

Field Trip Guidelines

In “Learn by Doing” educational programs, field trips can provide essential, real life contact with instructional and experiential subjects, increasing the value of the learning experience overall.

- Field trips include required activities outside the regularly scheduled class room/laboratory environment led by the faculty and/or university staff. Field activities include travel related to participation in university programs such as professional societies, student affairs student programs, intercollegiate athletic competitions, judging competitions, etc.
- Activities such as observation, measurement, instruction, collecting, capturing; project activities such as building, teaching, removing; presentations, participation in conferences, competitions, etc. may be included.
- Field trips can be single or repeated to one site or many within a course or participation in a program
- Participants include: enrolled students (undergraduate and graduate), employees (faculty, staff, student and teaching assistants), Identified University Volunteers.
- Participants’ and Employees’: parents, partners, spouses, siblings, children who are not enrolled university students or employees, (and pets) are not authorized to participate in University field trips.

Planning and preparation are essential components of field activities and the management of risks to the students, teachers, support staff and other participants. The following questions are intended to focus attention on managing common and uncommon risks related to field activities.

- Is this field activity *the best alternative* for the students and the educational objective? Are there other activities and/or methods that would provide the desired learning experience with less risk?
- Can travel time and distance be minimized to reduce risk. Can field trip time be scheduled to avoid interference with other regularly scheduled university courses.
- Does the leader of the field trip have either direct or indirect knowledge of the specific destination, area, activities and resources to be able to guide, lead, direct and supervise the field trip and the student participation; including in a crisis and non-crisis situation?
- Have students been notified in advance of the field trip? [Course description in the catalog and/or notification provided at first course meeting] Is/are field trips included in the approved Course Description?
- Is there an alternative activity or assignment that student can complete for the same credit if they cannot participate in the field trip?
- Have you determined if there are special needs of the participants and how you will accommodate those needs?

- Have you provided a written detailed instructional and support plan for the field trip? [educational objectives, observations, activities, assignments as well as date, time, location, transportation, support services, emergencies, etc.]
- Have you designated and defined “Field Trip Time” and “Free Time” for this activity? [students meeting you at the site?, everyone traveling together?, people responsible for their own support – food, shelter, etc.]
- Do you have an “alternative” destination(s) and or activity(ies). Is there a designated contact point for participants to call for change in plans?
- Have you provided written information and training for materials, equipment, activities that participants will be using related to the field trip?
- Have you provided written information and training for REASONABLY FORSEEABLE hazards involved with activities related to the field trip? [crime, strenuous physical activities, falling hazards, dangerous animals, poisonous plants, etc.]
- Have you informed the participants in writing of requirements for personal protective equipment [hard hat, safety glasses, long sleeves, long pants, boots, etc.] and/or advised personal supplies [sun block, sun glasses, hat, insect repellent, water, food, etc.]
- Have you informed participants in writing of permissible conduct rules (destination, area, CSU, and Cal Poly) and consequences for inappropriate behavior?
- Have you provided in writing, emergency response action plans and emergency phone numbers and contacts?
- Do you and/or other leaders and/or participants have current American Red Cross or equivalent CPR and First Aid certification?
- Will a first aid kit with materials appropriate to level of skills of the leaders and participants be available during the field trip? Has the kit been recently inspected and restocked as necessary?