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Teaching Case – Student Materials

Passport to Data: Designing a Technology Solution for Study Abroad Success

Dana Schwieger
dschwieger@semo.edu
Southeast Missouri State University
Cape Girardeau, MO

Hook

Dr. Jane Collins is preparing to lead another exciting study abroad trip to Finland. Although she looks forward to her upcoming travels, she dreads the additional workload that the itinerary planning, budgeting, researching, and scheduling process already adds to her busy schedule. Jane turns to a university colleague in the MIS department to recruit his students to produce a technology solution.

Abstract

This teaching case uses a faculty-led study abroad program at a fictional university as the context for the analysis, design, and development of a travel planning management database. to be used by the program leader to help in planning and preparing for the upcoming trip to Finland. Dr. Jane Collins, the fictional faculty member leading the program, relies on a collection of multiple spreadsheets to manage participant information, itineraries, activities, accommodations, transportation arrangements, budgets, and reservations. As the complexity of planning and coordinating the program increases, she turns to a colleague in the Management Information Systems (MIS) Department to engage his students in designing and developing a database solution to improve the organization, planning, and preparation for future trips. The case is written in a conversational format to simulate the interactive process used to elicit relevant facts, evaluate existing processes, and determine data and system requirements to develop an appropriate database solution. The case can be used in an MBA-level MIS course or undergraduate courses in systems analysis and design or database development to provide hands-on experience in requirements analysis, process evaluation, data modeling, and database development.

Keywords: Teaching case, Database design, Event management, AI exercises

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1. CASE SUMMARY

Understanding how to analyze a process, identify the requirements needed to develop a technology solution, model the system and develop the solution are important skills for MIS students to develop and business students to understand. While collaborating with community clients would be a more ideal approach to hands-on learning for gaining these skills, written case studies, such as the one presented in this manuscript, offer instructors the opportunity to incorporate a project requiring creative problem-solving, analytical, interpersonal, communication, and teamwork skills (Cappel & Schwager, 2002; Freeman & Zhang, 2022).

Midwest State University is a fictional regional educational institution offering students the opportunity to travel abroad through faculty-led programs. Dr. Jane Collins leads one of those programs. Dr. Collins uses several independent spreadsheets as the foundation for planning and preparing for her trips. However, as the complexity of planning the program increases, she needs a more organized system for managing her resources. She turns to Dr. Mark Anders, one of the MIS faculty, to involve students in the development of a technology solution. The case includes the transcript of the conversation between Jane and Mark as she describes her planning responsibilities, current data management practices, and data management needs. Students use the information revealed during the conversation to understand the process, conduct requirements analysis, model the system, and design and develop a database solution to help manage the details of a faculty-led study abroad program.

2. CASE TEXT

"Hi, Jane!" greeted Dr. Mark Anders as he shut the faculty lounge door. "I hear you'll be leading another spring break study abroad program to Finland this year! I know you love going there. Are you pretty excited about the trip?"

"I am," Jane hesitated, "but it's a lot of work to successfully pull off. I need to start going through all my old notes now to begin scheduling activities and making reservations. We'll pretty much use the same itinerary that we used last year, but I need to make some changes. Some things were big successes with the students, and some were not. It would help if my notes were a little more organized, but there are a lot of moving parts, and they each have their own set of notes."

"I'm guessing you have a trip diary or something... what do your notes look like?" Mark asked.

"Mainly multiple separate spreadsheets," Jane sighed. "It would be nice to have it all in one place at my fingertips, but I haven't had time to work on it or think about it. You don't happen to need another client for one of your MIS class group projects?"

"As you know," Mark grinned, "I am always looking for clients. Why don't you pull all your spreadsheets together. I can stop by your office this afternoon and we can go over what you have?"

3. THE STUDY ABROAD PROGRAM

Jane waved Mark into her office and finished her call. "Let me warn you, it's a bit of a mess. I printed off several of the spreadsheets so you would have examples of what I am using. Let me tell you about the program and then we will go over my notes."

"Our trip is over spring break, so I start advertising the trip in September before students start registering for spring classes," Jane began. "Once I know the number of students enrolled and a down

payment has been made, I can start making reservations. We have our first pre-departure meeting in November before the students go on Thanksgiving break to give them an idea of what to expect on the trip and the things they need to do, and possibly purchase, before we go. I have a class roster at each of the meetings to keep a record of attendance I also use a similar roster to verify students are present during the trip as we move from stop to stop so I don't inadvertently leave anyone behind. I just substitute the name of the event for the class meeting name." (See Table A1 in Appendix A.)

"We have our second pre-departure meeting before the students go on Christmas break to follow up on the to-do list items and reiterate what was discussed in the first meeting. We hold weekly class meetings during the first eight weeks of the semester to prepare for our study abroad trip.

"I make reservations for transportation, lodging, some meals, and activities from October to December. I record data about my research of these items in separate spreadsheets which I use to develop the itinerary and budget as well as monitor the costs of the trip. I keep all my old spreadsheets so I can compare the reservation estimates with previous years' costs to make reservation decisions. For instance, one year the lodging cost for one of our itinerary stops was much higher than the previous year. The facility was running low on available rooms and had not discounted their rates. I compared costs across my lodging spreadsheet to find another location I had previously researched. Thus, not only do I include my reservation information about activities that we do, but I also keep information about places I had researched in case I need a backup plan."

3.1 Spreadsheets

Mark thought as he thumbed through the spreadsheets. "Hmm… you have several moving parts here. Could you tell me a little bit more about each one of these?"

"Sure, the first worksheet is the Overall Study Abroad Trip worksheet," Jane started. "This worksheet lists all the study abroad trips offered by the International Programs Office. I included this worksheet so you would have an idea of the timeframe of my trip and the locations visited. This spreadsheet provides an overview of each program including the name of each trip, a description of the trip used in advertisements, the main locations to be visited, when the trip begins and ends, as well as information about who is leading the trip, and the estimated total costs." (See Table A2 in Appendix A.)

"The Itinerary worksheet provides the details of what we will be doing each day of our trip. It contains the day of the trip, the activity, the actual date of the activity and when it starts and ends, the location in which the activity takes place, and any notes about the activity. We don't have a lot of activities on Days 1 and 12 as those are travel days." (See Table A3 in Appendix A.)

"The Activities worksheet includes things we can do for fun, places to eat, our lodging, and the different modes of transportation for which I must purchase tickets. Not every activity has a contact person, but if it does, I collect that as well." (See Table A4 in Appendix A) "I also collect data regarding how the activity is booked. Some of our activities have a group booking and rate and some tickets are purchased individually. For instance, the plane tickets that I purchase within the country we are visiting may have different prices for each seat. However, when we take a tour of a facility, I sometimes pay a group price. I also record the booking confirmation number for each plane ticket or group reservation for future reference. Since our trip is across multiple countries, I also record the currency and the current currency exchange rate for use in my budget. I record the hours of operations as well as whether we used the activity. For instance, I have collected information about some restaurants and lodging options but did not use those activities. It came in handy when I had to make some last minute changes." (See Table A5 in Appendix A.)

"Speaking of lodging options," Jane started as she flipped to the next worksheet, "our different accommodations may have a variety of room configurations. Thus, room assignments need to be tentatively planned before we go on our trip. Students sometimes make specific requests before we go such as a student with whom they would, or would not, like to room." (See Table A6 in Appendix A.)

"Moving on to the next worksheet, I collect quite a bit of participant information as well. Besides the standard demographic data about students, emergency contacts, and passports, I collect information

about special conditions such as medications, health issues, and allergies." (See Table A7 in Appendix A.)

"Participants are responsible for their own intercontinental flights between the U.S. and Finland, but I also have an International Flight Data worksheet for collecting this information as well. Some students want to use travel points to pay for their flights, so those students may use a different airline carrier. In the past, some students have chosen to extend their travel at the front or back end of our trips. Thus, each person may have a different international flight itinerary." Jane paused for a moment, "I think that is about all the data that I collect. What else should I be telling you." (See Table A8 in Appendix A)

Mark thought for a moment. "That helps but tell me more about how and when you plan to use the system. Are you going to be using a laptop to work on the system, your phone, or both? Do you plan to use the system while you are on your trip? What do you want to do with the data in the system? Do you want any reports created?"

3.2. User Interface and Reports

"Those are excellent questions!" Jane exclaimed. "Right now, I would just like to use the system on my laptop before we go on the trip and after I return. I really need to get a handle on the data involved in planning the trip. I also don't have a lot of time to myself when we are traveling, so it will be hard to update the system during the trip. In the future once I am comfortable with the new system, I might see if your class will make an app I could use to access it on my phone.

"Since the data is housed in separate spreadsheets, I print the spreadsheet files for the class attendance roster, the first night's lodging configuration, and the international flights. I only preconfigure the first night's lodging since room configurations sometimes change as people get to know each other better during the trip." (See Tables A1, A6, and A8 in the Appendix.) "I print portions of the participant data spreadsheet so I will have the student emergency contact and health condition information. I also manually combine records from the Itinerary data and the Activity data spreadsheets to create a more complete Itinerary file. It would be nice if the system could do that for me. I will put together examples of the emergency contact sheet and itinerary and get them to you." (See Tables B1 and B2 in Appendix B.)

4. WRAPPING UP

"Before I go, is there anything else I should know?" Mark asked.

Jane thought, "once your class has the system developed, I'm sure the other faculty leading the study abroad trips would want to use it, too. Some of the trips are offered during the summer or winter breaks for longer periods of time. The first worksheet that I gave you provides an overview of the programs offered." (See Table A1 in Appendix A.)

"Let me think about this and look through your spreadsheets and reports," Mark said as he gathered the spreadsheets and walked toward the door. "I'm sure I'll have some more questions for you in time. I think it is something my class can do, but it may span a few iterations. I know that several of my students have taken study abroad trips in the past. It sounds like an interesting project."

5. CONCLUSION

After returning to his office, Mark reviewed the details of his discussion with Jane and determined that the project would be an excellent fit with the objectives of his MBA-level general MIS course. The case would provide students with an opportunity to apply concepts related to requirements analysis, process modeling, data normalization, and database design in a realistic setting. During the upcoming semester, his students would ultimately develop a PC-based travel management system to support itinerary planning and participant management. In subsequent semesters, students in the more advanced database design and development course could further enhance the system by creating a web-based version accessible through a smartphone application.

Mark planned to assign the project at the midpoint of the semester to give students the opportunity to

apply what they had learned, and would be learning, by thinking through a process and the data being collected, designing models to represent the steps of the process and the blueprint of the database, learning and utilizing a diagramming tool to draw the process and data models, and applying their knowledge of database development to build out the blueprint. By having students work through those processes and applying the skills to build a database that would later be used for a campus process, he hoped students would better envision the relevance of the process and be able to apply their knowledge to situations in their own lives.

6. ASSIGNMENTS

This section contains exercises that may be assigned as course projects. Please confirm the assigned exercise with your instructor.

6.1 Systems Analysis Design and Database Development for Standalone System

Build the system.

1. Accumulate the functional and technical requirements for the system.
2. Prioritize the requirements.
3. Create system development diagrams.
4. Create a data dictionary.
5. Create the database.
6. Create queries to generate records needed to build the class attendance roster, emergency contact sheet, trip itinerary, the international flight spreadsheet, and the first night's lodging configuration.
7. Create reports for the class attendance roster, emergency contact sheet, trip itinerary, the international flight spreadsheet, and the first night's lodging configuration.
8. Incorporate privacy, security, and data error handling measures throughout the database. Include a brief written report describing:
   a. the measures that were taken,
   b. the data those measures will protect, and
   c. how those measures will protect the data.
9. Use AI to generate records to populate your database. Including a brief written description of:
   a. the document prompts used, and
   b. AI-generated data errors.
10. As the database is developed, record any assumptions made in a short report.

6.2 Cloud-based Version with Smartphone Graphical User Interface

Create a web-based version of the system that can be accessed on a smartphone.

1. Accumulate the functional and technical requirements for the system.
2. Prioritize the requirements.
3. Create system development diagrams.
4. Create a data dictionary.
5. Create the database.
6. Create queries to generate records needed to build the class attendance roster, emergency contact sheet, trip itinerary, the international flight spreadsheet, and the first night's lodging configuration.
7. Create reports for the class attendance roster, emergency contact sheet, trip itinerary, the international flight spreadsheet, and the first night's lodging configuration.
8. Incorporate privacy, security, and data error handling measures throughout the database. Include a brief written report describing:
   a. the measures that were taken,
   b. the data those measures will protect, and
   c. how those measures will protect the data.
9. Use AI to generate records to populate your database. Including a brief written description of:
   a. the document prompts used, and
   b. AI-generated data errors.
10. As the database is developed, record any assumptions made in a short report.

7. POTENTIAL CHALLENGES & OBSTACLES

7.1 Time Management

Projects normally take longer than one would expect. Breaking the project down into small goals to be completed over a period of time will allow time for asking the instructor questions that may arise.

7.2 Appendix Diagrams

Jane's spreadsheets are not normalized and simulate the type of materials that a software developer might get from a client. Investing time early in the normalization process to reduce redundancies and possible inconsistencies may save time in the long run.

7.3. Record Identifiers

As the data is normalized, thinking about logical naming conventions may prove beneficial; for instance, when developing an identifier for an activity, the designer might use a combination of characters to both identify and differentiate the activity. An example of an identifier for an activity could be: ACFI01 where "AC" stands for "Activity", "FI" stands for the first two letters of the location of the activity (Like "FI"nland), and "01" is the number in which the activity has been added to the system.

7.4 Diagrams and Symbols

Should a student be unfamiliar with developing database design diagrams, modeling software such as Lucidchart, draw.io, smartdraw.com, and Visio provide helpful resources to use the software as well as develop diagrams.

8. REFERENCES

Cappel, J. J. & Schwager, P. H. (2002). Writing IS Teaching Cases: Guidelines for JISE Submission, *Journal of Information Systems Education,* 13(4), 287-294.

Freeman, L. A., & Zhang, X. (2022). Invited Paper: Getting Published in JISE: A Practical Guide from the Editors. *Journal of Information Systems Education*, 33(2), 109-112.

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APPENDIX A

Table A1. Predeparture Class Meeting Roster

StudentID	FirstName	LastName	Predepart1	Predepart2	Week 1	...	Week 8
SI271000	Steve	Taylor					
SI271001	Quinn	Taylor					
SI271002	Casey	Thomas					
SI271003	Jackie	Moore					
SI271004	Sean	Davis					
SI271005	Alex	Taylor					
SI271006	Ada	Davis					
SI271007	Riley	Wilson					
SI271008	Wendy	Martin					
SI271009	Randy	Smith					
SI482100	Jane	Collins					

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Table A2. Overall Study Abroad Trip Data

TripName	Description	Locations	StartDate	EndDate	StartTime	EndTime	FacultyLeaderName	CoLeaderName	Price	Notes
Finland Spring Break 2026	Visit UNESCO World Heritage sites and the home of Santa Claus.	Finland, Estonia, Sweden	3/1/2026	3/12/2026	8:00	22:00	Jane Collins	Tyler Evers	3500	Students will miss two days of school before spring break.
German Winter Break 2025	Experience Christmas like never before.	Germany & Belgium	12/24/2025	1/2/2026	10:00	20:00	Art Yates	Amanda Stevens	2750	
Europe Pre-Session Break 2026	Spring time in Paris	Paris, France & London, England	5/11/2026	5/19/2026	8:00	20:00	Milo Winters	Sandy Brown	2850	

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Table A3. Itinerary Data

DayID	ActivityID	ActivityStartDate	ActivityStartTim	ActivityEndDate	Activity EndTime	Notes
1	International Travel	3/1/2026	10:00	3/2/2026	13:00	
2	International Travel	3/2/2026	10:00	3/2/2026	13:00	
2	Helsinki Airport Train	3/2/2026	13:50		14:50	
2	Diana Park Hostel	3/2/2026	15:20	3/2/2026	16:00	Can store luggage in luggage room upon arrival
2	City Tour	3/2/2026	16:00	3/2/2026	18:00	
2	Fazer's Café	3/2/2026	18:00	3/2/2026	19:00	
2	Oodi Libray	3/2/2026	19:00	3/2/2026	20:00	
2	Diana Park Hostel	3/2/2026	20:00	3/3/2026	5:30	Early departure

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Table A4. Activity Data

ActivityID	ActivityName	Type	Address	City	Country	ContactName	ContactInfo	CostUnit	Currency	ExchangeRate	DaysOpen	HoursOpen	Used	Notes
ACLD001	Diana Park Hostel	Lodging	550 Kaivokatu	Helsinki	Finland	Steph	steph@dianapark.fi	Per room	Euro		All	8:00 - 22:00	Y	Enjoyed our stay in the past.
ACEAT001	Fazer's Café	Restaurant	546 Kaivokatu	Helsinki	Finland	NA	812333455	Per person	Euro		All	7:30 - 20:00	Y	
ACFN001	City Tour	Fun	Start at train station	Helsinki	Finland	NA	NA							
ACFN002	Helsinki Cathedral	Fun	855 Hallituskatu	Helsinki	Finland	NA	NA	Per person	Euro		Most	9:00 - 18:00	Y	Go early; Sunday hours are different
ACTR001	International Flight	Travel							Euro					
ACTR001	Helsinki Airport Train	Travel	Helsinki Airport	Helsinki	Finland	NA	NA	Per person	Euro		All	5:00 - 1:00	Y	
ACLD002	Arthur Hotel	Lodging	154 Vuorikatu	Helsinki	Finland	NA	NA	Per room	Euro		All		N	Consider for future trips.
ACEAT002	Hess Burger	Restaurant	555 Kaivokatu	Helsinki	Finland	NA	NA	Per person	Euro		All	10:00 - 24:00	Y	
ACFN003	Oodi Libraray	Fun	128 Eero Erkon Katu	Helsinki	Finland	NA	NA		Euro		All	10:00 - 20:00	Y	
ACTRL002	Helsinki Ferry	Travel	Wharf	Helsinki	Finland	NA	NA	Per Person	Euro		All		Y	
ACLD003	Clarion Hotel Helsinki	Lodging	100 Tyynenmerenkatu	Helsinki	Finland	NA	NA		Euro		All		N	Out of the way, but good reviews.
ACTR002	Plane in Helsinki	Travel	Helsinki Airport	Helsinki	Finland	NA	NA		Euro		All		Y	

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Table A5. Activity Ticket Data

ActivityID	FirstName	LastName	BookingReference	TicketType	Price	Notes
ACLD001		Group	48612	Group	$ 1,500	Group lodging 3/11 in Helsinki
ACRT001		Group	NA	Group	$ 350	Helsinki Fazer's Coffee Shop price range 12 to 20
ACRT002		Group	NA	Group	$ 350	Hessberger price range 10 to 15
ACFN001		Group	56457	Group	$ 250	Tour Helsinki Cathedral
ACTR001	Steve	Taylor	FI45H81	Individual	$ 175	Individual flight within Finland
ACTR001	Quinn	Taylor	FI45H82	Individual	$ 175	Individual flight within Finland
ACTR001	Casey	Thomas	FI45H83	Individual	$ 175	Individual flight within Finland
ACTR001	Jackie	Moore	FI45H84	Individual	$ 175	Individual flight within Finland
ACTR001	Sean	Davis	FI45H85	Individual	$ 175	Individual flight within Finland
ACTR001	Alex	Taylor	FI45H86	Individual	$ 175	Individual flight within Finland
ACTR001	Ada	Davis	FI45H87	Individual	$ 175	Individual flight within Finland
ACTR001	Riley	Wilson	FI45H88	Individual	$ 175	Individual flight within Finland
ACTR001	Wendy	Martin	FI45H89	Individual	$ 175	Individual flight within Finland
ACTR001	Randy	Smith	FI45H90	Individual	$ 175	Individual flight within Finland
ACTR001	Jane	Collins	FI45H91	Individual	$ 175	Individual flight within Finland

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Table A6. Lodging Assignment Data

TripID	FirstName	LastName	LodgingID	RoomID	BedID	Notes
T100	Steve	Taylor	ACLD001	462	1	
T100	Casey	Thomas	ACLD001	462	2	
T100	Quinn	Taylor	ACLD001	462	3	Does not want to room with Alex
T100	Sean	Davis	ACLD001	463	1	
T100	Alex	Taylor	ACLD001	463	2	
T100	Randy	Smith	ACLD001	463	3	
T100	Ada	Davis	ACLD001	461	1	Does not want to room with Jackie.
T100	Riley	Wilson	ACLD001	461	2	
T100	Wendy	Martin	ACLD001	461	3	
T100	Randy	Smith	ACLD001	450	1	
T100	Jackie	Moore	ACLD001	450	2	
T100	Jane	Collins	ACLD001	456	1	
T100	Steve	Taylor	ACLD004	152	1	
T100	Casey	Thomas	ACLD004	152	2	
T100	Quinn	Taylor	ACLD004	152	3	
T100	Sean	Davis	ACLD004	152	4	
T100	Alex	Taylor	ACLD004	150	1	
T100	Ada	Davis	ACLD004	150	1	
T100	Riley	Wilson	ACLD004	162	1	
T100	Wendy	Martin	ACLD004	162	2	
T100	Jackie	Moore	ACLD004	162	3	
T100	Jane	Collins	ACLD004	159	1	

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Table A7. Participant Data

StudentID	FirstName	LastName	Status	Major	CourseNumber	Gender	DOB	LiabilityForm	Payment	PassportNum	PassportCountry	PassportExpireDate	DriversLicenseNo	Street	City
SI271000	Steve	Taylor	Senior	Communications	UI345	M	05/19/1999	Y	Y	P985408394	USA	10/10/2030	D5337738	123 Main St	Whispering Hills
SI271001	Quinn	Taylor	Sophomo	Accounting	BA300	F	02/18/2007	Y	Y	P957432294	USA	03/14/2030	D5919728	654 Cedar Ln	Whispering Hills
SI271002	Casey	Thomas	Freshman	Accounting	UI345	M	02/06/2007	Y	Y	P225668212	USA	01/12/2030	D1325625	789 Pine Rd	Whispering Hills
SI271003	Jackie	Moore	Grad	MBA	BA550	F	09/28/2002	Y	Y	P479782148	USA	01/09/2030	D7672466	456 Oak Ave	Whispering Hills
SI271004	Sean	Davis	Junior	Finance	UI345	M	08/28/2006	Y	Y	P864062436	USA	08/19/2030	D1715807	321 Maple Dr	Whispering Hills
SI271005	Alex	Taylor	Sophomo	Management	BA300	M	07/24/2007	Y	Y	P328804048	USA	11/26/2030	D1752254	789 Pine Rd	Whispering Hills
SI271006	Ada	Davis	Grad	MBA	BA550	M	02/03/1998	Y	Y	P732748723	USA	01/01/2030	D8822168	654 Cedar Ln	Whispering Hills
SI271007	Riley	Wilson	Senior	Agriculture	UI345	F	12/15/1998	Y	Y	P157013185	USA	04/17/2030	D6895699	456 Oak Ave	Whispering Hills
SI271008	Wendy	Martin	Junior	Marketing	BA300	F	06/16/2005	Y	Y	P888883165	USA	02/24/2030	D9418873	123 Main St	Whispering Hills
SI271009	Randy	Smith	Grad	MBA	BA550	M	03/10/2000	Y	Y	P167659449	USA	11/01/2030	D5664721	456 Oak Ave	Whispering Hills
SI482100	Jane	Collins	Faculty			F	05/15/1980	Y	Y	P871073223	USA	05/15/2032	D8262380	100 University A	Whispering Hills

Email	Phone	WhatsApp	EmergencyContact1	EmergencyContact2	EmergencyPhone1	EmergencyPhone2	ConditionName	ConditionType	Description	Notes
TTaylor@university.edu	573-555-1200	N	Brenda Taylor	Donald Taylor	573-555-6000	573-555-7000	Fainting	Medical	Faints when too tired or overheats.	On medication
QTaylor@university.edu	573-555-1201	N	Brenda Taylor	Donald Taylor	573-555-6001	573-555-5600	Diabetes	Medical	Must have regular snacks	Wears insulin patch
CThomas@university.edu	573-555-1202	N	Mark Thomas		573-555-6002					
CMoore@university.edu	573-555-1203	Y	Tammy Moore		573-555-6003		Overheats	Medical	Mild condition and self-monitored.	Must take rest breaks and drink water.
QDavis@university.edu	573-555-1204	N	Steve Davis		573-555-6004		Allergic to tomatoes	Allergy	Mild condition	Breaks out in rash; has salve
ATaylor@university.edu	573-555-1205	Y	Audra Taylor	Wyatt Taylor	573-555-6005	573-555-8567				
QDavis@university.edu	573-555-1206	N	Steve Davis		573-555-6006		Allergic to shellfish	Allergy	Deadly allergy.	Carries eppy pen
RWilson@university.edu	573-555-1207	Y	Alan Wilson	Tina Wilson	573-555-6007	573-555-1234				
CTaylor@university.edu	573-555-1208	N	Jack Martin		573-555-6008		Allergic to bees	Allergy	Severe allergy	Take Benadryl.
RSmith@university.edu	573-555-1209	Y	Thomas Smith	Judy Smith	573-555-6009	573-555-4321	Allergic to penicillin	Allergy	Self-managed	Rush to hospital if difficulty breathing.
JCollins@university.edu	573-555-1400	Y	Robert Colllins		573-555-6010					

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Table A8. International Flight Data

FirstName	LastName	FlightNumber	DepartureLocation	DepartureDate	DepartureTime	DestinationLocation	DestinationArrivalDate	DestinationArrivalTime	Notes
Steve	Taylor	AY1000	STL	3/1/2026	10:00	DFW	3/1/2026	13:00	
Quinn	Taylor	AY1000	STL	3/1/2026	10:00	DFW	3/1/2026	13:00	
Casey	Thomas	AY1000	STL	3/1/2026	10:00	DFW	3/1/2026	13:00	
Jackie	Moore	AY1000	STL	3/1/2026	10:00	DFW	3/1/2026	13:00	
Sean	Davis	AY1000	STL	3/1/2026	10:00	DFW	3/1/2026	13:00	Parents transporting to/fr airport
Alex	Taylor	AY1000	STL	3/1/2026	10:00	DFW	3/1/2026	13:00	
Ada	Davis	AY1000	STL	3/1/2026	10:00	DFW	3/1/2026	13:00	
Riley	Wilson	AY1000	STL	3/1/2026	10:00	DFW	3/1/2026	13:00	Parents transporting to/fr airport
Wendy	Martin	AY1000	STL	3/1/2026	10:00	DFW	3/1/2026	13:00	
Randy	Smith	AY1000	STL	3/1/2026	10:00	DFW	3/1/2026	13:00	
Steve	Taylor	AY2000	STL	3/1/2026	17:00	HEL	3/2/2026	10:00	
Quinn	Taylor	AY2000	STL	3/1/2026	17:00	HEL	3/2/2026	10:00	
Casey	Thomas	AY2000	STL	3/1/2026	17:00	HEL	3/2/2026	10:00	

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APPENDIX B

Table B1. Emergency Contact Information

FirstName	LastName	Status	EmergencyContact1	EmergencyContact2	EmergencyPhone1	EmergencyPhone2	ConditionName	ConditionType	Description	Notes
Steve	Taylor	Senior	Brenda Taylor	Donald Taylor	573-555-6000	573-555-7000	Fainting	Medical	Faints when too tired or overheats.	On medication
Quinn	Taylor	Sophomor	Brenda Taylor	Donald Taylor	573-555-6001	573-555-5600	Diabetes	Medical	Must have regular snacks	Wears insulin patch
Casey	Thomas	Freshman	Mark Thomas		573-555-6002					
Jackie	Moore	Grad	Tammy Moore		573-555-6003		Overheats	Medical	Mild condition and self-monitored.	Must take rest breaks and drink water.
Sean	Davis	Junior	Steve Davis		573-555-6004		Allergic to tomatoes	Allergy	Mild condition	Breaks out in rash; has salve
Alex	Taylor	Sophomor	Audra Taylor	Wyatt Taylor	573-555-6005	573-555-8567				
Ada	Davis	Grad	Steve Davis		573-555-6006		Allergic to shellfish	Allergy	Deadly allergy.	Carries eppy pen
Riley	Wilson	Senior	Alan Wilson	Tina Wilson	573-555-6007	573-555-1234				
Wendy	Martin	Junior	Jack Martin		573-555-6008		Allergic to bees	Allergy	Severe allergy	Take Benadryl.
Randy	Smith	Grad	Thomas Smith	Judy Smith	573-555-6009	573-555-4321	Allergic to penicillin	Allergy	Self-managed	Rush to hospital if difficulty breathing.
Jane	Collins	Faculty	Robert Colllins		573-555-6010					

Table B2. Combined Itinerary Data

DayID	ActivityID	ActivityStartDate	ActivityStartTime	ActivityEndDate	Activity EndTime	Notes	Address	City	ContactName	ContactInfo	CostperUnit	HoursOpen
1	International Travel	3/1/2026	10:00	3/2/2026	13:00							
2	International Travel	3/2/2026	10:00	3/2/2026	13:00							
2	Helsinki Airport Train	3/2/2026	13:50		14:50							
2	Diana Park Hostel	3/2/2026	15:20	3/2/2026	16:00	Can store luggage in luggage room upon arrival	550 Kaivokatu	Helsinki	Steph	steph@dianapark.fi	75	8:00 - 22:00
2	City Tour	3/2/2026	16:00	3/2/2026	18:00		Start at train station	Helsinki	NA	NA		
2	Fazer's Café	3/2/2026	18:00	3/2/2026	19:00		546 Kaivokatu	Helsinki	NA	812333455	20	7:30 - 20:00
2	Oodi Libray	3/2/2026	19:00	3/2/2026	20:00		Behind train station	Helsinki	NA	812333455	0	10:00 - 20:00
2	Diana Park Hostel	3/2/2026	20:00	3/3/2026	5:30	Early departure		Helsinki				