-study program per semester and a total of two in any twelve-month period. Department chairs are primarily responsible for determining the travel study courses that their faculty may offer and how these travel study courses fit into their overall teaching schedules.
- If group leaders intend to conduct a travel study program during a semester, they are strongly encouraged to plan their trips to coincide with academic study breaks to minimize the amount of class time students will miss. Since trips normally must include travel over a Saturday evening (to guarantee affordable air fares), a model schedule for a Spring Break trip would have a group depart on Thursday or Friday preceding the Break and return by the Saturday or Sunday which ends the Break, thus allowing students to resume classes on Monday. *If a group leader is planning a trip which will exceed the boundaries of an academic break, at least a month prior to departure he/she should furnish students with a letter of explanation which they should submit to each of their instructors.*
- Group leaders are expected to prepare themselves thoroughly for travel to the destinations they intend to visit on a travel-study program. If they do not have professional expertise in the target countries/areas or have not traveled previously in them, they should take pains to familiarize themselves with the history, culture, and socio-political norms of these countries/areas before departure. If group leaders do not know the languages spoken in these countries/areas, they should make sure to take appropriate measures (e.g., engage an interpreter) which will allow them to communicate effectively.
- Under normal circumstances, group leaders are required to travel with their groups from departure to return.
- Under normal circumstances, students are expected to travel with their groups from departure to return.
- Use of commercial providers for travel study programs must be reviewed by the Center and must meet all travel policies and procedures established by the University.
- At present, all participants in international travel study programs will have basic medical and accident insurance included as part of their trip cost. Group leaders should also notify participants that they may purchase full coverage or cancel for any reason insurance for an additional fee.
- Travel study courses which present significant or unusual risk to participants will be reviewed by the UT System's Office of Risk Management and will be referred to the Provost/VCAA for his approval.

## Responsibilities and Expectations of Group Leaders

(Group leaders must carry out the following steps according to the Travel Study Timeline.)

### *Group leaders are expected to....*

1. Familiarize themselves with university policies and procedures relating to travel study by reading the Faculty and Staff Travel Handbook which is posted on the Center's website.
2. Take a copy of this Handbook with them while conducting a travel study trip.
3. Meet with the Travel Study Coordinator to plan a preliminary itinerary for a proposed trip.
4. Submit a syllabus for the travel-study to their department chair (and dean, if in H&FA) for approval.
5. Follow step 4, to submit their syllabus to the Travel Study Committee for its review.
6. Develop a budget for their trip with the Travel Study Coordinator. **Before group leaders announce a price for the trip, they must have their budget approved in final form by the Travel Study Coordinator.**
7. Recruit students for their program and prepare a flyer advertising their trip for publicity purposes.
8. Include, in all promotional materials, the following phrase after the price of the travel study trip: *Price is subject to change due to factors beyond the control of the group leader, e.g. fuel surcharges, a decline in the value of the dollar, fewer participants traveling than originally anticipated, etc.* **Participants may well be asked to cover cost increases arising after their trip has been priced.**
9. Set up, with the help of the Center's Administrative Assistant, a payment schedule for participants, such that participants will have paid for air fare, ground travel, and lodging BEFORE the Center commits money to cover these items. Refunds made to participants will only cover items for which the Center itself can be reimbursed.
10. Monitor payments made by participants (by checking with the Center's Administrative Assistant) and make certain that they pay installments according to schedule. The Center will collect student payments, keep a record of these payments, and will make this record available to group leaders.
11. Travel with their travel study groups (under normal circumstances) for the duration of the trip; from departure to return.
12. Pay all expenses of spouses and dependents that participate in a trip, unless they are acting as official co-group leaders and are discharging specific duties and responsibilities.

**Note: Group leaders are not allowed to take their minor children on travel study trips unless they have authorization to do so and provided that the presence of these minors will not prevent them in any way from carrying out their duties.**

## Planning a Trip

1. Seek input from the Travel Study Coordinator. Explain in writing exactly where you would like to go and what you would like to do.
2. Refer to any guidelines from your department or college.
3. Work on the itinerary; decide how much time you want in each area.
4. Decide what sites and activities to include on the travel-study.
5. Work with the Travel-Study Coordinator, qualified provider, and World Travel (1-800-251-9047) on cost estimates.
6. Recruit students.
7. Develop a poster/flyer with trip details.
8. Write a news story for release through University Relations and on campus.
9. Keep an interest list of those who have contacted you about the trip.
10. Work with the Center for Global Education and Experience to design a trip application specific to the travel study; including a payment plan to be listed on the back of the application.
11. Give applicants information about scholarships and awards.
12. Help applicants register for the appropriate courses.
13. Schedule meeting dates, times, and room locations.
14. Develop an e-mail list for weekly (or more) contacts.
15. Keep in touch with the Center's Administrative Assistant and Coordinator about applications, payments, etc.

## Travel-Study Model Syllabus

**THE UNIVERSITY OF TENNESSEE AT MARTIN**  
**Department of English**  
**English 251 – British Literary Tradition**  
**(Explorations of Ireland: Literature, Landscape, and History)**  
**May 11- 24, 2008**  
**Spring 2008**

### I. BASIC INFORMATION

**English 251 – Section 005, British Literary Tradition (Explorations of Ireland)**

Time of course: TBA  
CRN: 20205--004

**Instructor: Anna Clark**

Office: 131 Humanities

Phones: 881–7294 (office), 7300 (English office), 7277 (Writing Center, H209)E–  
mail: [aclark@utm.edu](mailto:aclark@utm.edu)

**SPECIAL SECTION OF ENGLISH 251: Only those students completing the travel-study experience to Ireland (May 11 - 24) will receive credit for this section of English 251.**

**Required Text:** *The Norton Anthology of English Literature* (Seventh Edition, Volume II, or the paperbacks 2A, 2B, 2C) or *The Longman Anthology of British Literature* (Vol. 2 with 2A, 2B, and 2C)

**Description of course:** English 251 British Literary Tradition (3 hours) focuses on three periods in these three volumes: “The Romantic Period” (Volume D), “The Victorian Period” (Volume E), and “The Twentieth Century and After.” Students will have the opportunity to examine literature (representative poetry, essays, drama, and fiction) from these periods. Some colonial literature will also be included in the study. What a wealth of fine material we have in this course!

**Special Section of 251: This section of English 251 is offered in conjunction with a travel-study experience to Ireland. The trip will take place from May 11 through May 24, 2008, and the grade for the course will be given after students return from the experience. In order to receive a grade, students MUST complete this trip.**

### II. COURSE PURPOSE, GOALS, AND OBJECTIVES

**Purpose of the course:** The course is designed to introduce students to the range of literature written in England, Scotland, Ireland, and the British Empire in social, religious, artistic, and historical contexts. English 251 helps students understand the relationship between literature and cultural phenomena, such as the Industrial Revolution, the Irish Troubles, WW I, Colonialism, and Post-War culture.

#### **Goals/Objectives:**

1. To increase awareness of a national literature and culture.
2. To encourage interest and appreciation in literature and the arts.
3. To build upon the skills of literary analysis learned in the first-year composition classes
4. To strengthen writing skills.
5. To pursue the role of science and technology and their impact in the new world order.

6. To explore the basic questions of the humanities.

In addition, English 251 adheres to the guidelines for competencies that the National Council for Teacher Education mandates for those seeking certification in English:

I. Knowledge and Skills Pertaining to All Areas

- A. Analyze and synthesize ideas, information, and data.
- B. Understand cultural and individual diversity, and humankind's shared environment, heritage, and responsibility.
- C. Understand and respect other points of view, both personal and cultural.
- D. Understand one's own and others' ethics and values.

II. Humanities and the Arts

- A. Know about various means of creative expression, both within a given culture and across cultures of languages.
- B. Understand more about human ideas, values, and ethics.
- C. Know about the past and current relationships between creative expressions and the societies from which they grow.
- D. Understand how creators and critics make informed qualitative judgments about creative expressions.

**III. COURSE REQUIREMENTS AND EXPECTATIONS**

**Evaluation:**

Reading Journal/E-mail notes to Instructor: 200 points (Five at 40 pts. each)

Trip Journal: 200 points (completed during the travel-study experience)

Report 1: Open topic: 50 points

Report 2 (on-site reading) during trip: 50 points

Reading and Viewing Checklist: 200 points

Researched Essay: 100 points

**Total: 800 points**

In figuring your final grade in the course, I will also consider attendance at scheduled sessions (or additional contacts with me at another time), participation in the travel experience, and general preparation for class discussions.

**Class Policies:**

**Attendance:** Each student is required to attend all special events during the travel experience. Each student is to remain in contact with me throughout the semester. Each student is to read e-mail the instructor regularly. Thank you.

**Academic Honesty:** Honesty is one of the most important words in our vocabulary and one of the most important values in our lives. I give all students this advice: Never compromise your integrity. Do your own work. Never allow another student to write a paragraph or essay for you; never turn in another's work as your own. If you quote from another source, give credit to that source. Of course, you can ask for help in the writing process, but genuine help is far different from stolen work. If you have questions, please talk with me. Each student is expected to do his or her original work on all assignments. Please read the section on Academic Honesty/Integrity in your student handbook. You will find this under the section entitled "University Policies and procedures." Please read the section on Academic Integrity in *The University of Tennessee at Martin Undergraduate and Graduate Catalog*.

**Special accommodations due to a disability:** Any student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodations from P.A.C.E. or the Student Academic Support Center within the first two weeks of the semester.

**Non-Discrimination Policy:** Since the University of Tennessee at Martin is committed to appreciating and understanding cultural diversity, the members of the UTM English Department wish to confirm our conviction that a university campus must be a safe place for the discussion of ideas. As such, the English department expects all of our colleagues and students to treat with tolerance ideas discussed from a variety of perspectives. The English Department respects the dignity of every person and will not allow discrimination against anyone based on religion, age, disability, ethnic origin, race, gender, marital status, or sexual orientation.

**Computer Requirements:** Be sure that you know how to access computers on this campus. Please plan to check your e-mail frequently. You must use Microsoft Word—not Works—if you send attachments to me. You will have computers available throughout this travel experience, and you may want to visit several Internet Cafes.

### READING CHECKLIST

**Note: Print a hard copy of this syllabus and the checklist. If you cannot find a poem mentioned on the syllabus, substitute another and mark the change on your syllabus.**

#### **The Romantic Period (1785 – 1830)**

- \_\_\_ syllabus (read through this entire syllabus, especially the section on evaluation)
- \_\_\_ introduction to **The Romantic Period** (some of this essay)
- \_\_\_ **Anna Letitia Barbauld's** "Washing Day"
- \_\_\_ **Charlotte Smith's** sonnets (any two) List the title below.
- \_\_\_ introduction to **William Blake** and the following poems:
  - \_\_\_ Blake's "From Songs of Innocence and Experience," "Introduction," "The Lamb," "The Little Black Boy," "The Chimney Sweeper," "The Sick Rose," "The Tyger," "London," "A Poison Tree"
- \_\_\_ Look up some Web sites about Blake and also "Google" St. Paul's in London and Poet's Corner in Westminster Abbey in London. Just find some general information and read through some of this information.

**E-Mail #1:** After you have completed the readings above, send an e-mail comment to me. This should be approximately one good paragraph in length. You do not have to comment about each poem or prose piece listed, but you should note that you have read the works. In addition, you should make a thoughtful comment about one or two of the pieces and the Web sites.

#### **Read the following:**

- \_\_\_ Introduction to **Mary Robinson**
- \_\_\_ "London's Summer Morning"
- \_\_\_ "To the Poet Coleridge"
- \_\_\_ Introduction to **Robert Burns** and these poems: "Green Grow the Rashes," "To a Mouse," "Auld Lang Syne," "Afton Water," "Tam o'Shanter: A Tale," "Robert Bruce's March to Bannockburn," "A Red, Red Rose" **Note: read these poems very carefully.**
- \_\_\_ Know something about The French Revolution and what is meant by "The Spirit of the Age"
- \_\_\_ Introduction to **Mary Wollstonecraft** and 8-10 pages of her essay (know the general thrust of this essay; you do not have to read it all, but you do need to have an idea about what she is doing and where she stands on issues about women.)
- \_\_\_ Introduction to **Joanna Baillie** and "Song: Woo'd and married and a"
- \_\_\_ Introduction to **William Wordsworth** and these poems: "We Are Seven," "Lines Written in Early Spring," "Lines: Composed a Few Miles above Tintern Abbey, on Revisiting the Banks of the Wye during a Tour, July 13, 1798," selected passages from "Preface to Lyrical Ballads," "Strange Fits of Passion Have I Known," "She Dwelt Among the Untrodden Ways"



- **Wordsworth**, continued and “I Wandered Lonely As a Cloud “My Heart Leaps Up,” “The World Is too Much with Us,” and some knowledge of *The Prelude* and “Ode: Intimations of Immortality”
- **Dorothy Wordsworth**, “From the Alfoxden Journal” and “From the Grasmere Journals,” pp. 383-397, selected paragraphs

**E-Mail #2** — Please e-mail comments to me. Keep up with the checklist as you read. After you have completed the readings above, send an e-mail comment to me. This comment should be approximately one good paragraph in length. You do not have to comment about each poem or prose piece listed, but you should note that you have read the works. In addition, you should make a thoughtful comment about one or two of the pieces and the Web sites. Be sure that you have made a check by each piece you have read.

- Introduction to **Sir Walter Scott** and “Lochinvar,” and “Jock of Hazeldean”
- Introduction to **Samuel Taylor Coleridge** and “The Rime of the Ancient Mariner” and “Kubla Khan”
- Introduction to **George Gordon, Lord Byron** and “Written after Swimming from Sestos to Abydos,” ; “She Walks in Beauty,” “When We Two Parted,” “So, We’ll Go No More a Roving,”; “Stanzas Written on the Road between Florence and Pisa,” and some very general knowledge of the longer works—*Childe Harold’s Pilgrimage*, *Manfred*, and *Don Juan* (Optional: You might also want to find a Web site about the Byronic Hero.)
- Introduction to **Percy Bysshe Shelley**, “Mutability,” “Ozymandias,” “A Song: Men of England,” “Ode to the West Wind”
- Introduction to **John Keats**, “On First Looking into Chapman’s Homer,” “The Eve of St. Agnes,” and “Ode on a Grecian Urn”

**E-Mail #3** — Please e-mail comments about this block of material. After you have completed the readings above, send an e-mail comment to me. This should be approximately one good paragraph in length. You do not have to comment about each poem or prose piece listed, but you should note that you have read the works. In addition, you should make a thoughtful comment about one or two of the pieces and the Web sites.

### The Victorian Age (1830 – 1901)

### Volume 2B

- Introduction to **Elizabeth Barrett Browning** and “The Cry of the Children” and three of the sonnets
- **Alfred, Lord Tennyson**; Introduction to Alfred, Lord Tennyson; “The Kraken” “Mariana,” “The Lady of Shalott,” “Ulysses,” “Break, Break, Break,” “The Eagle: A Fragment,” a passage (just one section) from *In Memoriam*, and “Crossing the Bar”
- **Edward Fitzgerald**, 10 stanzas of “The Rubaiyat of Omar Khayyam”
- Introduction to **Robert Browning**, “Porphyria’s Lover” and “My Last Duchess”
- Introduction to **Emily Bronte** “The Night Wind”
- Introduction to **Matthew Arnold** and “Dover Beach”

**E-mail #4** — After you have completed the readings above, send an e-mail comment to me. This should be approximately one good paragraph in length. You do not have to comment about each poem or prose piece listed, but you should note that you have read the works. In addition, you should make a thoughtful comment about one or two of the pieces and the Web sites. These e-mail messages do not have to be extremely detailed, but you do need to let me know that you are a serious student who is reading the work seriously!

- \_\_\_ Introduction to **Dante Gabriel Rossetti** and “The Blessed Damozel
- \_\_\_ Introduction to **Christina Rossetti** and “After Death”
- \_\_\_ **George Meredith**, “Lucifer in Starlight”
- \_\_\_ Introduction to **Gerard Manley Hopkins** and “God’s Grandeur “Spring,” “The Windhover,” “Pied Beauty,” “Spring and Fall: to a young child”
- \_\_\_ Introduction to “The Nineties”
- \_\_\_ **William Ernest Henley**, “Invictus”
- \_\_\_ **Oscar Wilde**, “Impression du Matin”
- \_\_\_ **Rudyard Kipling**; and “Danny Deever
- \_\_\_ Introduction to **Ernest Dowson** and “Cynara” and “They Are Not Long”
- \_\_\_ Introduction to **Charles Dickens**; Web search for some materials of interest
- \_\_\_ **Francis Thompson’s** “The Hound of Heaven”

### **The Twentieth Century**

- \_\_\_ Introduction to **Thomas Hardy** “Hap,” “The Workbox,” “In Time of the Breaking of the Nations”
- \_\_\_ Introduction to **A. E. Houseman** “Loveliest of Trees,” “When I Was One-and-Twenty” “To an Athlete Dying Young”
- \_\_\_ **Rupert Brooke**, “The Soldier”
- \_\_\_ **Siegfried Sassoon**, any poem
- \_\_\_ **Wilfred Owen** “Anthem for Doomed Youth,” Dulce Et Decorum Est,” and “From Owen’s Letters to His Mother”
- \_\_\_ Introduction to **David Jones**
- \_\_\_ Introduction to **William Butler Yeats**, “The Stolen Child,”; “The Lake Isle of Innisfree,” “When You Are Old,” “The Second Coming,” “Leda and the Swan,” “Under Ben Bulbin”
- \_\_\_ **T. S. Eliot**, “The Love Song of J. Alfred Prufrock,” “The Hollow Men,” and “Journey of the Magi”
- \_\_\_ **Pinter**, “The Dumb Waiter” (Watch this in the library or see me about a substitution.)
- \_\_\_ **Seamus Heaney**, several poems

**E-mail #5:** After you have completed the readings above, send an e-mail comment to me. This should be approximately one good paragraph in length. You do not have to comment about each poem or prose piece listed, but you should note that you have read the works. In addition, you should make a thoughtful comment about one or two of the pieces and the Web sites. These e-mail messages do not have to be extremely detailed, but you do need to let me know that you are a serious student who is reading the work seriously!

Poems for inspiration: Please read this poem listed below:

### **To See a World . . .**

William Blake

To see a world in a grain of sand  
and heaven in a wild flower  
Hold infinity in the palm of your hand  
and eternity in an hour

### **He Wishes for the Cloths of Heaven**

William Butler Yeats

Had I the heavens' embroidered cloths,  
Enwrought with golden and silver light,  
The blue and the dim and the dark cloths  
Of night and light and the half-light,  
I would spread the cloths under your feet:  
But I, being poor, have only my dreams;  
I have spread my dreams under your feet;  
Tread softly because you tread on my dreams.

**Researched Essay:** Choose any author from Ireland. Read several works by that author and talkwith me about a possible topic for your researched essay. 4-8 typed pages with research.

### **Possibilities:**

George Bernard  
Shaw  
Bram Stoker  
Brendan Behan  
Oliver Goldsmith  
Lawrence Sterne  
Paul Muldoon  
Kate O'Brien  
Pete Hamill  
Oscar Wilde  
Brendan Kennelly  
W. B. Yeats  
Edna O'Brien  
John Hume  
James Joyce  
Jonathan Swift  
Sean O'Casey  
Samuel Beckett  
Eavan Boland  
Nuala O'Faolain  
Roddy Doyle  
Cormac Mac Airt

Print this syllabus and add it to a notebook. In that notebook, keep your reading notes, e-mail from me, information about Ireland and the trip, and information about British Literature. Each piece you add builds your knowledge and your grade in this unique learning experience!

Thomas Cahill  
Mary Lavin  
John Millington Synge  
Seamus Heaney  
Jan Morris  
William Trevor  
Dervla Murphy  
Frank O'Connor  
Elizabeth Bowen  
Eileen O'Connell  
J. Sheridan Le Fanu  
Lady Augusta Gregory  
Rita Ann Higgins  
Maria Edgeworth  
Frank McCourt  
Michael Longley  
Brian Friel  
Joyce Carey  
Sean O'Faolain

Eilis Ni Dhuibhne  
Seamus Dean  
Brian Moore. . . or others you find

## **Travel-Study Model Flyer**

***Exploring Ireland:  
Literature, Landscape, and History  
UT Martin Travel-Study  
May 11–24, 2008***



### ***Fáilte! Welcome to Ireland!***

**Ireland awaits us.** From its cosmopolitan cities to the quiet countryside, stunning landscapes, and dramatic coastlines, Ireland beckons. As we travel through far reaches of the legendary Emerald Isle and explore both the Republic of Ireland and Northern Ireland, we shall read literary masterpieces, uncover myths, delve into the past, and walk in the footsteps of those who have shaped Ireland's history. Join co-leaders Chris Coffman and Anna Clark (Department of English) on a journey to a place where music is part of daily life and the words of poets a living tradition.

#### **Highlights:**

- Ireland's major cities and quiet villages
- Castles and coastlines
- Stunning landscapes including the Cliffs of Mohr and the Giant's Causeway
- Newgrange burial site, other ancient ruins, and the Hill of Tara
- Yeats country, Joyce's Dublin, and poetry readings
- The Book of Kells illuminated manuscript
- Ferry to the Aran Islands and so much more. . .

#### **Cost: \$3,400.00 (estimated, see notes)**

Cost includes all transportation, double occupancy bedrooms in all hotels, all admissions for planned activities, sickness and accident insurance, all breakfasts in Ireland, and four dinners (including a medieval banquet with entertainment).

Academic Credit Available—British Literature 251 (3 hrs) and English 496 (3 hrs)  
**Group Leaders:** Chris Coffman and Anna Clark, Department of English (881-7300)  
E-mail: [ccoffman@utm.edu](mailto:ccoffman@utm.edu) or [aclark@utm.edu](mailto:aclark@utm.edu)

## General Itinerary

Sun., May 11—From Nashville to Dublin, Ireland

Mon., May 12—Dublin City Tour, St. Patrick's Cathedral, Kilmainham Gaol, Guinness Storehouse, James Joyce's Dublin. Overnight in Dublin.

Tues., May 13—Walking tour of Dublin, Trinity College and the Book of Kells, St. Stephen's Green, Dublin Writers' Museum, Art Museum, National Museum. Overnight in Dublin.

Wed., May 14—Wicklow Mountains, Glendalough monastic settlement with tower and ruins, Rock of Cashel, Galtee Mountains, Kinsale (a fishing village). Overnight in Kinsale.

Thurs., May 15—Cobh Heritage Center, Blarney Castle, horse-drawn jaunting car ride around Killarney's Lakes, Muckross House. Overnight in Killarney.

Fri., May 16—Ring of Kerry with marvelous scenery, Glenbeigh, Kerry Bog Museum, Sneem, Moll's Gap. Overnight in Killarney.

Sat., May 17—Cliffs of Moher, villages of Listowel and Tarbert, ferry across the River Shannon Estuary, County Clare, The Burren, medieval banquet in an Irish castle. Overnight in Ennis.

Sun., May 18—North to Galway, Yeats' Thoor Ballylee, Coole Park, Galway City Tour, reading of J. M. Synge's *Riders to the Sea*. Overnight in Galway.

Mon., May 19—Boat trip to the Aran Island of Inishmore and Dun Aengus fortification with ancient ruins. Overnight in Galway.

Tues., May 20—Cong, Carrowmore Megalithic Site with dolmens, stone circles, and passage graves, Yeats' country around Sligo. Overnight in Sligo.

Wed., May 21—Historical Londonderry, walking tour of Derry and the famous Walls of Derry. Overnight in Letterkenny.

Thurs., May 22—The Antrim Coast (Northern Ireland), Giant's Causeway, Carrick-A-Rede Rope Bridge, Queen's University in Belfast, St. Anne's Cathedral. Overnight in Belfast.

Fri., May 23—Downpatrick Cathedral, County Louth, County Meath, Hill of Tara, Newgrange Visitors Center. Overnight in Dublin.

Sat., May 24—From Dublin to Tennessee.

***Notes about Estimated Cost: \$3,400 (based on double occupancy).***

*Trip cost may increase if the number of participants is lower than anticipated or if the value of the U.S. dollar abroad declines. Cost includes limited medical and accident insurance. Trip cancellation insurance is not included and can be purchased by participants at additional cost. For a detailed itinerary, please see the Center for Global Education and Experience's web site and contact the trip co-leaders. Passport required and must be valid for six months after your return.*

**For more information, contact the group leaders or the Center for Global Education and Experience, 124 Gooch Hall, x 1023**

# Travel-Study Model Application

*Application for travel study to:*  
Ireland Travel Study Mar 11-24, 2008

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## I. Personal Data

Name \_\_\_\_\_  
*First* \_\_\_\_\_ *Middle* \_\_\_\_\_ *Last* \_\_\_\_\_  
Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Perm. Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone (\_\_\_\_)\_\_\_\_ - \_\_\_\_\_ Alt/Cell (\_\_\_\_)\_\_\_\_ - \_\_\_\_\_ Email \_\_\_\_\_

Birthday \_\_\_\_/\_\_\_\_/\_\_\_\_ Student ID \_\_\_\_\_

Medical information/conditions (e.g. allergies, chronic problems, medications)

Write *none* if none \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Emergency Contact

Name \_\_\_\_\_ Phone \_\_\_\_\_ - \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

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## II. Documentation/Passport/Visa Information

It is your responsibility to ensure that, prior to the start of your travel, you possess a valid passport and all relevant visas and/or entry permits appropriate to all countries you will visit. Failure to do so will result in forfeiture of travel arrangements and no refunds will be made. Please note that many countries require a passport to be valid for a minimum of 3 to 6 months past travel dates. Financial loss due to a traveler's failure to produce required documents is not covered by the insurance provided for this trip. I understand these restrictions

X \_\_\_\_\_ Date \_\_\_\_\_

---

( ) I have a passport, the information is as follows

Passport Number \_\_\_\_\_ Place of Issue \_\_\_\_\_  
Date of Issue \_\_\_\_/\_\_\_\_/\_\_\_\_ Expiration \_\_\_\_/\_\_\_\_/\_\_\_\_  
Issuing Country \_\_\_\_\_

Name EXACTLY as it appears on passport \_\_\_\_\_

I am applying for a passport and understand that it is my responsibility to ensure I am in possession of a passport and all appropriate documentation by the time of travel.

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**III. Academic Information:**

Major (s) or area(s) of academic interest: \_\_\_\_\_

Degree seeking student  yes  no Classification \_\_\_\_\_ GPA \_\_\_\_\_

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**IV. Course Selection**

I am taking this trip for academic credit in the following course \_\_\_\_\_

I am traveling on this trip independently (non-credit option)

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**V. Accommodations**

I prefer to share double accommodations. Please place me with an available roommate.

I prefer to share double accommodations Place me with the following individual \_\_\_\_\_

I prefer single accommodations and understand that there will be an *extra cost associated* with this option.

**VI. Transportation**

I will be departing and returning with the group from and back to UT Martin.

I will be meeting the group (at the airport) prior to departure.

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**VII. Release**

In consideration of my application in the **Ireland** travel-study program under the sponsorship of UTM, I hereby covenant and agree that as a participant in the UTM program I shall be subject to the supervision and authority of the faculty in charge, that the standards of conduct may be stipulated by the faculty, and that I will be expected to display maturity and responsibility as a representative of my University. It is further acknowledged that the faculty member has the sole authority to make decisions regarding the continued participation of any individual whose conduct may necessitate disciplinary action. It is further understood and agreed that the University shall not assume any liability for damage or loss of property or for any financial or other obligation by me either in the United States or **Ireland**. Moreover, I specifically agree to release, discharge, save, hold harmless, indemnify and defend the University, their officers, faculty, employees, agents and each of them from any and all past, present, and future claims, demands, and for causes of action which for now or in the future would be asserted against any of the aforesaid by me, or any other person or party on my behalf or by any third party or parties by reason of any accidents, injuries, or action by me in transit to or returning from or while participating in this program.

Neither the University of Tennessee nor its employees or designated trip leaders make promises or warranties concerning the safety of trip participants. Travel in **Ireland** may expose participants to risks such as criminal and terrorist acts, and differences in food handling and its sanitation standards. As a trip participant, I understand and recognize that I may be exposed to a number of hazards such as adverse weather conditions. By signing this form, I acknowledge that I have read the foregoing and agree that my personal safety is my own responsibility and I assume all risks associated with the outing I am undertaking. I release and agree to hold harmless the University of Tennessee, its employees, and its designated leaders from all claims which may arise out of my participation in this program.

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**VII. Declaration**

Having read the above and desiring to participate in the UTM travel study program to **Ireland**, I hereby apply for admission to the UTM Travel Study Abroad Program and agree to the following payment schedule.

Deposit	\$200 (Nonrefundable)	Due October 1, 2007
First additional payment	\$1000	Due Nov 1, 2007
Second additional payment	\$1000	Due January 2, 2008
Third additional payment	\$600	Due February 1, 2008
Final Payment	\$600/Balance	Due March 3, 2008

I understand that **\$200** is non-refundable and that the remainder of other payments made may be used to pay any cancellation penalties imposed by providers of service to UTM in the event that I am unable to participate as planned. I also understand that the announced trip costs may increase if the value of the U.S. dollar abroad declines or if the number of trip participants is lower than anticipated. Further, I have read and understand the procedures



for admission, registration, and payment of fees. I also will familiarize myself with UTM regulations, and have provided information about medical problems I have which could affect my full participation in the travel study activities (note: a physician's statement may be required by the faculty member). I understand that during-trip limited medical and accident insurance is provided as a part of the trip cost. I also understand that trip cancellation insurance is strongly recommended, and available to me at an additional fee. In case of emergency, I hereby authorize and give my consent to the travel-study faculty to obtain and provide medical treatment and services.

Applicant                    X \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Parent/Guardian        X \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
(Required in addition to above if participant is under 18 years of age)

**IX. Application Recommendations and action taken:**

This applicant is recommended for admission to the UTM travel study program

X (Group Leader) \_\_\_\_\_ X (Coordinator of Travel Studies)

\_\_\_\_\_  
\_\_\_\_\_

## TRAVEL-STUDY EVALUATION FORM

**PROGRAM:** \_\_\_\_\_

Please respond candidly to the following questions. Student feedback will help us assess the value of this travel-study program and make improvements the next time it is offered. Thanks for taking the time to fill out this form.

I am a/an:

- a. Undergraduate student
- b. Graduate student
- c. Student from another university
- d. Faculty member
- e. Community member

This travel study offered me a meaningful learning experience.

- 5-Strongly agree
- 4-agree
- 3-neutral
- 2- disagree
- 1-strongly disagree

The travel study was well organized.

- 5-Strongly agree
- 4-agree
- 3-neutral
- 2- disagree
- 1-strongly disagree

The pre-departure meetings were helpful in preparing me for the trip.

- 5-Strongly agree
- 4-agree
- 3- neutral
- 2- disagree
- 1-strongly disagree

The travel study leader required us to keep a daily journal.

- Yes
- No
- Not sure
- N/A

If a journal was kept, did you feel it was a useful exercise?

- 5-Strongly agree
- 4-agree
- 3- neutral
- 2- disagree
- 1-strongly disagree

Some aspects of this trip that could be improved is/are: (Check all that apply.)

- [a] Organization
- [b] Time of year
- [c] Length of the trip
- [d] Schedule
- [e] Specific events
- [f] Cost
- [g] Accommodations

- [h] Transportation
- [i] Meals
- [j] Other \_\_\_\_\_
- [k] Nothing. The trip was great the way it is.

I chose to participate in this travel study because: (Check all that apply.)

- [a] Like to travel
- [b] Fulfill graduation requirements
- [c] Will help advance my future career
- [d] Learn another language
- [e] Wanted an international experience
- [f] Always wanted to visit this particular location
- [g] My friend convinced me to go
- [h] I have a good relationship with the trip leader(s)
- [i] Other \_\_\_\_\_

Aspects of this trip that I particularly enjoyed are: (Check all that apply.)

- [a] Organization
  - [b] Time of year
  - [c] Length of the trip
  - [d] Schedule
  - [e] Specific events
  - [f] Reasonable cost
  - [g] Transportation
  - [h] Accommodations
  - [i] Provided meals
  - [j] Other \_\_\_\_\_
  - [k] Nothing. The trip was terrible.
- Please Explain \_\_\_\_\_

The most important thing I learned from this travel study is/are: \_\_\_\_\_

The trip experience was worth the cost.

- 5-Strongly agree
- 4-agree
- 3- neutral
- 2- disagree
- 1-strongly disagree

I would recommend this travel study to others.

- 5-Strongly agree
- 4-agree
- 3- neutral
- 2- disagree
- 1-strongly disagree

On a scale from 1 to 5 with 1 being the worst experience of your life, how would you rate this travel study overall.

5                      4                      3                      2                      1

Are there any other comments you would like to make about this travel study?

\_\_\_\_\_

**Please Note: It is required that you complete and return this form.**

## Guidelines for Participants in Travel Study Programs

### **Part I: General Guidelines**

Students participating in a UTM travel study program can have a major impact on their own health and safety through decisions they make before and during their travel study experience.

- Students will assume complete responsibility for all their personal preparations for the travel study program including full participation in pre-departure classes.
- Students will be responsible for obtaining visas, passports, and other required travel documents.
- Students will be required to attend pre-departure classes during which they will be given materials to read and study relating to safety, health, legal, environmental, political, cultural and religious conditions they may encounter while on the travel study program.
- Students must decide if their personal health conditions will permit them to participate in all planned activities before enrolling in a travel study program.
- Students must provide to the university personal health information and other personal data which may affect the planning of the travel study program and their ability to participate in it.
- Students participating in an international travel study program will be provided with basic health and accident insurance. If they wish to increase this coverage or if they wish to obtain additional coverage (for inability to participate, trip cancellation, etc.), they must do so on their own.
- Students will be provided with an itinerary and hotel listing to keep loved ones informed of daily activities.
- Students will agree to comply with the code of conduct set forth during the pre-departure meetings by the instructor. While on the travel study, students will conduct themselves as they would if in class at UT Martin. This code of conduct includes being respectful of the rights and well-being of other participants on the travel study and obeying the laws of the host-country.
- Students will be provided with general information concerning dangers of the travel study. They will be made aware of local conditions concerning health and safety concerns during the pre-departure meetings. This information should help the student when making daily choices and decisions while on the travel-study. However, the University cannot provide assurance that this information is correct at the time of departure, nor will it be responsible for the accuracy of such information.
- Students will assume responsibility for all daily personal decisions, choices and individual activities such as engaging in illegal, dangerous or unwise activities. Ultimately, the student will accept the consequences of his/her own decisions and actions while on the travel study. As part of their responsibilities, students/parents will sign a release statement stating that they have been informed of the various health and risk issues.

## **Part II: Limits of UT Martin’s responsibility to students participating in Travel Study Programs**

The University of Tennessee at Martin takes pains to offer students academically enriching and well-prepared travel study programs. As part of a travel study program, the group leader will inform participants in pre-departure meetings of the risks and dangers inherent in domestic and international travel. The group leader will also provide students with information on conditions in the target destination (political, economic, religious, sanitary) which may impact their safety and well-being. Since these conditions are subject to change on a daily basis, the University **CANNOT** guarantee that the information provided will be accurate at the time of departure nor will it be responsible for the accuracy of such information.

### **Additionally, the University**

- **CANNOT** guarantee the safety of participants or eliminate risk from travel study environments.
- **CANNOT** monitor or control all the daily personal decisions, choices, and activities of individual participants.
- **CANNOT** prevent participants from engaging in illegal, dangerous or unwise activities.
- **CANNOT** assure that United States standards or due process apply or provide or pay for legal representation for participants.
- **CANNOT** assume responsibility for the actions of persons not employed or otherwise engaged by the University for events that are beyond the control of UTM and its subcontractors, or for situations which arise due to the failure of a participant to disclose pertinent information. Nor is the University responsible for failure to perform, errors, acts of employees of any contractor providing goods and services for the participants.
- **CANNOT** assure that United States cultural values will apply on the travel study when these differ from those of the foreign host country.

## Guidelines for Group Leaders

### Handling the practical details of student recruitment and trip organization

#### **The Travel Study Group Leader will:**

- provide prospective participants with a general overview of the proposed travel study program (its contents, requirements, health and safety considerations) so they can decide whether or not they want to participate in the program.
- provide prospective participants with information about the mandatory medical/accident insurance they will be required to purchase and the optional trip cancellation insurance which is also available.
- in one or more of the pre-departure classes, provide an orientation for all participants on the practical issues relating to domestic/foreign travel, in general, and to their particular travel study trip.

#### **As part of this orientation, the Group Leader will:**

- inform students about the political situation and economic conditions in the country/countries or areas they will be visiting.
- inform students about any safety or health concerns (possible terrorist acts, risk of contracting indigenous diseases, etc.) that they might encounter while traveling, as well as differences in food handling and sanitation standards in the target country/countries.
- discuss the code of conduct that each student will be expected conform to and the consequences of non-compliance.
- check to make sure that students are obtaining/have obtained the necessary travel documents (passport, visa, etc.).
- pass out to students written materials providing additional background information about the target destination and suggestions regarding the practical details of preparing for travel: what and how to pack; using money, traveler's checks, credit/debit cards to cover expenses; how to handle travel documents, etc.

#### **As part of his/her organizational responsibilities, the Group Leader will:**

- make sure that trip participants have completed the all required paperwork and that this paperwork has been submitted to the Center.
- check regularly with the Center to make sure that participants are turning in payments according to schedule. *It is the Group Leader's responsibility to see that participants make all required payments BEFORE the travel-study program takes place.*

- work with the Center in putting together a travel portfolio containing a detailed itinerary of the travel study, telephone numbers of the hotels where the group will be staying, and a list of trip participants with names and phone numbers of their emergency contacts. *The Center will retain a copy of this portfolio and will send copies to the Group Leader's department and the Office of Public Safety.*
- meet with the Travel Study Coordinator and the Center for Global Education and Experience's Administrative Assistant within two weeks of departure to make sure that any "issues" relating to the trip have been resolved and that her/his group is ready for departure.

**When the Travel Study departs for its destination, the Group Leader will make sure to have the following items in her/his possession:**

- The Travel Study Handbook (which contains critical information on procedures to be followed in emergencies and disciplinary issues).
- The travel portfolio packet (which contains the detailed trip itinerary, names of participants and emergency contact information).
- A photocopy of the information page of the passport of each participant (including the Group Leader). If a participant loses her/his passport, this photocopy will be useful in obtaining a replacement travel document.
- All tickets (plane, train) which pertain to the group's travel, subway and museum passes, etc.
- Group leaders will be provided forms for Clery reporting; these forms should be completed and submitted to the Center's Administrative Assistant upon return of the trip.

## Issues Regarding Conduct:

### Sexual Harassment, Disruptive Behavior, and Disciplinary Measures

#### **SEXUAL HARRASSMENT**

The University of Tennessee at Martin is committed to providing an environment free of sexual harassment, and this commitment extends to study abroad programs. Sexual harassment by any member (faculty, staff, and student) of the University community is a violation of United States and Tennessee state laws, as well as University policy.

Definition of Sexual Harassment:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or status in a course, program, or activity;
- Submission to or rejection of such conduct by an individual is used as a basis for employment or academic (grades, academic progress, internships, etc.) decisions affecting the individual; or
- Such conduct has the purpose or effect of substantially interfering with an individual's work performance, academic performance, or creating an intimidating, hostile, or offensive work environment. (Section 703, Title VII Civil Rights Act of 1964; Title IX, Educational Amendments of 1972)

#### **DISRUPTIVE BEHAVIOR**

The University of Tennessee at Martin reserves the right to enforce appropriate standards of conduct. UTM specifically reserves the right to terminate participation in the program of anyone who fails to maintain these standards or for any action or conduct which UTM considers to be incompatible with the interests, harmony, comfort, and welfare of other participants. Termination will result in the loss of all fees paid to the program and the student will incur any additional expenses related to his/her termination, such as the cost of changing plane reservations.

Due to circumstances of study abroad programs, procedures for notice, hearing, and appeal applicable to student disciplinary proceedings at The University of Tennessee do not necessarily apply. If expelled, the student will be sent home at his/her own expense with no refund of fees.

In the event of a complaint regarding a student's behavior or in the event of observed unacceptable behavior, record as much information as possible concerning the incident including:

- Name of the student (s) involved
- Date, place, and time of the incident
- What is alleged to have occurred (summary of the incident)
- Names of witnesses
- Document any conversations with the student (s) regarding the incident
- Notify the Center for Global Education and Experience at (731) 881-1023; after business hours (8:00am-5:00pm), contact Public Safety at (731) 881-7777.

#### **DISCIPLINARY PROCEDURES**

As stated earlier, addressing inappropriate behavior is your right as a group leader and your responsibility. Dealing with inappropriate behavior is never something anyone enjoys but is sometimes necessary to ensure a positive experience for the rest of the group. Having worked with the group early in the program to establish behavior norms and consequences for violating the norms, may make addressing violations easier.



**Address the issue with the student:**

Begin by telling the student that you observed X inappropriate behavior and that you wonder if there is a reason for the behavior. You might discuss with the individual the behavior and its impact on the group. At this point hopefully s/he acknowledges the behavior and resolves to change. It doesn't hurt to make a verbal, or sometimes a written agreement regarding the changes. Depending on the severity of the behavior, you may have to discuss it more than once. If an offender persists and is disruptive, move on to the next step. Keep a record of your conversation (s) and any agreements you make.

**If a second incident occurs:**

If the student's inappropriate behavior does not change, you can meet with the student and present her/him with a formal letter stating that, based on continued behavior problems (cite specific incidents), s/he is being officially notified that her/his continued participation in the program is in jeopardy. State the behavior change you expect to see, by when and stress that this behavior change must continue through the remainder of the program.

**Persistent unacceptable behavior:**

If the behavior still has not changed and it is serious enough to warrant more severe action, you can officially dismiss the offender from the program. Call CGEE and speak with the Travel Study Coordinator before dismissing anyone. It is important to discuss what has been done and how to proceed with the dismissal. You don't want to violate rights or procedures, but you also don't want to retain someone whose behavior is negatively impacting the group.

## How Group Leaders Should Respond to Emergencies

In case of an emergency, it is important that the course of action be based on accurate information. Emergencies can include medical or psychological crisis, missing person, arrest or detention of a participant, natural disasters, accidents, extreme misconduct, political unrest, terrorism, lost documents, etc. While each emergency situation requires a unique action plan specific to the event, there will be some basic steps that a group leader can take to assess the situation and establish an appropriate course of action. Crisis protocols follow.

**NOTE:** Public Safety (159 Crisp Hall, tel: 731- 881-7777) is the contact for after-hours calls. The officials on duty are not expected to handle the situation, they will simply contact the appropriate persons at UTM, giving them the information, you have provided. **PLEASE TELL PUBLIC SAFETY WHERE YOU CAN BE REACHED, FOR HOW LONG, AND, IF POSSIBLE, PROVIDE A SECOND NUMBER.** Public Safety will call the appropriate campus officials and relay this information.

The best general advice in any emergency is to do what a reasonably prudent person would do.

### Emergency/Crisis Protocol

1. Remain calm and calm others.
2. If you have not created a plan prior to the time of the emergency, develop a mental outline of what you need to do.
3. **KEEP A RECORD OF WHAT HAS HAPPENED AND YOUR ACTIONS.** While in the midst of a crisis it is easy to lose track of what happened, when, who was involved, what was done, etc. and it is very difficult to reconstruct it at a later date. You should keep the following no matter what the incident or you may choose to use the situation report form. (See Appendix.)
  - a. When you make contact with someone, record who, when and the general conversation. Keep as detailed a record as possible.
  - b. Discuss with them where you can be reached, for how long; if necessary, provide an alternate number or contact person.
  - c. Set a time when you will speak with them again and decide who will call whom. (Remember time zone differences.)
  - d. If you need to leave a message for someone, repeat b & c.
4. Inform the CGEE (731) 881-1023 as soon as possible of the emergency. After business hours, contact PublicSafety (731) 881-7777.
5. **If the student has given permission for you to contact the parents (medical emergency contacts ONLY are given to you by the CGEE prior to departure) it is a good idea to speak with the parents. It is often comforting for them to know that someone is there and watching out for their son/daughter. Obviously, you will need the student's permission before doing this, particularly if it involves something other than a serious medical emergency.**

**NOTE:** Something to consider is a method of communication if telephones are not working.

### Medical Emergencies (including mental breakdown)

In some countries, it is important to know the name of a hospital that most closely approximates a U.S. hospital. A somewhat familiar setting is important during an emergency. Share the name, location, and phone number of the hospital with the students, you might not be there when they need help and the ambulance will take them to the nearest hospital. To find out about hospitals and medical care prior to leaving, ask someone from the country or check [www.travel.state.gov](http://www.travel.state.gov).

### **In case of serious medical situations, take the following steps:**

1. Take the person to a recommended hospital/clinic (recommended by host institution, by US Embassy or Consulate or other reliable sources), verify the nature of the emergency with a doctor, inform health care personnel about chronic medical conditions and assist with the medical insurance paperwork. If the student does not speak the language, assist the student in talking with the admissions staff and the medical staff yourself or arrange for competent assistance.
2. If the student has been taken to a hospital you feel is inadequate, find out about other hospitals in the area by contacting someone you trust for a reference. (If you need to stay with the student ask someone else to check out other hospitals.) If this will not endanger the student, you can have the student moved to another hospital that you feel is of higher quality.
3. Contact the CGEE at (731) 881-1023 and explain the nature of the medical emergency. Keep in regular contact with UTM until the emergency has passed; after business hours (8:00am – 5:00pm Central), use the home phone numbers on the back page of this handbook or contact Public Safety at (731) 881-7777. This office will relay the message, including contact phone number for you, to the person on call.
4. Have the student call his or her family, guardian, or friend. If the student is not able to communicate, you or CGEE will contact the person listed as the emergency contact.
5. If the student is unable to make advance payments for treatment, contact CGEE with details. CGEE may be able to contact others on the students' behalf. However, CGEE does not have funds for payments. (NOTE: this is a good reason to strongly recommend that the participants carry widely accepted credit cards.) If, as group leader, you have to make advance payment for urgent medical treatment for a student because said student and his/her family cannot cover upfront costs in a timely manner, keep all receipts for your expenses. **You will need to work with the student and the travel insurance company to obtain reimbursement for your expenses.**
6. Make sure you obtain the following information:
  - a. Student's name
  - b. Date of accident or commencement of illness
  - c. Details of injuries, symptoms, present condition, including temperature
  - d. Name, telephone number, and e-mail address of attending physician
  - e. Name, address, phone number, and e-mail address of hospital or clinic, if applicable
  - f. Drugs administered and treatment given
  - g. X-rays taken and results
  - h. Surgery proposed and type of anesthesia; wait for authorization if necessary and possible.

### **Assault**

1. Go through medical emergencies protocol as outlined above.
2. Call local law enforcement agency to report incident.
3. Notify as soon as possible CGEE (731) 881-1023; after business hours (8:00am-5:00pm Central) contact Public Security at (731) 881-7777.
4. If possible, obtain a copy of the police report.
5. Write down the names, addresses, phone numbers of any witnesses

### **Sexual Assault (e.g. Rape, Attempted Rape, Forced Fondling, etc.)**

1. Advise the victim not to bathe, change clothes, alter her/his appearance or use any type of hygiene products until seen by medical and/or police personnel.
2. Go through medical emergencies protocol as outlined above.
3. Help student find counseling. Keep in mind that in many cultures medical doctors are often the first point of contact for people struggling with emotional or psychological issues.
4. Obtain a copy of the police report, if possible.
5. Notify as soon as possible CGEE at (731) 881-1023.
6. Write down the names, addresses, and phone numbers of any witnesses.

### **Missing Person (more than 24 hours)**

1. Inquire with friends and associates of the missing participant about his or her whereabouts.
2. Notify the American Embassy or Consulate, local police, and local host institution (if any) and give them your telephone number.
3. Be prepared to supply a photo of the missing participant to the police.
4. Notify as soon as possible the CGEE (731) 881-1023.
5. Check with authorities daily and inform the CGEE of any new developments.

### **Student Arrest or Detention**

Faculty leaders play a limited role when a participant is alleged to have committed a crime. Follow the procedures outlined below.

1. Obtain as much information as possible concerning the arrest or detention, including:
  - a. Name of student (s)
  - b. Date, place, and time of arrest or detention
  - c. Charges against student (s)
  - d. What is alleged to have occurred (summary of incident)
  - e. Who else was involved, if applicable
  - f. Location at which the person is being held
  - g. Normal police/judicial procedure from this point
  - h. Obtain a copy of the police report, if possible
2. Notify the US Embassy or Consulate immediately.
3. Contact the Center for Global Education and Experience (731) 881-1023; after business hours (8:00am-5:00pm Central); contact Public Safety at (731) 881-7777.
4. Visit the arrested or detained individual. Do your best to calm the arrested or detained individual. Help this person to understand the process s/he will be facing. Do not attempt to talk about the facts leading up to the arrest or detention with the accused student. There is no guarantee that your conversations with the student are private and any statements by the student may be used against him or her. If the student wants legal assistance, try to provide referrals. NOTE: The University of Tennessee cannot recommend or provide an attorney; however, the participant can request the assistance of the State Department which can recommend an attorney but cannot provide legal advice or represent the student in any way.
5. Request an interpreter, if needed.

### **Robbery**

1. Tend to the aid of the injured.
2. Call the local law enforcement agency.
3. Inform the CGEE (731) 881-1023 as soon as possible. After business hours, contact Public Safety (731) 881-7777.
4. Assist student in obtaining funds to replace stolen money and/or passports. Contact his/her emergency contact, if necessary. Once the student has a photocopy of the original passport, she/he can go to the nearest US Consulate or Embassy, file a report and request a replacement.
5. Obtain a copy of the police report, if possible.

### **Death of a Student or Faculty Member**

If a student or faculty member dies while participating in the program, record all available facts accurately. The atmosphere surrounding the program will be emotionally charged, and it will be difficult to manage the program while handling all of the details listed below. Even so, it is very important that the tasks below are handled promptly and effectively.

1. Inform the CGEE immediately (731) 881-1023; someone from the CGEE will personally inform the participant's family. After business hours (8:00-5:00), contact Public Safety (731) 881-7777. Notify the US Embassy or Consulate.
2. The following is a list of the information you should have:

- Name of the deceased.
  - Date and circumstances surrounding death.
  - Name and phone number of attending physician, if applicable.
  - Name and phone number of hospital or clinic, if applicable.
3. Continue to keep a chronological record of events and actions as they occur.
  4. Meet with the other students often, be honest, keep them informed and counseled.
  5. UTM will give the participant's family as much support as possible.
  6. UTM will assist in making arrangements for the repatriation of remains or body.
  7. Gather and inventory the participant's belongings and deliver them, along with the inventory, to the CGEE, which will then forward the belongings to the participant's family. Keep a copy of the inventory for your own records.
  8. Obtain copies of any available reports from the police, coroner, hospital, etc.

### **Natural Disaster or Accident Involving the Group**

In the event of earthquake, flood, avalanche, epidemic, mass transportation accident, etc., take the following steps:

1. See to the immediate safety of all group members.
2. Communicate immediately with the CGEE at (731) 881-1023 as to the safety and state of health of all groupmembers. Inform CGEE of the group's current location and plans and tell the CGEE when you will contact them (CGEE) again. After business hours (8:00am-5:00pm Central), contact Public Safety at (731) 881-7777.
3. Communicate the same information to the nearest American Embassy or Consulate. Diplomatic (or in some instances, military) channels are an alternative way to get information to the CGEE if public communication systems fail.
4. Consult with American Embassy/Consulate, local police, local sponsors, etc. for advice on how to respond to the situation.
5. Keep in touch with the CGEE, even if the situation is under control. (Parents will call our office and we want to be able to provide them with information.)

### **Political Emergency**

1. Make sure that there are no signs posted or clothing worn that identify your program as having an affiliation with the United States.
2. Be aware of situations and locations that can be potentially dangerous. Warn students and advise them to avoid such areas whenever possible. Discourage --or forbid, if necessary--attendance at particularly sensitive political meetings, rallies, or other sizable gatherings.
3. Discourage students from congregating in groups of Americans or foreigners, and from spending time in restaurants or other places that are known to be frequented primarily by foreigners. (This, in any case, has a negative effect on integration with people from the host country.)
4. Keep the CGEE informed of developments and follow instructions issued by the American Embassy.
5. Contact the CGEE (731) 881-1023 as soon as possible in the event of a coup, assassination, riot, revolution, terrorist attack, etc., so parents who call may be fully informed. After business hours (8:00am-5:00pm, Central), contact Public Safety at (731) 881-7777.
6. Establish and maintain contact with the local police.
7. Make sure that students know how to reach you 24-hours a day in case of emergency. (During ORIENTATION it is recommended the students be given a card with the leader's cell phone number.)
8. Keep up-to-date contact information (addresses and telephone numbers) for each student.
9. Establish a procedure for contacting students in case of emergencies. One option might be an "Emergency Response Phone Tree." The faculty leader divides the group into fives. In case of emergency, the faculty leader calls student number one in each group. Student number one contacts student number two, and so on. Student five then contacts the faculty leader, completing the contact circle. If a student cannot reach the next person in line, he/she should immediately call the group leader. A phone tree supposes that all students have full contact information for the entire group. The above information has been taken, in part, from "General Security Precautions to be Taken on Site" by the Council on International Educational Exchange.

## **Crisis Management/Emergency Response Procedures on the UTM Campus**

When an emergency situation confronting a travel-study program is reported to the Center for Global Education and Experience, the Travel Study Coordinator, or their designees will work with the group leader(s) of the travel-study program to assess the situation and to determine what immediate measures should be taken. If the emergency is grave, cannot be quickly resolved, and threatens to have serious consequences, the Travel Study Coordinator will notify the following university officials, or their designees:

- The Provost (who will notify the Chancellor, if appropriate)
- The Vice Chancellor for Student Affairs
- The Director of Business Affairs
- The Director of Public Safety
- The Director of University Relations
- The Department Head

If the emergency escalates and takes on crisis proportions, the Travel-Study Coordinator will convene a Crisis Management Team (CMT), consisting of the above-mentioned UTM officials.

In conjunction with the group leader(s), the CMT will consider:

Immediate measures needed to ensure the health and safety of students and staff.

Additional issues regarding health, safety, academics, financial aid, public relations and legal liability.

- If it is considered appropriate, an evacuation plan will be developed. This plan will be developed in cooperation with the U.S. Department of State and the faculty leader. It will take into consideration recommendations regarding relative safety of various modes of transportation and travel routes, the costs of evacuation and means for meeting these costs, the possibility of splitting up the students into smaller groups and having them reconvene later in a different locations, and resources available in the host country.
- Guidelines will be developed for communicating with the media or other individuals about the crisis in order to prevent unnecessary concern and to promote consistency and accuracy in responses. One member of the team will be designated to speak with the media. Another member will provide back up for this person.
- The CMT will create a list of people to be alerted once the crisis management plan is in place. This list will include the parents and families of students' abroad, members of the home university community, state officials and legislators and the media.
- They will develop a plan for daily communication with key people and organizations. The Travel Study Coordinator will serve as the link between The University of Tennessee and the group leader(s), who will remain in constant contact until the crisis is resolved.
- The CMT will determine the means for disseminating information to students.
- The faculty leader will utilize available resources to carry out the plan of action developed with the CMT.
- A log of all events will be kept by the Travel-Study Coordinator; after the crisis ends, the Dean will write a final report and will reconvene the CMT to review how the crisis was handled, to reflect on lessons learned, and to make improvements in the emergency response procedures.

## **Liability Information**

While the safety and educational experience of students involved in study abroad programs is the primary focus of these guidelines, faculty and other program leaders may have concerns about possible liability to which the University or faculty members may be exposed if students are dissatisfied with or injured during their study abroad experience.

Under the Tennessee Claims Commission Act, the University is responsible for the acts or omissions of its employees and the employees are immune from individual responsibility, for acts or omissions by the employee if the employee was acting within the course and scope of employment, and was not acting willfully, maliciously, criminally, or for personal gain. The Claims Commission Act covers both tort and contract actions.

State employees do not have immunity for actions under federal statutes, such as federal civil rights laws. However, if an employee is sued under federal civil rights statutes, the University will offer to defend the employee or assist the employee in obtaining representation so long as the employee's act or omissions were within the scope of the employment, there is no conflict between the interests of the employee and the University, and the acts or omissions were not willful, malicious, criminal, or done for personal gain.

### **Tort Liability Issues**

**Tort Law covers civil suits involving wrongful acts that result in injury, loss, or damage. Negligence is the most common tort litigation. In study abroad, the most common example of negligence is a failure to counsel students sufficiently about risks and dangers -- natural, social, political, cultural and legal-- inherent in living in or visiting a foreign country.**

**A legal judgment of negligence must prove duty, breach of duty, proximate cause, and actual injury. Duty is defined as an obligation recognized by the law. A duty is determined when the risk in question is deemed to be foreseeable through the objective eyes of a reasonably prudent person in a similar situation. Once a duty has been determined to exist, a standard of care is established. Disregard of this standard of care is a breach of duty and can result in a lawsuit. For example, a faculty leader who takes a group of students into a known war zone has breached his or her duty.**

**With a breach of duty established, a litigant must determine proximate cause. Proximate cause is proof that the breach of duty resulted in the injury, loss, or damage in question. Finally, successful litigation requires proof that an actual injury, physical or mental, occurred.**

**It is important to note that the expected standard of care in study abroad programs may be higher than at a home campus because students are in unfamiliar environments without the support networks to which they are accustomed. In addition, students may be operating in non-English speaking populations. Faculty members must be conscious of this fact during pre-departure preparations and on-site management of the program.**

### **Contractual Liability**

**This form of liability stems from not providing the services or quality of services that are promised. In order to avoid contractual litigation, leaders should do the following:**

- **Be realistic and as complete as possible about travel prices, housing, food, etc. in program literature and when talking with potential participants. Include disclaimers -- "Information presented is accurate on the day of printing and is subject to change." Provide equivalent services when changes are made.**
- **Obtain clear, written contracts with service providers that include services, costs, and a refund or alternate plan if first-choice services cannot be provided.**
- **Be aware of UT policy with regard to car rental insurance.**

*APPENDIX*  
**SITUATION FORM**

Date/Time/Place:

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Your name:

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Situation involves the following individual (s):

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Situation:

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I have done the following:

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I have spoken the following people with the following results:

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I have left messages for the following people\*:

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\* Be sure to include a phone number where you can be reached, times when you will be available, time when



you will call them back (based on your time-their time if you can figure the time difference.)

## Verification Agreement

By signing below, I confirm that I have read, understand, and agree to follow guidelines set within the UTM Faculty & Staff Travel-Study Handbook.

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Name (Print)

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Signature

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Date