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IUHPFL OFFICE CONTACT INFORMATION

While abroad this summer, you can reach the IUHPFL Office via e-mail or telephone:

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Managing Director
ldishong@indiana.edu
Skype: loni.dishong
Office: 812-855-7957
Cell: 812-369-6333  (for emergencies only)

Amy Dowell
Program Coordinator
dowella@indiana.edu
Office: 812-856-2123

Ryan Tolnay
Administrative Coordinator
rtolnay@indiana.edu
Office: 812-855-5241

Cheryl Jeffers
Accounting Representative
cjeffers@iu.edu
Office: 812-856-0623

General Office Email: iuhpfl@iu.edu
IUHPFL Office Skype: IUHPFL

The best form of communication with the IUHPFL Office is via e-mail to iuhpfl@iu.edu or by calling 812-855-5241. We are a small (but mighty!) staff and always try to return e-mails and calls within 24 hours. Office hours are Monday through Friday, 8:00 a.m.-5:00 p.m. EST.

During program dates, if there is a time-sensitive matter that needs immediate attention, it is best to contact Managing Director, Loni Dishong directly. Please only call her cell phone in cases of emergency or if that is the number she requests that you call.
WELCOME!

We are pleased to welcome you to the IU Honors Program in Foreign Languages! In 2017, we will celebrate our 55th summer of providing language and culture immersion experiences to Indiana high school students! Thank you for joining us on this exciting journey!

You are now part of a legacy of over 8,000 past IUHPFL participants who currently range between 16 and 73 years of age, live all around the world, work in various professional fields, and, in some cases, have children and grandchildren who have participated in our programs!

The IUHPFL network of onsite coordinators and host families includes hundreds of people and stretches across 7 countries – Austria, Chile, China, France, Japan, Mexico, and Spain. We are pleased to announce the launch of our Osaka, Japan program this summer! This is a wonderful time to participate in IUHPFL, as we continue to build upon the expertise and dedication of our predecessors and look toward a future with unprecedented potential for international communication, collaboration, and friendship.

IUHPFL is both an individual and a collective experience. Each student is encouraged to set academic and personal goals and to consider the unique talents and insights that he or she brings to the team. Additionally, each team has a unique identity and vision and works toward accomplishing projects and objectives together. We are eager to see how this program and the friendships you create will enrich your life and we are confident that you, just by being who you are, will make your program site team even better!

We wish you safe and happy travels and will be here to encourage and support you along the way!

**IUHPFL Office Team**
Loni Dishong – Managing Director
Amy Dowell – Program Coordinator
Ryan Tolnay – Administrative Coordinator
Cheryl Jeffers – Accounting Representative
Priya Pierie – IUHPFL Alum and Intern
William Niezgodski – IUHPFL Alum and Intern
IUHPFL — A UNIQUE STUDY ABROAD PROGRAM

IUHPFL has a long and prestigious history in the state of Indiana for providing high-quality language and culture immersion experiences that transform students' lives and career paths.

Instructors, Host Families, Onsite Coordinators and our Office Team are working in unison to help every student achieve the following OUTCOMES:

- Greatly improved language proficiency
- Desire to continue studying the language and culture
- Ability to see commonalities between diverse people
- Self-confidence and independence
- Stronger interpersonal skills
- Strategies for problem solving
- Creative thinking and expression
- Clearer vision of their future studies and careers
- Positive relationships with peers, host families, and instructors
- Seeing themselves as global citizens

The 3 Pillars of IUHPFL

We believe that 3 key components, or pillars, make IUHPFL effective:

- Language Commitment
- Academic Excellence
- Host Family Experience

Each one will be discussed in more depth throughout this handbook.

The 8 Core Values of IUHPFL

IUHPFL wants every participant to have a wonderful, memorable, and transformative experience while abroad. These 8 Core Values express the spirit of the program and the many people who contribute to its success, including its Office Team, Instructors, Onsite Coordinators and Host Families.

- **Appreciation**: Acknowledging the qualities and kind acts of others
- **Diligence**: Focusing with enthusiasm on academic and personal goals
- **Discovery**: Being open to new ways of looking at the world and oneself
- **Empathy**: Choosing words and actions that express
compassion and create connection

- **Encouragement**: Helping others to reach their goals and see their unique talents
- **Honor**: Acting with integrity and adhering to the IUHPFL Honor Code
- **Respect**: Treating others with dignity at all times
- **Unity**: Fostering team spirit and trust

**THIS STUDENT-GUARDIAN HANDBOOK**

This handbook is designed with students and guardians in mind and provides answers to common questions and concerns that you will have at some during the IUHPFL experience. As part of the IUHPFL Honor Code, it is required that all students read this handbook completely. It is strongly encouraged that guardians also read it in order to have a complete vision of the program’s structure and expectations and to help students meet pre-departure requirements.

Students should take this handbook with them abroad and consult it when necessary. It is the only English publication they are allowed to take with them abroad, besides a pocket dictionary.

The first section of this handbook contains general information for all IUHPFL students and their guardians. The second section will provide site-specific information.

An electronic copy of this handbook and all other program information can be found at our website: IUHonorsProgram.org.

Note: Parts of this handbook were adapted from the ‘Getting Started’ guide offered by Indiana University’s Office of Overseas Study to university students going abroad. Consequently, many of the links made available are associated with the Office of Overseas Study at Indiana University.

**STUDENT-GUARDIAN ORIENTATION**

Orientation for all participating students and their guardians is held in the Whittenberger Auditorium inside the Indiana Memorial Union (IMU), (900 E. Seventh St., Bloomington, IN 47405) on the IU Bloomington campus. Check-in begins at 9 am, and the event ends at 4 pm EST.
2017 dates for Orientation are as follows:

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Orientation is considered to be the first official day of the program, and its purpose is to acquaint students and guardians with:
- Program procedures, policies, and expectations
- Instructors
- Fellow students
- The host culture and its norms

Orientation is extremely important for a student’s acclimation into the program and is therefore mandatory for every student and at least one of his or her guardians. Both general and site-specific sessions will be offered, and students and parents typically feel well informed and ready for their IUHPFL experience afterwards. Most importantly, this is students’ primary opportunity to become acquainted with their peers and instructors in English before Departure Day. Teambuilding is an integral part of IUHPFL, and the sooner a student can get to know his or her teammates, the better!

Occasionally a student will have to attend the opposite Orientation for reasons beyond his or her control. In these cases, students should join the team’s Facebook group immediately after the scheduled Orientation date to be kept informed and to begin to meet his or her teammates. The links to each team’s Facebook group will be provided on our website.

During check-in at Orientation, students receive a name tag to wear during Orientation to help instructors and students learn names quickly. Students also receive their IUHPFL t-shirt, which they will wear on Departure Day, during excursions, and on Return Day. Alums typically keep and wear their t-shirts for years following their IUHPFL summer abroad!
IUHPFL Course Materials Distributed at Orientation
Also during check-in at Orientation, students receive the materials pertaining to the courses they will take abroad: Grammar, Culture, Literature, and Phonetics/Linguistics. They might also receive additional information from their instructors about Afternoon Activities (Choir, Dance, Theater, Sports) and excursions, depending on how their instructor team prefers to share this information with students. **For this reason, it is a very good idea to BRING A BACKPACK to Orientation!**

Student must also bring a SACK LUNCH to Orientation, because students and instructors eat their lunches together inside or near the Indiana Memorial Union. Parents and guardians will eat lunch at a local restaurant of their choosing; there are several inside the IMU and many others nearby in the downtown area of Bloomington.

**PRE-DEPARTURE—GETTING PREPARED**

**Pre-Departure Checklist**
Please be sure to consult the IUHPFL Student Schedule & Checklist, available on our website and sent to you via email, so you are aware of program deadlines and your responsibilities before departure.

**Pre-departure considerations include but are not limited to:**
- Read STRATEGIES TO PREPARE FOR THE IUHPFL EXPERIENCE in this handbook (Appendix A)
- Completing and submitting all Acceptance Materials
- Having doctors and other health professionals complete and sign the Statement of Medical History
- Submitting all Program Fees to IU Accounts Receivable by the May deadline on the Student Schedule & Checklist
- Submitting final payment for Airfare to Travel Leaders by the deadline on the Student Schedule & Checklist
- Ensuring that passports (all students) and tourist visas (required for China) are acquired before departure and sending the Office a copy by fax or regular mail (Do not send student’s identifying information via email.)
- Watching your email for program updates and information
- Following flight information online to be aware of any changes
- Getting to know your host family via email, social media, and Skype, if possible
• Obtaining a bank debit card and a credit card, both with a **security chip** (preferably)
• Informing your bank of the dates of your trip abroad
• Obtaining $50-$100 worth of the host country’s currency before departure for the first several days of the program
• Discussing an appropriate travel budget with your guardians
  o All meals are provided, although students should be prepared to purchase 4-5 meals on their own.
  o There will be a few optional excursions for no more than an equivalent of $20 each (going to a movie, bowling, etc.)
  o As a general guideline planning for an equivalent of $50-$100 per week for spending money is a good idea. You might not even spend $50 during one week, but the next you might spend more than $100 while shopping on excursion, etc.
• Journaling about what you want to accomplish academically and personally during your time abroad. Setting and working toward goals is part of the IUHPFL experience.
• Discussing with your guardians how you will deal with limited communication and adhere to the Language Commitment and Honor Code
• Informing your friends and family about your IUHPFL experience, so they are aware of the commitment you have made to IUHPFL and can be supportive of your goals
• Planning what to pack – pack smart and LIGHT!
• Learning more about the host city and host country so you know what to expect and are ready to embrace the culture. YouTube videos and travel programs are a terrific resource!
• Students join their team’s Facebook group to stay informed of pre-departure information (These groups are for instructors and students only.) Links will be provided at Orientation and on our website.
• Parents and guardians check out the Program Site Blog for their student’s team, which will keep them informed and entertained throughout the program! Links will be provided at Orientation and on our website.
• Immersing yourself in your language. Practice, practice, practice!

**Passports and Tourist Visas**
Students cannot travel abroad without a passport; students and guardians are encouraged to doublecheck that their passport is in
their backpack before leaving for the airport. Do not pack passports inside luggage, as you will show it frequently to officials at the airport.

Students participating in the Hangzhou Program will also need a China Tourist Visa, which is an adhesive ticket that is placed inside the passport by a visa processing company. IUHPFL currently works with CIBT Passport and Visa Expediting Services. Once the passport has been obtained, students must follow the instructions provided to them by the IUHPFL Office and send their passports to CIBT for their China Tourist Visas. Students should allow 3 to 4 weeks for visa processing in order to avoid high fees. One cannot participate in the IUHPFL Hangzhou Program without a China Tourist Visa.

Upon arrival to the host country, all passports will be collected by the instructors and stored safely until return to the US in July. For this reason, it is important that students keep one or two copies of their passports in their luggage. In rare cases when a student might need his or her actual passport while abroad, instructors will be able to provide it easily. Students will carry a copy of their passports every day during the program.

Note: It is also important for guardians to keep a copy of the student’s passports at home in the US during the program, as well as copies of any other identification, debit cards, credit cards, etc. that the student might have taken abroad.

Luggage Requirements

As many of us know, international travel can be hurried, stressful, and often cumbersome, especially if when are hauling too much luggage. Although we want students to be prepared with the necessities, we strongly encourage them to pack as light as possible in order to ensure they can move quickly with the group and not be too exhausted during the process. Furthermore, hauling heavy luggage can result in missing trains and subways and can even cause bodily injury when students are hurrying to make flight connections and so forth.

Note: Students are encouraged to visit the airline’s website for more information about the requirements for weight and dimensions of luggage.

Here are some tips for packing, selecting luggage, and traveling:

- Pack LIGHT! You’ll thank yourself later – promise!
- We recommend no more than two luggage items, including a
backpack.

- Large suitcases are strongly discouraged.
- Be sure your luggage is VERY STURDY and has good wheels.
- Don’t take anything that might be considered dangerous by airport security.
- See the airline’s website for packing advice and restrictions.
- Check off each item as you pack it to ensure you don’t forget it.
- Remember to pack your passport in your backpack, along with one or two copies in your luggage.
- Pack your school photo ID, which will be useful for getting discounts into museums.
- Pack travel sized items; larger quantities of liquids in carry-on luggage will not be allowed by airport security and will have to be thrown away before boarding. You can buy more of every kind of toiletry, cosmetic, etc. in the host country.
- In case of lost luggage while traveling, it is recommended that students pack a few clothing items and keep their baggage claim tickets in their carry-on bags. Lost luggage is rare and is typically tracked down and delivered within a matter of hours or one day.
- Consider packing or buying while abroad a large canvas bag for gifts and other purchases you will bring back with you to the US.
- Check weight requirements for larger suitcases, so you don’t have to pay to check yours in at the airport; this can be very expensive.
- Keep the items you will need for immediate and frequent access in your backpack, including money, debit and credit cards, passport, baggage claim tickets, and other ID.
- Also pack a few healthy snacks for the flight, such as granola bars or carrots.
- You will need to guard your backpack while traveling, so we recommend keeping it light enough to wear comfortably at all times.
- Wear comfortable shoes and clothing while traveling; sometimes it’s necessary to hustle in order to keep up with the group.

**Important Note:** Students and parents or guardians are responsible for paying any expenses related to luggage at check-in, including overweight or additional luggage. Students will be responsible for transporting their own luggage while abroad.
General List of What to Pack: Clothing and Incidentals

Students don’t need to take a lot of clothing with them abroad! You will have access to laundry facilities on a regular basis. During Orientation, instructors will provide information on local climate, and they will go over specific items you should pack pertaining to your program site. **Also be sure to see the site-specific section at the end of this handbook for a detailed packing list provided by your instructor team that complements the general list of items below.**

**ALL STUDENTS should remember to pack:**
- Passport and 2 copies
- Student ID for museums, etc.
- Any vitamins or medications that you need or have been prescribed
- Small battery-operated alarm clock
- Digital camera, additional memory card, batteries or charger
- Appropriate electric outlet adapter/converter for your host country
- Water bottle
- Backpack
- A hat and sunglasses for hiking and outdoor activities
- Easy-care, wrinkle-free clothing
- Comfortable shoes; one sporty pair and one dressy pair
- Slippers to wear in the host family home; going barefoot is not common in many cultures
- A journal and/or sketchpad for recording memories and personal insights during the program
- Writing utensils and 5 two-pocket folders for their classes and other paperwork

**Recommended Reading before Departure**

For comprehensive information on the study abroad experience, the following book is recommended:


This book is aimed specifically at students who want to make the most of their study abroad experience. Its user-friendly design will help identify and implement a wide variety of language and culture
learning strategies. It begins with three inventories designed to help you become more aware of how students currently learn language and culture. The book contains many helpful tools and creative activities to enhance a student's developed learning strategies and try out new ones. It is recommended that students use this guide as they prepare for departure, as well as after they return, when Reverse Culture Shock can have an impact.

DEPARTURE DAY

During Orientation, instructor teams will give students and guardians specific information pertaining to departure plans. Students will also be given the link to the team’s Facebook group, where students and instructors will communicate prior to and even during Departure Day.

Students and guardians should check online regularly for updates pertaining to the team’s group flight. A simple search of the airline and flight number will provide this information.

Important Note: Parents and guardians MUST accompany students inside the airport in order to ensure that students find their teams and they must STAY with students until check-in in order to pay for any possible fees associated with excessive luggage, etc.

Travel to Program Site

Students are responsible for the cost of travel between the US airport of departure and the host country on the required group flight through Travel Leaders. Students are also responsible for financing their own transportation to and from the airport in the US. Arrive at the airport early, allowing 2 or 3 hours for check-in and security procedures. Instructor teams will inform students and guardians of the expected arrival time at the US international airport and where to meet inside the airport.

Note: IUHPFL works with a travel agency every year to arrange the group flights. We recognize that departure and arrival times might be extremely early or late and we regret any inconvenience to our students and their families. The travel agency seeks to ensure that all students and instructors are on the same flight and that costs are as low as possible. We thank you for your patience and understanding.
Communication on Departure Day
Departure day is hectic for students, guardians and instructors alike, therefore general questions and concerns related to the program should be addressed to the Office or instructor team prior to Departure Day. Please prepare in advance so that when the day arrives everyone can focus on departure and make it as stress-free as possible.

At least half of the instructor team (1 or 2 individuals) will fly with the students on the group flight to the host country, and half will return to the US with the students at the end of the program. Instructors arrive at the international airport on Departure Day with the list of students, which includes guardian names and cell phone numbers. Students and guardians will also know how to reach instructors on that day, in case there are any delays. It is critical that students and guardians take every precaution to ensure prompt arrival at the international airport, as the team will not be able to wait for late students.

Students Who Are Flying Rather than Driving to the International Airport to Meet their Team:
Due to recent international events, airport security is at an all-time high, which is resulting in long lines and wait times for checking in luggage and going through security check-points. If your student is flying to the international airport, please be sure that he or she will have enough time to claim his or her luggage and arrive at the international terminal to meet up with his or her team.

In the event that connecting flights are delayed or canceled, students and guardians should be prepared to call their instructors immediately to inform them. The instructors will alert Travel Leaders and the IUHPFL Office in an attempt to find alternative ways to transport the student to Chicago or Indianapolis and meet up with the team for departure.

Arrival to Host Country and Program Site
Once students arrive at the international airport abroad, they can expect a bus ride to the program site, ranging anywhere from 30 minutes to six hours. Students will have opportunities to use the restroom and purchase snacks along the way.

Shortly after arriving in the host country, students will be asked to give their personal smart devices and passports to the instructors for the remainder of the program. Students will receive their program
cell phones, which will allow for unlimited texting and calling within the host country, and students will carry a copy of their passports at all times.

When the team arrives in the host country, one of the instructors will eventually contact the IUHPFL Office. Depending on the time of day, the Office will notify guardians via email as soon as possible. Please keep in mind that instructors might not be able to inform the Office right away due to Internet connectivity issues or being busy with helping students with their luggage, finding the bus that will take the team to the program site, etc. In some cases, instructors might not be able to contact the Office until they have arrived at the program site, so we ask for patience and understanding from guardians.

**FIRST DAYS OF THE PROGRAM**

During the first several days of the program, students will be adjusting to a completely new setting: new people, new foods, new sounds, new architecture, new customs, and so forth. Even though they have been studying the target language for some time, many aspects of the language will be new as well, including nuances of the local dialect and the speed at which people speak. It is very important for students to care for themselves in these early stages of the program by getting plenty of rest, eating well, and staying hydrated. It’s also essential to have a good sense of humor and not take things too seriously during this time and throughout the program. Being patient with yourself and focusing on what you are learning, rather than what you don’t know, is the best way to maintain a healthy attitude and get the most out of your IUHPFL experience.

Among the adjustments and challenges students will face during the first days and throughout the program are:

- Trying to communicate solely in the target language
- Meeting and getting to know host families. The Host Family Experience is discussed later in this handbook.
- Getting over jetlag
- Settling into a new living space
- Learning one’s way around the host city
- Building friendships with teammates
- Becoming acquainted with one’s instructors and understanding program expectations
- Adjusting to new foods, schedules, and customs
- Acclimating to an advanced level of coursework in the target language
• Missing friends and family back home and feeling out-of-touch
• Beginning to discover the breadth of one’s own strengths, qualities and interests

Because of these adjustments and challenges, emotions can run high for some students. Others adjust quite quickly. Each person’s journey is unique, and each will have challenges somewhere along the way, regardless of how advanced they might be in the target language.

Guardians can best support their students by understanding that this transformation is happening and that it takes time to adjust. The best way to support students during this time is to encourage them, remind them of their goals, and give them the space necessary to settle into their surroundings.

**Student Phone Call to the US**

Students are permitted to call their family once during the program, and that call happens typically between Days 3 and 7 of the program. Each instructor team will have a plan or instructions for this phone call, as protocol varies from site to site. Before Departure Day, students and guardians are advised to discuss a general time of day for the call – although the exact date will not be decided until the students arrive in the host city – and are asked to keep in mind the difference between the time zones. The call should last no more than 5-10 minutes, because international calls are expensive. Plus, longer calls can exacerbate homesickness at a time when students are already experiencing jetlag and acclimating to a completely new environment.

If for some reason guardians miss the call, the student can call back at a later time. If a student’s parents are divorced or live separately, it is acceptable for the student to make a 5 minute call to each parent.

As mentioned, students can be tired and experiencing a range of emotions during the first days of the program. Therefore, if the student seems distressed during their phone call home, guardians are encouraged not to worry and to remember that they are always welcome to call the IUHPFL Office for updates on their student’s adjustment and well-being.
STUDENT’S PROGRAM EXPERIENCE

Typical Weekday and Weekend Schedules and Expectations
During a typical weekday, students will attend their academic classes in the morning, which begin between 8:00 and 9:30 am, depending on the host culture. At some program sites, host families pack lunches for students; at others, students eat lunch in school cafeterias or other community venues; at others still, students go home to their host families and have lunch with them. After lunch, students might have additional classwork, depending on what time classes begin. All program sites will have Afternoon Activities, which can include sports and games, dance, choir, theater and art classes.

Students often have time later in the afternoon or early evening to explore their communities with their peers and/or their host family members. Whenever students are out and about together, they are always to be in groups of at least three, as per the Honor Code. Students are adhere to curfews set by the program and to always respect the requests and norms of their families.

Weeknights and weekends are reserved for host families, and students are expected to follow their families’ schedules, plans, and requests. Host families often make special plans for their students during these times and put a lot of time and effort into cooking with them, introducing them to family members and friends, and showing them around their cities.

Note: As mentioned in the section of this handbook, The Host Family Experience, students may travel with their host families within the host country, as long as they have permission from their instructors and their travel plans do not conflict with scheduled classes, excursions, and other activities. Students may NOT travel outside the host country with their host families.

Transportation at the Program Site
A student’s mode of transportation to and from school will depend on the program site. Students may walk or use public transportation, since host families can live in the city or outside the city limits. Public transportation is common abroad and typically very safe; students may be expected to use public transportation as their primary means of commuting to and from the school or classroom facility. A student’s commute could last anywhere from 10 to 30 minutes. Students may be required to change buses or trains one or two times. Host families, instructors and Onsite Coordinators will work with
students to ensure they travel safely to and from school and that they are confident with transportation options and routes. Students are provided with bus and metro passes within the host city, as needed.

Note: As per the Honor Code, students may not operate a motorized vehicle abroad nor be a passenger on a motorcycle. They can be a passenger in a car if the driver is a licensed adult host family member, Onsite Coordinator, or program instructor.

More information about onsite transportation will be provided by instructors at Orientation.

Classes and Homework
IUHPFL is an intensive immersion study program. In addition to living with host families and speaking the target language 100% of the time, students attend weekday classes that address 5 subject areas: Grammar, Culture, Literature, Linguistics/Phonetics, and Communication. Class attendance is mandatory. Students should expect daily homework in all classes and several assessments throughout the duration of the program.

Students and their classmates will be divided into two or three smaller groups for each of the morning classes. Small class size allows students to hone their speaking skills and receive more individualized attention from instructors. Students are encouraged to be active in their classes and to complete all homework with care. Homework assignments will prompt students to engage with their host families and communities and should not require more than one hour per night to complete.

Afternoon Activities
As mentioned, all students participate in Afternoon Activities, such as sports, games, dance, choir, theater and art classes, all of which are typically related to local culture. Students are given options for the kinds of activities they wish to do as much as possible.

Farewell Show
At each program site, students present a Farewell Show, a stage performance for their host families, Onsite Coordinators, community friends, partner organizations, and sometimes city officials, before departing from the host city. This show involves musical numbers, skits, dance routines, and sometimes comedy or magic acts, depending on the desires and talents of the students on the team.
The show is always funny, entertaining and much appreciated by everyone who attends. Students will spend a portion of their Afternoon Activity time creating and rehearsing their Farewell Show.

**Individualized Sports or Music Practice**

IUHPFL attracts students with solid academic performance, good character, and oftentimes athletic, artistic, and/or musical interests. It is common for students to request time during the program to practice an instrument or train for a sport, and these arrangements can certainly be made. Students should communicate their interests and needs to the Office on their Host Family Placement Form, so that their requests can be communicated to Onsite Coordinators and Host Families.

**Community Engagement Activities**

When the Viña del Mar, Chile program was established in 2014, Community Engagement activities were included in the program site calendar from the start. Students in that program work with the Mapuche indigenous community as well as other local organizations that focus on the environment, youth issues, and more. In 2015, the Mérida, Mexico program provided Community Engagement opportunities, as well. Proudly, six out of ten program sites in 2016 offered Community Engagement experiences, with a goal of all sites participating by 2017.

Many larger high schools throughout Indiana offer the International Baccalaureate Diploma to their students, which is recognized by universities around the globe. The criteria for the IB includes volunteerism. IUHPFL uses the term, “Community Engagement” to emphasize the mutual respect and benefit that are inherent in these activities between our students and the locals with whom they interact.

**Examples of Community Engagement projects can include:**

- Community gardening
- Visiting senior citizen residences
- Working with young children
- Cleaning up neighborhoods and beaches
- Doing art projects or playing sports with local teens

Returning instructors and Onsite Coordinators suggest ideas and specific organizations for these activities to the Managing Director. Students are always accompanied by instructors and oftentimes the
Onsite Coordinator during these activities, and host families are invited, if an activity is planned during a weekend.

Typically, no more than 2 days or 4 afternoons are dedicated to Community Engagement activities, and each afternoon session is usually 3 or 4 hours long. Students enjoy these experiences immensely and often request more time, so Onsite Coordinators and Instructors are continually seeking ways to make these projects even more rewarding for students and community members.

Student Birthdays
Students and Instructors really enjoy celebrating birthdays together. Parties are organized for one or more individuals, depending on how close their birthdays are. These celebrations include a card for each student, cake, ice cream, and other refreshments. Team members sing customary birthday songs in the target language, play games, dance, and otherwise celebrate according to local tradition.

If parents and guardians wish to provide a special gift to their student, it should be packed in the student's luggage and not shipped due to high fees that will have to be paid onsite to claim the package. The program will not accept additional funds from parents for a student – all students with birthdays are treated equally.

Excursions – Planned and Optional
Students at every site enjoy overnight and day excursions of historical and cultural significance. Instructors accompany students on every excursion and teach relevant facts about historical sites beforehand.

Planned Excursions are organized by the Onsite Coordinators and Managing Director, with input from the instructors. They typically involve travel to other cities, possible overnight stays, and are included in the Program Fees. Whereas Onsite Coordinators sometimes accompany the team on Planned Excursions, host family members are not permitted to participate, because these trips are intended as bonding experiences for the team.

Optional Excursions are often decided a few days or weeks in advance and are not part of the Program Calendar nor are they paid with Program Fees. Students can decide whether or not they wish to participate, and the cost for each one is typically less than an equivalent of $20 USD. Examples can include going to the movies,
getting ice cream, bowling, attending a play or concert, and much more. Onsite Coordinators and host family members can attend at the discretion of the instructor team. These experiences allow students to learn more about their communities.

**Program Site Magazines**
Students at each program site work with their instructors to create and compile photos, drawings, stories, poems, letters and other memorabilia, which are then printed in black and white, bound into a magazine, and presented to Onsite Coordinators and Host Families during the Farewell Show at the end of the program. Each student also receives a copy, so that it can be signed by their peers, instructors, and host family members. After the program, a digital color copy is emailed to students and instructors.

**SUPPORT SYSTEMS FOR STUDENTS**
It is common for students to experience a transition period abroad when they feel uncomfortable and vulnerable. Having to speak a different language, not having their family and friends nearby, living and sleeping in a different home, not having their cell phones and daily access to social media... all of this can feel strange and unsettling. This is called Culture Shock. Dealing with Culture Shock requires flexibility, adaptability and a sense of humor!

It is important for students to remember that their feelings are normal and to be expected. You are not alone! Every student experiences Culture Shock to a certain extent, which is why IUHPFL has strong and extensive support systems in place to help students adjust and have a successful study abroad experience.

Support systems for students include (in no particular order):
- Teammates (fellow students)
- Instructors
- Support and Success Groups
- Host Families
- Onsite Coordinators
- IUHPFL Office Team

It is important to note that the students' US friends and family are not mentioned as a support system, because students have such limited communication with them, per the Honor Code, and because students need to learn to rely on those around them and engage with their surroundings in order to have a fulfilling immersion experience. Additionally, friends and family back home might not have the
IUHPFL recognizes that it might be challenging for students not to reach out to friends and family at home when they are struggling to adjust or dealing with difficult situations abroad, however, in order for students to become more independent and accountable for their own success, they must learn to rely on the onsite support systems that have been put in place for them. IUHPFL highly encourages students to be proactive in forming close bonds with fellow students, instructors, and host family members, a process which can start even before departure.

Support and Success Groups
Students are divided as equally as possible into the Support and Success Groups. Each group is led by one instructor and meets at least once per week in order to set personal goals, address questions and concerns, talk about their host families and experiences, and celebrate their achievements together. Support and Success Groups add yet another network of support and encouragement for students, as the small setting allows them to comfortably share their thoughts, ideas and emotions. Additionally, they fine-tune their conversation skills!

In order for Support and Success Groups to be beneficial for every student, an atmosphere of caring, non-judgement and confidentiality must exist. Once this happens, students are willing to open up about themselves and listen attentively to their peers. Although sharing with others on a personal level, especially in another language, can be intimidating at first, students find that they value these sessions as one of the most beneficial aspects of the IUHPFL model.

Specific objectives of Support and Success Groups include helping students to:

- Adapt to their new environment
- Handle possible miscommunication/issues with the host family
- Manage time and course requirements
- Deal with difficult aspects of the Honor Code
- Set academic and personal goals
• Develop strategies to meet goals and get the most out of their time abroad
• Celebrate their successes with their peers

Individual Student Meetings
Many students benefit from a private meeting with their Support and Success Group leader to share personal concerns, asks questions and seek advice and guidance. Individual meetings with students can replace the usual group meeting during a given week, if instructors decide one-to-one time with students is needed or beneficial. For example, instructors might want to discuss with each student individually his or her academic progress.

A student can also request to have an individual meeting with an instructor. However, one instructor is not allowed to meet with one student in a private or secluded setting. Either two instructors must be present to talk with the student or one instructor may talk with the student within eyesight yet out of earshot of other adults.

PARENT/GUARDIAN ROLES AND SUPPORT SYSTEMS
The role of parents and guardians before, during and after the program dates is essential. Here are just a few ways to help students be successful:
• Be aware of program deadlines and expectations and help students meet them
• Research the host city and country with students
• Become acquainted with the host family before departure
• Plan with students what to pack
• Talk with students about their feelings and goals before departure
• Encourage students to adhere to the Honor Code, particularly the Language Commitment
• Learn about and discuss Reverse Culture Shock upon their return to the US and consider ways that you can be supportive.
• You might even find yourself visiting the host family with your student one day!

It is also recommended that guardians consider the frequency and content of their online messages to students. Sending one update per week is suggested rather than several messages that will take time to read and reply to. Keeping messages positive and upbeat is also very helpful. Oftentimes, what students need to hear most from their
guardians, friends, and loved ones back home are words like, “You can do this,” “You’ll have a wonderful time,” “We know you’ll turn this challenge into an opportunity,” and “We believe in you.”

Support for Guardians during the Program
It can be very difficult for guardians to “let go” of their students for 5 to 6 weeks, especially when they are in another country and communication is strictly limited. IUHPFL understands that parents and family members also need a support system during the program and suggests the following resources:

- The Program Site Blog
- Fellow Parents and Guardians
- The IUHPFL Office Team

Program Site Blog
The instructor who acts as Public Relations Coordinator will create a blog for the program site before Orientation. This blog is specifically for parents, guardians and other family members and will be updated on a weekly basis with photos and descriptions of activities. The links to these blogs will be provided at Orientation and accessible on the IUHPFL website.

Fellow Parents and Guardians are another source of support during the program. Exchanging e-mail addresses and phone numbers with one another at Orientation is a good idea so you can share stories, ideas and resources with one another. Some parents form their own Facebook group and stay in touch even after the program!

IUHPFL Office Team
Parents and guardians are always welcome to contact the Office with questions and concerns. Our team is happy to help and can offer helpful information, advice, and ideas. We are the primary support system for parents and guardians during the program.

PROGRAM INSTRUCTORS
IUHPFL Instructors are highly-qualified educators, who specialize in their respective languages and have diverse professional backgrounds and skills. They are native or near-native speakers of the languages they teach, have traveled extensively, and in most cases have lived abroad. Additionally, they enjoy working with youth and are able to wear many hats during the program: teacher, mentor, coach,
advocate, facilitator, and tour guide, to name a few. Their top priority during the program is each student’s well-being, safety, happiness, and success.

Note: Each program site has a team of two, three, or four instructors, depending on the number of students. IUHPFL strives for a 7-9:1 student-instructor ratio at all sites.

Students will become acquainted with their instructors at Orientation. Throughout the program, instructors are the ones who will spend the greatest amount of time with the students, helping them and guiding them at every step. Since most instructors have spent extended amounts of time in countries other than their own, they fully understand the immersion experience and can relate to the stages and challenges of adjusting to a new culture. Students should never hesitate to talk to them about any concerns they might have.

IUHPFL Instructors must meet the following criteria:
- Teach the target language as an Assistant Instructor (AI) or non-tenured Lecturer at IU OR as a licensed high school teacher
- Pass the Indiana University Background Check
- Demonstrate excellent knowledge of pedagogy and content area
- Apply outstanding classroom management and student engagement techniques
- Be a native or near-native speaker of the target language
- Have familiarity with the host culture
- Complete 3 all-day IUHPFL Instructor Training sessions
- Work within their instructor teams to develop course materials, the site-specific handbook, daily class schedule, community engagement projects, afternoon activities, and the team’s unique identity and mascot
- Enjoy working with and teaching youth

Note: At least one instructor at each program site must be CPR and First Aid certified, and copies of their certification cards are kept by the IUHPFL Office. A fully stocked first aid kit is accessible to instructors at every program site and travels with the group on excursions.
Coordinator Roles of Instructors
Instructors must work closely together to teach students, facilitate Afternoon Activities, lead excursions, and administer the program onsite. The four administrative roles the instructors fulfill are: Student Coordinator, Finance Coordinator, Logistics Coordinator, and Public Relations Coordinator. Although these roles encompass various responsibilities, a general description of each is as follows.

Student Coordinator
The instructor acting as Student Coordinator is primarily responsible for handling matters pertaining to student well-being and host family situations in collaboration with the Onsite Coordinator.

Financial Coordinator
The Financial Coordinator implements the program site budget and oversees and tracks all onsite purchases and expenditures during the program.

Logistics Coordinator
This instructor ensures that the Program Calendar and excursion plan are carried out and that all necessary arrangements are made and confirmed to allow the team to travel and tour safely during the program.

Public Relations Coordinator
The role of this instructor is also multi-faceted, but primary responsibilities include: documenting the team’s activities through photos and videos; creating and maintaining the Program Site Blog and Facebook Group Page; arranging for team visits with city officials and inviting local media to attend; and sending newspaper articles, videos, etc. to the Office for posting on the IUHPFL website.

ONSITE COORDINATORS
Onsite Coordinators (OSCs) play a vital role in the success of each program site. They are individuals who live in the host city year-round. Most of the OSCs have worked with IUHPFL for several years and in some cases decades. All of them are dedicated and caring people, who do a tremendous amount of work on behalf of our students and instructors.

The primary responsibilities of the Onsite Coordinators involve:
- Finding, vetting, and training qualified host families
• Training students and instructors in onsite emergency procedures
• Reserving accommodations and transportation within the host city and while on excursions
• Organizing special tours and events with the team, such as meetings with city officials
• Being present every day to answer questions and lend support to the team during the program
• Facilitating any necessary host family changes

THE HOST FAMILY EXPERIENCE

A student’s host family contributes greatly to both linguistic progress as well as cultural assimilation. Students should spend as much time with their host family as their schedule allows and endeavor to form friendships with them that could last a lifetime. Students are also encouraged to show appreciation to their families and to participate in family activities as a member of the household.

Students will find that expressing gratitude to host families for example, takes various forms in other countries; in some cultures, it may be more appropriate to give small tokens of appreciation (flowers or chocolates), while in other cultures, words and verbal communication are more appropriate. Instructors can guide students in the best way to thank their host families for their hospitality. All students will find that if they step outside their comfort zones even a little and find ways to express appreciation, their overall experience and relationships abroad will be more rewarding and fun.

How Host Families are Selected and Matched with Students

All host families are carefully vetted by the IUHPFL Onsite Coordinator (OSC), including interviews and personal visits to each home. IUHPFL strives to find suitable host families who wish to invite a US student into their home as a member of the family.

Host families receive a stipend for food and utility costs incurred while hosting the students, but the motivation for being a host family should never be monetary. If a family does not show genuine care and concern for their student/s, then the student/s need to inform their instructors right away.

Through the OSC, host families receive general information about IUHPFL, including the Honor Code, Strategies for Hosting Language Learners, and the IUHPFL Property and Liability Protocol. They also
receive their student’s Host Family Placement Form and sign a Host Family Agreement, which outlines their responsibilities as an IUHPFL host family.

The Host Family Placement Form (HFPF), which is part of the student’s Acceptance Materials, lists the student’s food, smoke and pet preferences, hobbies and other interests, as well as any medications the student is taking. The HFPF is the primary tool the OSC and office team use to match a student with a host family. Students’ needs, allergies, and interests are always taken into account, however students and guardians should understand that the program cannot meet all requests.

Students’ health and medical information, as disclosed on the Statement of Medical History and doctor’s records, provides the IUHPFL Office with valuable, sometimes lifesaving, information about the student. It is safeguarded by the Office staff and is only shared with instructors, Onsite Coordinators and host families on a need-to-know basis. Oftentimes, a student can be matched with a host family who has familiarity or experience with his or her particular needs or condition.

Getting to Know Your Host Family

Ideally, all students will have started corresponding with their host families before traveling abroad. In some cases, students will not hear from their host family until right before departure. It is rare but possible for a host family to have limited computer access or know-how; in these cases, the host family might prefer to write letters or have little contact with the student before the program. This doesn’t mean that they aren’t excited to welcome the student or that their homes won’t be suitable and comfortable. Students will receive their host family placement via e-mail from the IUHPFL Office by early or mid-May.

Communication between the host family and the US family before and after the program is encouraged – the more the better! During the program, however, parents and guardians should not contact the host family or encourage frequent interaction. Please remember that IUHPFL is an opportunity for students to have their own unique experience and to take important steps toward independence and adulthood.

Tip: It is customary to bring the host family a small gift upon arriving to their home, perhaps memorabilia from the student’s home town or
a product unique to Indiana. Additionally, it is appropriate to thank them periodically throughout the program with flowers or chocolates, as well as leave them a parting gift before returning to the US. Gift ideas and appropriate ways of expressing gratitude can be discussed further with instructors at Orientation or onsite. Please do not give expensive, heavy, or large gifts, as these would not be appropriate or manageable; the sentiment behind the gift is truly what matters.

**Tip:** In addition to a small gift, the program suggests that each student prepare a "conversation piece" for the first few days after arrival; perhaps a lightweight album or scrapbook, containing photos, postcards and newspaper clippings of the student’s family, town or school. Be creative and ask your US friends and family to help you!

**Note:** It is very important for students and guardians NOT to share host families’ contact information with the public via social media, email or otherwise. This information is to be kept confidential and not given to even the friends or family members of the student.

**Becoming a Part of a Family Abroad**

While being a part of the family involves feeling comfortable in the host family’s home, it also implies participating in household activities and chores as any other member of the family would. Students are asked to make their best effort to communicate well with their host family and to be courteous and respectful during the stay at their home.

Upon arrival at the host family’s home, the student’s host family should discuss the rules of the house. In the off-chance a family does not discuss house rules, students should ask about the ground rules of the house to avoid potential misunderstandings. It is important to consider that the rules of the host family may differ greatly from those of the US family. Students should always ask permission for favors or privileges, including visits to the refrigerator or making local telephone calls, which can be quite expensive.

**Tip:** In order to facilitate communication onsite during the early stages of the program, it is recommended that students make a list of key words and phrases in the target language and practice them often before Departure Day. Household items, as well as phrases like, “I’m tired”, “Can you please repeat that?” “Thank you, I appreciate it”, etc. can be very helpful in easing initial conversation with the host family.
Students spend weekday evenings and the majority of their weekends with their host families. It is therefore important to cultivate a relationship with each member of the host family. Good relationships with the host family will take time, patience and a concerted effort to build, but the more care students put into developing good relationships with their host families, the more benefits they will reap!

**Students’ Minimum Expectations for Host Families**

Above all, students should remember that host families come in all shapes and sizes. Some host parents will be young, some older. Some might be single or widowed. Some families may live on the outskirts of town, or even in the countryside. In many families, both parents work outside the home. Although host families and the “perks” students might gain from their host family experience can vary greatly, students should expect the following minimum criteria from their hosts:

- Privacy while dressing and bathing
- Safety in the presence of all family members and guests in the home
- A separate bed or couch on which to sleep
- A private bedroom or sleeping space OR sharing a room with a sibling of the same gender and approximately the same age
- Ample and nutritious meals and snacks
- Eating with family members as often as possible
- Feeling welcome and included; having companionship
- Cleanliness of the home within reasonable standards
- Treated with kindness, patience, and encouragement by all family members and guests in the home
- Respect for the Honor Code by all members of the host family and guests in the home
- Accuracy provided by host family on the Host Family Information Form regarding the accommodations provided, family members living in the home, pets, smoking, etc.

If a student feels that these minimum expectations of his or her host family are not being met, he or she should speak with an instructor immediately. Instructors, particularly the one who is acting as the Student Coordinator, will then tactfully assess the situation and give any needed support to the student with assistance and guidance from the Onsite Coordinator and Managing Director.
Making the Most of the Host Family Experience
To make the most of any host family experience – positive or challenging - students should:

- Always be respectful
- Have a kind and helpful attitude
- Express appreciation to the host family
- Inquire about expectations and help with household chores
- Keep your space clean
- Have an open mind to assimilating to the new family's way of life
- Be willing to try new foods and show when you enjoy what they serve you
- Be open to communicating daily with the host family
- Make the best effort to adapt
- Ask lots and lots of questions, both to clarify any information that is not clear and to show interest
- Be an outstanding representative of your school, family, and country!

Host Family Challenges
While most host family experiences are positive, some incompatibilities between a student and host family might arise. Students are asked to follow the protocol outlined below if they experience difficulties with their host family:

- Consider filling out and submitting to the instructor team the Host Family Inventory Form. This form will be available in hard copy to the student by the Instructor Team and is meant to guide the student's thoughts regarding the issue(s) he/she may be having with his/her host family, what measures have already been taken to improve the situation, and what course of action should be taken next.
- Discuss the issue with the host family. The host family will appreciate the student's honesty and desire to communicate openly with them.
- If talking with the host family directly does not resolve the issue, or if a student needs assistance with how to address the issue with the host family, these concerns should be raised with the instructor team; they are the student's advocates during the program and can be trusted to always have the student's best interest at heart.
- Students can seek the help of the instructor acting as Student Coordinator or any instructor with whom they feel comfortable.
• If necessary, an instructor or Onsite Coordinator can visit with the student and host family to help mediate the situation.

Note: Onsite Coordinators must be informed of any and all difficulties or issues between students and host families, since they are responsible for selecting the host families. They know the host families well and can be very valuable in helping to settle conflicts and misunderstandings.

A student who has difficulties with a host family, should communicate with their instructors immediately and before telling their US family and friends. Whereas instructors and Onsite Coordinators can help resolve host family situations, friends and family back home cannot. As much as possible, try to save your loved ones from excessive worry by waiting until a solution is underway. US families will receive weekly updates regarding the health and well-being of their students via the Program Site Blog and during the students’ one-hour-per-week Internet time, and serious matters will be communicated to US parents and guardians immediately by the Managing Director.

Note: In false or legitimate cases where a host family says that a student has done damage to their property or personal belongings, it is important for students and guardians to be aware of the IUHPFL Property and Liability Protocol, which is provided as an appendix to this handbook. This protocol must be followed with guidance from the Instructors and Onsite Coordinator.

IUHPFL Policy Regarding Host Family Changes
Should a student face difficulties with their host family, they are asked to follow the previously outlined protocol. If after completing the Host Family Inventory Form, talking with their host family directly, and seeking guidance (and possible mediation) from the instructor team and/or Onsite Coordinator, incompatibilities and miscommunications persist, then the option of changing host families should be explored.

Host family changes happen rather infrequently, but they do happen and for a variety of reasons. Grounds for host family changes can include (but are not limited to):
• The family does not meet the Minimum Expectations of Host Families mentioned in this handbook.
• Student’s physical health or well-being is in jeopardy
• Severe incompatibility of personalities (between student and host family)
• Severe incompatibility of personalities (between two IUHPFL roommates)
• Severe lack of communication between the student and family
• Host family's lack of time or effort to accommodate student (i.e., host parent arrives late to pick-up student, student spends most of his/her free time, meals, etc. alone)
• Host family's failure to comply with the Host Family Agreement or adhere to the IUHPFL Honor Code
• Inappropriate behavior of host family members towards student or vice versa
• Host family providing inaccurate information regarding the accommodations, who is living in the home, smoking, etc. on the Host Family Information Form.

Students and guardians should expect that students will take anywhere from a few days to a couple of weeks to feel fully comfortable in a host family home. Therefore, IUHPFL strongly encourages students to spend at least a week (i.e., enough time to follow the previously outlined protocol) with their host family before making the request to explore a host family change.

**Important Note:** The above-mentioned protocol will not apply and the student will be moved to another host family immediately if either of the following occur: a) the student does not feel safe or welcomed in the host family home b) a member of a host family states that they no longer wish to accommodate the student. Students should never hesitate to talk with their instructors about their Host Family Experience and can rest assured that their safety and well-being is the #1 priority of IUHPFL.

In the event that a permanent host family change is necessary, at least one instructor and the Onsite Coordinator will mediate the situation and help the student to move to a new family. Instructors will provide the Office with a completed Host Family Change Form, which will give the contact information of the new family, and the Office will forward this form to the US guardians as soon as possible, along with details of the situation.

**Temporary Host Family Changes**
Occasionally, circumstances can arise for a host family that require the student be temporarily relocated to another home. For example, if
an out-of-town relative of the host family passes away and the host family needs to travel to attend the funeral, arrangements will be made for the student to live with another IUHPFL student and host family during that time. In the event that any student is temporarily relocated, IUHPFL instructors will inform all parties (the IUHPFL Office, the student’s US family, etc.) of such arrangements.

**GOAL SETTING AND TEAMBUILDING**

The IUHPFL experience is a journey that requires each student to set personal and academic goals for their time abroad. Regardless of a student’s language proficiency or international activities prior to the program, there are several other skill sets that the program will encourage students to fine tune, and this can be challenging for even the most linguistically advanced and travel savvy student.

In addition to personal goals, each program site team will work together to set and reach collective goals. IUHPFL stresses that, while students are ultimately responsible for the degree to which they will personally benefit from the program, they are each also responsible for supporting the growth and encouraging the success of their peers and their team.

IUHPFL encourages students to set S.M.A.R.T. Goals (Strategic, Measurable, Action-Oriented, Realistic, and Time bound). You can find more information about this model online and in the IUHPFL Teambuilding Guide, which is available on our website.

Teambuilding is a core component of our program, and instructors will implement various activities during the Student-Guardian Orientation and throughout the program to enhance team cohesiveness. We want every student to feel welcomed and included and to know that they are a member of the IUHPFL family!

Keeping in mind the 8 Core Values of IUHPFL is always a good idea, because they help individuals and teams be the best they can be:

- **Appreciation**: Acknowledging the qualities and kind acts of others
- **Diligence**: Focusing with enthusiasm on academic and personal goals
- **Discovery**: Being open to new ways of looking at the world and oneself
- **Empathy**: Choosing words and actions that express compassion and create connection
• **Encouragement**: Helping others to reach their goals and see their unique talents
• **Honor**: Acting with integrity and adhering to the IUHPFL Honor Code
• **Respect**: Treating others with dignity at all times
• **Unity**: Fostering team spirit and trust

**STUDENT GRADES AND ASSESSMENT**

As mentioned, IUHPFL instructors are professional language educators, who have broad experience teaching and working with adolescent students. They are entirely qualified to accurately assess students’ linguistic and academic progress, as well as their personal development and acculturation throughout the program.

IUHPFL emphasizes and values the unique talents and gifts of each student. Whereas some students are athletic, others prefer not to engage in sports. Some students are musicians or artists, while others are studious bookworms and writers. Some students are outgoing, while others prefer to observe and participate quietly. All kinds of skills and personalities are required to form a successful team, and no student’s attributes will go unnoticed or unappreciated in our programs.

**Course Grades**

Students will receive a letter grade in each of their classes, which will take into consideration attitude, effort, and improvement. Students will also meet with their instructors to discuss progress throughout the duration of the program. Instructors are eager to encourage and help students to succeed and give guidance that is constructive and useful.

**Assessment of Afternoon Activities and Community Engagement**

These activities are designed to allow every student to contribute and shine in their own unique way. Students are assessed based on their attitude and willingness to participate to the best of their ability; they do not receive letter grades for these activities. Students are not expected to be athletically or musically inclined, for example. The goal is for each student to find a way to participate that they enjoy and that benefits the overall team experience.
Final Student Evaluation
Students receive their IUHPFL Final Student Evaluation in early fall, after they have completed the Student Exit Survey online. This evaluation is also sent to the student’s language teacher.

The instructors complete this evaluation, which indicates the student's performance in their coursework, as well as their attitude and participation in Afternoon Activities, Community Engagement Activities, and overall success in the program. The Final Student Evaluation also allows instructors to comment on the students’ success in adhering to the Honor Code and to determine whether the student has earned the IUHPFL Award of Excellence. The student’s scores on the linguistic progress test administered at the beginning and end of the program are also included.

Important Note: A student who has completed at least half of the program before having to return early to the U.S. for any reason, will receive their Final Student Evaluation. If a student leaves during the first half of the program, he or she will not receive the Final Student Evaluation.

IUHPFL Diploma
Students who participate to the best of their ability during the entire program receive the IUHPFL Diploma along with their Final Evaluation.

IUHPFL Diploma with Award of Excellence
Students who meet the following criteria, earn the IUHPFL Award of Excellence:

- A combined grade of B+ or higher in all classes, taking into account attitude, effort and improvement
- Participating to the best of their ability and with a good attitude in Afternoon Activities and Community Engagement Activities
- Adhering to the IUHPFL Honor Code and receiving not a single Incident Report.

Certificate of Participation
Any student who participates to the best of his or her ability but must leave the program due to circumstances beyond his or her control will receive the Certificate of Participation.
Note: Students who must return to the US early due to egregious or defiant behaviors will not receive the IUHPFL Diploma, the Award of Excellence, or the Certificate of Participation.

IUHPFL STUDENT MANAGEMENT

Program wide, our instructors, Onsite Coordinators, and host families embrace an Authoritative Management Style that provides firm but kind guidance to the students, seeks their contributions, and honors their opinions and perspectives.

Authoritative vs. Authoritarian Management Style

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PROGRAM EVALUATIONS

Students, instructors, and host families participate in various evaluations to help identify potential areas of student and program improvement.

Evaluations Overview

Each of the following evaluations is administered once, sometimes twice, during the program. In all cases, evaluators are asked to be fair, encouraging, and respectful in their evaluations of others.

- **Evaluations of Students by Instructors** provide instructors with an opportunity to praise students for their progress in goal setting and achievement, as well as to give constructive and helpful feedback on how to improve in specific areas.
- **Evaluations of Instructors by Students** provide students with a chance to comment on the courses, materials and specific methods and approaches to teaching the various subjects.
- **Students’ Self-Evaluations** offer students important opportunities to reflect upon their IUHPFL experience at different stages of the program and to assess their own progress in working toward personal and collective goals. They also allow them to identify their own strengths and areas for improvement on topics related to their academic progress, adherence to the Honor Code, participation in activities, and overall performance within the program.
- **Evaluation of Students by Host Families** allows host families to express praise and appreciation, as well as any concerns, for the students under their care.
- **Student Assessment of Host Family** allows students to discreetly communicate their likes, dislikes, questions and concerns about their Host Family Experience to their instructors.
- **The Host Family Program Survey** allows host families to comment on their overall impressions of the program, its staff, policies and procedures. Results of this survey are compiled and shared with the Onsite Coordinators by the IUHPFL Office.
- **The Student Exit Survey** is completed online by students after the program, and allows them to evaluate all facets of their IUHPFL experience: instructors, courses, materials, excursions, host families, Student-Guardian Orientation, IUHPFL Office support, and so on. **Students must complete this survey before they can receive the IUHPFL Diploma,**
Award of Excellence (if applicable), program site magazine, and their Final Student Evaluation.

LANGUAGE COMMITMENT & COMMUNICATION GUIDELINES

Students have very limited communication with their US family and friends for the duration of the program and they must speak only in the target language 100% of their time abroad. While these rules and guidelines can seem difficult and sometimes challenging to follow, their purpose is to ensure success for the student. IUHPFL provides a unique, time-tested immersion experience that will significantly increase a student's language proficiency, create lifelong friendships, and instill the skills and confidence to succeed in an increasingly diverse and international workforce.

Students and guardians are asked to remember the desired OUTCOMES of IUHPFL for every student participant:

- Greatly improved language proficiency
- Desire to continue studying the language and culture
- Ability to see commonalities between diverse people
- Self-confidence and independence
- Stronger interpersonal skills
- Strategies for problem solving
- Creative thinking and expression
- Clearer vision of their future studies and careers
- Positive relationships with peers, host families, and instructors
- Seeing themselves as global citizens

In order for students to achieve these outcomes, it is essential to respect and follow all rules and guidelines and to adhere to the Language Commitment, which is one of the Three Pillars of IUHPFL and part of the Honor Code, as well. You will be extremely proud of yourself after the program, because you will see the results!

Note: Parents and guardians are not allowed to visit the student during the program except in cases of serious illness or injury. It is common, however, for families to meet their students on the final day of the program and travel together afterwards.

Note: Parents and guardians should NOT send packages to students abroad. Customs taxes and delivery charges can be very high (sometimes in the hundreds of dollars) and whoever claims the package for the student, a host parent for example, will have to pay
these charges. Cards and post cards in the target language are acceptable and encouraged.

**IUHPFL Language Commitment**

The Language Commitment is one of the Three Pillars that make IUHPFL a unique and effective program for language learners and applies to every program participant, without exception. It is enforced by Instructors and Onsite Coordinators and stressed to all host families. The student’s commitment to speak only the target language during the program, except in cases of emergency, is key to his or her success. This means that no music or books in English are allowed during the program, with the exception of this handbook and a pocket dictionary, which students should take abroad for quick reference. See the IUHPFL Honor Code at the end of this handbook and on our website for more information about the Language Commitment.

**Phone Communication**

The Honor Code indicates that phone communication is limited to one 5 to 10 minute call to the student’s parents or guardians within the first 3 to 7 days after their arrival at the program site. From that point on, calls to the US are made only in emergencies and with permission from the instructor team.

**Internet Access**

Students are allowed to access the Internet for one hour per week from a computer onsite in order to communicate with friends and family in written English. No Facetime, Skyping or speaking English is allowed. This hour can be taken in one 60-minute session or two 30-minute sessions; students will have a more successful assimilation process if they make contact with home just once or twice per week versus multiple times.

IUHPFL suggests that guardians respond to their students only once or twice per week in order to encourage them to uphold the Language Commitment, to help curb homesickness, and to foster their student’s independence.

**Tip:** Students can make the most of their one-hour-per-week Internet time by posting to Facebook or a personal blog, rather than trying to send individual messages to each friend and family member.
Note: Please remember that not all host families may own a computer. Students may have to go to an Internet café to access the Internet. The program instructors can provide suggestions for Internet access at cafés computer labs, etc. at each program site.

Encouragement for Guardians
Until just a few years ago, communication limited itself naturally, because the Internet, inexpensive overseas phone calls, blogs, Skype and Facebook were unavailable. Now, in our technology-saturated society, it seems unthinkable not to be in touch at a moment's notice. This is true for students as well as guardians. When entering a program such as IUHPFL, however, students and guardians must learn to trust the proven process of the program, one that has worked quite effectively since the program’s inception in 1962.

The limited access to communication with friends and family in the US serves to empower the students in several ways:

- They become immersed linguistically by relying less on the native language and more on the language of the host culture
- They become immersed culturally and learn new ways of seeing the world, other people, and themselves
- They are less inclined to be homesick, because they are able to focus on the present moment and enjoy their surroundings
- They learn to take control of their own well-being and to rely on their host families, instructors and peers, as needed.

In order for students to be successful in their IUHPFL experience, they need their guardians to respect these communication restrictions and to support their full immersion while abroad. They need to feel empowered by the adults in their lives. In other words, parents and guardians are an essential part of their student’s success!

While these restrictions on communication between students and parents or guardians can be difficult for both sides, particularly if the student is having challenges onsite, it can help parents and guardians to remember that each student’s language skills and adjustment to the culture improve a little more every day. During times when a student seems sad or discouraged, it is extremely helpful to simply encourage them and remind them that challenges are a normal aspect of being abroad and an important part of their personal and academic growth. Oftentimes, just hearing that their loved ones at home believe in them and are cheering them on makes all the difference!
Sparse or Negative Communication from the Student
If student communication is uncharacteristically sparse or negative and family members in the US are concerned, they are encouraged to contact the IUHPFL Office Team, who will then reach out to the instructors to assess the student’s state of well-being. The Office Team will report back to the parents or guardians as soon as possible. In most cases, students do not have trouble and enjoy themselves immensely. It is also not unusual for a student to deliberately limit communication with family back home, because he or she does not want to use English or disengage from activities onsite. Although potentially frustrating for the student’s family, sparse communication is rarely a cause for concern.

Flow of Communication between All IUHPFL Parties
Instructors, guardians and students should all be familiar with how communication should flow between IUHPFL parties, which include the IUHPFL Office, US Families, Students, Host Families, Onsite Coordinators, and Instructors.

Please refer to these guidelines during the program to understand expectations for communication between parties:

- Students, Instructors and Host Families are in communication with each other at all times. These constitute the primary support network for students.
- The Onsite Coordinator is present at least a portion of every day and accessible at all times during the program, providing support and crisis management, as needed.
- The IUHPFL Office and US Family provide marginal support during the program, except in cases of emergency when more involvement would be necessary.
- If the student should experience difficulties of any kind during the program, they should first reach out to those they trust within their immediate onsite support system: Instructors, Program Peers, and Host Family.
- The IUHPFL Office acts as a conduit for communication between the US Family and the Instructors. As instructors are typically very busy during the program, the Office seeks to find quick solutions and to ease concerns for all parties. Parents and guardians should not attempt to contact instructors directly, except as needed during emergencies.
- The Program Site Blog provides weekly and direct communication to US Families from the instructors. Family members are encouraged to visit the blog often to see photos and to read about the team’s activities and excursions.
• The Managing Director and Program Coordinator are in contact with instructor teams and Onsite Coordinators at each site several times per week, if not daily.

**Communication during Urgent or Emergency Situations**

If there is an emergency or urgent situation onsite, the instructors and/or Onsite Coordinator will immediately reach out to the Managing Director via cell phone or email message, which can be accessed from a cell phone. The Managing Director will then contact the US Family.

The US Family can likewise call or email the Managing Director during times of crisis or emergency. For less urgent matters, please call or email the Office during normal business hours. Contact information is provided at the beginning of this handbook.

**Communication: Infractions against the IUHPFL Honor Code**

The Honor Code is an integral part of the program, and students are expected to follow its stipulations at all times. Upon acceptance into the program, the student agrees to follow the Honor Code and his/her parent or guardian agrees to support him/her in doing so, as well as support the instructor team’s reinforcement of the Honor Code. Students are also expected to hold one another accountable in adhering to the Code.

If the student receives an Incident Report for not adhering to the Honor Code, guardians will be contacted by the Office during the next business day. Once an Incident Report is received, the student is no longer eligible for the IUHPFL Award of Excellence. Egregious or repeated infractions will likely result in the student’s expulsion from the program and early return to the US. An IUHPFL Instructor will accompany the student to the international airport.

**Note: Per the Payment Schedule & Terms Agreement that guardians sign, if a student must return home early due to violations of the Honor Code or other discipline-related matters, no fees or costs will be refunded and the student and guardian will be expected to cover any expenses related to accompanying the student to the international airport and flying him or her back to the US.**

**HONOR CODE INFRACTIONS AND DISCIPLINARY PROTOCOL**
It is important for students and guardians to understand that, while IUHPFL is a challenging program with high expectations of its participants and program outcomes, we also provide students with guidance and a strong support system, so they can succeed. Students are invited to participate in the program, precisely because instructors and administrative staff alike have determined that they have the skills and qualities required a) to benefit greatly from all that the program has to offer, b) to strengthen and support their teammates and c) to be an enjoyable and helpful guest for their host family.

Instructors and host families understand that their primary role in the program is to mentor and coach students and to give them encouragement and praise as often as possible. They enjoy this role immensely and want students to succeed in every facet of the program. They take pride in the fact that students return home with wonderful memories and stories to share, increased language and cultural proficiency, a deeper sense of self-confidence, broader horizons for their future plans, and friendships that will last for years to come!

It is also the responsibility of the instructors to determine appropriate disciplinary responses when students engage in intentional behaviors that defy the Honor Code, and this is not a responsibility that any instructor enjoys. Whenever possible, instructors will first attempt to better engage a student in the culture and group activities before implementing a disciplinary approach. In cases where a student’s actions are deliberate, repeated and/or openly disrespectful, instructors will seek to apply the following protocol and parents and guardians will be informed by the Managing Director.

**Step 1 - Behavior Plan or Contract, which will include:**

- Specifics of the misconduct, including the instructors’ and the student’s points of view
- Concrete suggestions for eliminating the behavior
- Ways in which the instructor team will support and encourage the student’s growth and success in completing the requirements of the plan
- At least 3 actions that the student will undertake to rectify or compensate for the behavior, possibly involving community service
- A date by which these actions will be completed
- A reward for completing the plan successfully
• Consequences that will be carried out if not completed successfully, including an Incident Report
• The instructors’ and student’s signatures

The Behavior Plan will be shared with the Managing Director, the US family, and possibly the Host Family, if appropriate.

**Step 2 - Issuing an Incident Report**

• If the student does not successfully complete the Behavior Plan and/or continues with misconduct against the Honor Code, an Incident Report will be issued.
• At this point, the student cannot receive the IUHPFL Award of Excellence at the end of the program.
• The Managing Director and US family receive a copy of the Incident Report.

**Step 3 - Student is Sent Home**

• For cases involving ongoing, dangerous or egregious acts that violate the Honor Code and affect the well-being and safety of any one individual or the group and (in most cases) after the steps above have been taken and failed, the only option remaining is to send the student home to his or her US family.
• This measure is not taken lightly and must be discussed with and condoned by the Managing Director, who will inform the US family and arrange for the student's flight back to the US.
• All expenses related to the student's early dismissal from the program (expulsion) must be paid by the student's guardians as stated in the Payment Schedule and Terms Agreement signed by students and guardians prior to departure.
• At this point, the student will not receive the IUHPFL Diploma.

**Important Note:** Although instructors prefer and will always try to follow the above protocol, extreme cases might require that the student be sent home right away. The instructors, in consultation with the Onsite Coordinator and with approval from the Managing Director, reserve the right to request that a student be sent home at any point during or to the exclusion of the above protocol, if they determine that the student's actions or behavior pose an immediate threat to him or herself, another person, or the integrity of the program.

**MANAGING MONEY ABROAD**
With respect to managing money abroad, a few general suggestions follow. Instructor teams will have additional suggestions for their individual program sites at the Student-Guardian Orientation.

A Debit Card (preferably with SECURITY CHIP and four-digit PIN) is necessary to allow students to withdraw money directly from a US checking account at an ATM. This option is fast and convenient and typically offers a decent exchange rate. It also allows guardians to provide spending money to students gradually, which can help them to budget while abroad.

- Students should use their card at least once before leaving the US and search online or ask at the bank for information on overseas ATM fees, as well as limits on a single withdrawal or the number of withdrawals allowed in a 24-hour period, etc.
- ATMs are plentiful throughout all of the host countries, but students need to be sure their particular debit card/bank affiliation will be recognized by ATMs abroad. **Talk to your bank to learn about their partners and affiliates in the host country and ask if they participate in one of the “global ATM alliances”. Major banks are often members of large financial networks that allow account holders to use ATM’s worldwide without high withdrawal fees.**

A Credit Card (preferably with SECURITY CHIP and four-digit PIN) is a good idea for unexpected costs such as visits to hospitals or clinics. These also permit cash advances, if necessary, although fees and high interest can apply. VISA and MasterCard are widely used throughout the world, but American Express, Traveler’s Checks, and Discover are NOT and should be avoided.

**Important Reminder:** Be sure to tell your bank and your credit card companies the dates when these cards will be used abroad and where they will be used. Otherwise, there is a strong possibility that they will block purchases and disable the cards as a security measure against identity theft.

More useful tips on currency exchange and managing money abroad:

- IUHPFL recommends exchanging $50-$100 USD for host country currency before departure. This way, students arrive in the host country with the ability to buy snacks and incidentals during the first several days of the program. Instructors and students will locate convenient and low-fee ATM’s for students, as they tour the host city together.
• Students and guardians can plan ahead and order host country currency from a local bank in their town. While it is certainly possible to exchange currency at any international airport, you must arrive with plenty of time to do so and still be able to meet the rest of the team at the check-in counter at the scheduled time. Planning ahead is key to acquiring needed currency before boarding the international flight.

• Students should avoid taking US dollars to exchange at banks abroad, because they are likely to not get a good exchange rate, and they will need to be physically present at a bank, which will be difficult due to their scheduled classes and afternoon activities.

• Students and guardians should come to an agreement on how much spending money is reasonable for the duration of the program. Each family’s unique financial circumstances determines a student’s travel budget. Generally speaking, an equivalent of $50-$100 per week provides sufficient spending money; most weeks students will likely spend less than $50, other weeks they might spend $100, especially while on excursions.

• Students should be prepared to purchase 4-5 of their own meals during the program at an equivalent of $10-$15 per meal. Sometimes when the team is traveling together, it isn’t possible for everyone to eat at the same location. Students and instructors will divide into small groups and eat at venues within close proximity to each other. Aside from these occasions, all meals and snacks are provided to students and included in the cost of the program.

• Using a debit card or credit card abroad to make purchases will involve additional fees every time and can use up a student’s spending money at a rapid pace. The best approach is to use the debit card only to withdraw money at an ATM perhaps once or twice per week and making purchases with cash, while using the credit card only for emergencies. The trick when withdrawing money from an ATM is to know how much to take out at one time. Students need to find that comfort zone between having the funds you need for a few days and not having too much money on hand, in case of theft or loss.

• Students should not commit themselves to buying a souvenir for every friend and relative. A good alternative to buying gifts would be to send postcards from the host country, as postage abroad is inexpensive in comparison to souvenirs.
• Additionally, large souvenirs and gifts can require the purchase of more luggage, which incurs additional and often high fees on the return flight to the US.
• If you pack a large canvas bag, as recommended, it can be used to carry a few small gifts and souvenirs back to the US.

**Important Note:** Under no circumstances are instructors, Onsite Coordinators, or the student’s host family permitted to lend money to the student — for purchases large or small, emergency or non-emergency. It is for this reason that we recommend students arrive abroad with at least some local currency, and that participants have a credit card for emergencies. Instructors will help the student contact his or her parents or guardians immediately should he or she need additional funds. In the meantime, parents and guardians can rest assured, knowing that all basic needs of the student are provided by the program.

**Financial Issues, Banking Problems**

Although increasingly less common, occasionally a student might experience problems accessing funds from their bank accounts. This may be due to a number of different reasons, including faulty ATM machines, wrong PIN numbers, trying to withdraw more money than the bank limit allows, etc. In such cases, instructors will help the student to locate another ATM or contact their guardians or banks in a timely fashion.

Again, having both a debit card and a credit card, as well as a small amount of currency on-hand at all times provides the student with options and prevents situations where they are without a means to make purchases onsite.

**MEDICAL INFORMATION AND HEALTH INSURANCE**

**Medical History**

Living abroad creates emotional and physical stress and may exacerbate pre-existing conditions, as students adjust to changes in climate, diet, exercise and living conditions. Therefore, accurate and up-to-date information on the student’s Statement of Medical History is essential to the student’s health and safety, helping the program to acquire the appropriate assistance for a student in case of an accident or illness.
Language barriers, incomplete medical records, and undisclosed medical conditions can delay treatment and threaten a student's health abroad. **For the student's own well-being, students are encouraged to provide current and complete information about medications they take, drug allergies, and chronic or recurring physical and psychological conditions, including eating disorders, depression and anxiety.** To ensure accuracy, students and guardians should inform the IUHPFL Office of any significant changes to the Statement of Medical History before departure.

Students who are currently under medical or psychological care should talk frankly to their physician and/or counselor about the support they might need abroad and relay that information to the IUHPFL Office. In most cases, the program can accommodate a student’s needs, but only if these needs are known.

For more information on health abroad, visit the websites for the Center for Disease Control and the World Health Organization:

- www.cdc.gov/
- www.who.int/en/

**Different Abilities**

The passage of legislation such as the Individuals with Disabilities Education Act and the Americans with Disabilities Act has thankfully spurred schools in the US to accommodate students with varying abilities. Other countries are not bound by US legislation, of course, and physical facilities and academic resources vary significantly from one overseas site to another.

IUHPFL complies with the Americans with Disabilities Act (“ADA”) and engages in the interactive process required by the ADA to provide reasonable accommodations for eligible students. The first step in this process is disclosure and documentation on the part of the student of a disabling condition(s), e.g. physical, learning, etc. If you anticipate needing disability-related accommodations at your overseas site, submit documentation to IUHPFL confirming the disability and including information about accommodations you might need, as well as any details relevant to your request for accommodation(s) abroad. If a student chooses not to disclose disability-related needs prior to the program, IUHPFL will not be able to assist in arranging reasonable accommodations.

**Note:** If a student requires a level of care that program instructors and host families cannot reasonably accommodate, then the student’s
parents or guardians will be requested to provide these additional services for their student.

**Medications Abroad**

Students who currently take medications should talk to their physician about making arrangements to continue the medications abroad. Students should make sure to take the amount of medication they will need for the entire five or six weeks. If this is not a possibility, students should ask their physician to provide a typed prescription with the **generic name of the medication** (not the commercial name) clearly indicated in order for adequate supplies to be filled while abroad.

**Important Note:** Students should not alter their medication—type, dosage, or frequency of dosage—within one month prior to departure or during the program.

Any medications carried overseas should be left in their original containers and clearly labeled. Students should also carry a letter from their physician describing the medical condition and any prescription medications, including the **generic name** of each medication.

**Student Privacy**

Details related to a student’s illness, condition, or crisis can only be shared on a need-to-know basis. Parents and guardians and the IUHPFL full-time Office Staff are the only parties who must have complete information at all times. The following parties are provided with information only if necessary in order to care for or provide services to the student:

- Program Instructors
- Onsite Coordinators
- Host Families
- IU Higher Administration
- Hospital or medical staff abroad
- Safety and law enforcement officials abroad

IUHPFL adheres to the strict guidelines of Indiana University in the storage, distribution, and sharing of students’ critical and sensitive data.

**Travel Insurance**

Included in the Program Fees paid by students and guardians is the premium for health, medical and emergency evacuation insurance coverage. Students in Austria, China, France, Japan, and Spain are insured by Geo Blue Global Health and Safety Services (formerly HTH Worldwide Insurance Services) during the program dates. Students in Mexico and Chile are likewise covered through CISI (Cultural Insurance Services International).

Information on the coverage provided by GeoBlue and CISI is provided during the Student-Guardian Orientation.

Should a student become ill while abroad, he or she should not hesitate to see a physician. At all program sites, highly skilled medical professionals are available to provide excellent care. An instructor and typically a host parent will accompany the student to the clinic or hospital. It is primarily the responsibility of the instructor acting as Student Coordinator to oversee the student’s care and needs during their illness, but all instructors will assist to ensure the student is well cared for. Onsite Coordinators provide additional support during these times, often checking in on the student and attaining updates from the medical staff. Onsite Coordinators and instructors work together to provide updates to the Managing Director, which are then shared immediately with parents and guardians. In serious cases, these onsite staff are connected directly with parents and guardians to facilitate timely communication.

Onsite Coordinators are aware of all clinics and hospitals in the host city and make recommendations to students, instructors, and host families based on the quality, type, and cost of service. Whenever possible, OSCs seek facilities that are already partnered with either GeoBlue or CISI Insurance, in order to save students and their guardians from paying for medical care out-of-pocket. If an arrangement does not exist between the facility and the insurance provider, the student will need to arrange up-front payment with their guardians, who can then submit the following to the insurance provider for reimbursement:

- A claim form (instructors have access to these)
- A description from the doctor of the condition and treatment
- If possible, an **itemized** bill from the hospital or clinic
Copies of all prescriptions
Copies of all receipts for payments made

Note: Travel Insurance also provides coverage for one round-trip flight to the program site, as well as hotel accommodations, so that a parent or guardian may visit an injured or seriously ill student in the hospital.

Per Indiana University policy, the IUHPFL Office, Instructors, Onsite Coordinators, and host families cannot pay for a student's medical costs or sign any promissory note for payment on behalf of the student or US family.

In rare cases, should care beyond the extensive coverage of GeoBlue or CISI be needed for the student, guardians should be informed of their family insurance coverage and the provisions for health and medical care available to the student while abroad. Students will want to carry an identification card or other documentation from their insurance company as proof of coverage.

Note: Students who plan to spend some time abroad after the program may need to purchase supplemental medical insurance to cover the additional time. Students are only insured by GeoBlue or CISI for the duration of their specific program dates.

HEALTH AND SAFETY ABROAD

The IUHPFL Office, instructors and Onsite Coordinators are careful to protect students’ health and safety overseas, but students must ultimately take responsibility for the consequences of their decisions, choices and behavior. Students and guardians are encouraged to read this section carefully and to be aware of how they can help ensure a safe and enjoyable summer abroad.

How IUHPFL works to ensure student safety and well-being:

- Highly qualified and well-informed Onsite Coordinators and host families
- Careful selection and extensive training of Instructors
- At least one instructor per site is CPR and First Aid certified
- One instructor carries a well-stocked First Aid kit at all times
- Travel Insurance is provided for every student and instructor
- A licensed therapist or counselor is aware of program and is available at every program site
• Identification of high-quality health and medical facilities at every site
• IUHPFL registers all program participants who are US citizens at the respective US Embassies in each host country
• Careful adherence to Indiana University student safety and study abroad procedures

Note: Not all study abroad risks can be avoided nor can it be ensured that US standards of due process will be applied in legal proceedings outside the US.

First steps to staying healthy and safe abroad:
• Be sure to read the IUHPFL Honor Code thoroughly to understand how it is intended to keep students safe during the program. It is provided at length at the end of this handbook.
• Before the program, students should consider any special conditions or needs of the student and be sure to disclose these to the Office right away, so reasonable accommodations and support can be provided.
• Guardians and students are also encouraged to consult the US Department of State website for Consular Information Sheets and Travel Alerts or Warnings, and the Centers for Disease Control website:
  o http://travel.state.gov/
  o http://www.cdc.gov/

Emotional Health
Students are likely to experience some form of culture shock during their time abroad, but this should not be confused with a real emotional crisis. If a student feels withdrawn or detached and cannot cope with the environment, he or she needs to talk with an instructor right away. If necessary, the student can see the licensed therapist or counselor onsite.

Public Disturbances and Protests
Students will not be permitted to attend political events and protests abroad. If Onsite Coordinators or Instructors inform students of such events or protests in the city, students are to stay clear of those areas and blend in with local residents as much as possible. Dressing to fit in with the local culture and not drawing attention to oneself are essential to one’s safety abroad, regardless of one’s nationality.
In the event of public disturbances abroad—including violent demonstrations or terrorist acts—the Instructors and Onsite Coordinator will immediately contact all students and their host families about the appropriate protocol. If such an event occurs, the IUHPFL Office will send an email to all US families, informing them of the students’ safety and whereabouts. If possible, students will also be allowed to contact their parents and guardians, once they are out of harm’s way.

**Sexual Harassment**

If a student feels like he or she is a victim of sexual harassment, it is essential to speak with the instructors immediately. They will help sort out the difference between unacceptable harassment and culturally typical behavior, which may be nonetheless uncomfortable, and they will know how to advocate for and protect the student’s safety and privacy in such situations.

If the harassment were to involve a member of the host family or a family friend, the student would be moved immediately to another host family and the appropriate protocol for reporting the incident and protecting the student’s safety and privacy would be implemented.

**Personal Safety**

When traveling abroad most risks to tourists involve petty theft, such as pickpocketing and purse snatching. However, it is still important to take measures to prevent becoming a victim of a crime.

By following the IUHPFL Honor Code, students will be on the right path to maintaining personal safety. What follows is even more practical advice on how to be safe while in an unfamiliar environment anywhere and while abroad.

**Consider the following:**

- Always remain in groups of three or more, as per the IUHPFL Honor Code
- Take care of your teammates at all times, including telling instructors if one of them is at risk
- Wear clothing that helps you to blend in with your environment
- Do not draw attention to yourself as a non-resident
- Do not appear to be lost or wandering around
- At night, stay in a group and remain in well-lit areas
- Be cognizant of your surroundings at all times
• Never accept food or drink from a stranger
• Avoid areas where protests or demonstrations are taking place
• Do not carry large sums of cash on you and keep your valuables in a secured backpack close to your body
• Know local traffic patterns and pedestrian signs and move through city areas watchfully and with purpose
• Listen to your instructors, Onsite Coordinator and host parents at all times and understand that they care about you and wish to keep you safe and happy!
• Do not consume alcohol or illegal substances under any circumstances
• Always be where you should be!

ASSIMILATING TO THE NEW ENVIRONMENT

Consider what it means to be from the USA

Part of a student’s success abroad will depend on how well he or she has prepared for cultural adjustments and personal growth in the host culture.

Before a student can understand another culture, it is important to understand his or her own. What does it mean to be American? What characteristics, values and attitudes define American culture? What generalizations can the student make about American attitudes towards education, gender, family, money, politics, race, relationships, religion, success, time and work? How do American values affect attitudes toward others, friendship patterns, work habits, spending free time and money? How do Americans measure success in life? What role does tradition play in the U.S. culture? A clear understanding of what is characteristically “American” (and its many variations) will give students a better chance of appreciating similarities and differences in another culture.

Every student abroad is inevitably put in the position of having to explain (or even defend) the home country’s political or economic system or its stance on global issues. If a student begins to keep abreast of the US role in global activities now, s/he will be more articulate when questioned about US policies and reactions to world issues. In addition, students often report that they wish they had brushed up on such basics as how a bill becomes a law in the US, the names of the US Presidents, and other aspects of American history, as well as current foreign and domestic affairs, before going abroad.
Students should remember, however, that they will not want to get into a hostile debate with questioners or automatically defend everything that is American. A student may want to think of some strategies for deflecting potentially hostile questions so that they lead to conversations in which everybody listens respectfully and everyone learns something new.

One useful point to consider and acknowledge when speaking with people from other countries about global politics: There is always more than one side to every issue, and access to complete and unbiased media coverage can be challenging, no matter where we are from. It is okay to concede when you have not been following an issue or when you do not know the answer to a question.

**Note:** Some cultures are more open to political discussion and debate than others. In some countries, such topics are not permitted, while in others American students can find themselves presented with frequent questions about US politics from their host families, friends, and acquaintances. Students should consult with their instructors about the best way to engage or not engage in political discussions in their host culture.

**Learn about the Host Country**

Students are encouraged to learn as much as possible about the country to which they are traveling, since understanding the culture will facilitate their adjustment to living there. Students are encouraged to research the host culture before departure. Online videos and TV travel programs are excellent resources, in addition to magazines, books, and movies.

**Have Realistic Expectations**

Students are encouraged to take a personal inventory of their expectations. What does a student hope to get out of their IUHPLF experience? Students may want to identify their individual goals — linguistic, academic, personal and career. How can these be achieved? How can personal growth during this experience be measured?

Outlining goals now and keeping a journal abroad in the target language will help map both the inner and outer journeys. Daily writing, which attempts to interpret the cross-cultural meanings of the experiences, may be a powerful learning tool. Students will be exploring these topics in Support & Success Groups.
Dress According to Norms of the Host Culture
Students should carefully consider how to dress in the host country. US students often comment that their clothing “gave them away” as American tourists. This can make them more vulnerable to derogatory remarks and as potential targets for petty thefts or worse. While it shouldn’t be necessary to buy a new wardrobe for going abroad, students may want to wear clothing that fits in with the local culture. Instructors will discuss this topic during Orientation.

UNDERSTANDING & RESPECTING CULTURAL DIFFERENCES
Students will adjust in many small ways over a period of time to the new culture, even though the familiar term “Culture Shock,” may indicate a jolting and immediate clash of values. While there are many differences between the US and the host country, the following are particularly significant.

Gender Roles
Both male and female students abroad will discover that growing up in the US has prepared them for different roles in society than the ones their contemporaries in other countries expect. Many events in recent decades have heightened US awareness of gender stereotypes, sexism, and the limitations of traditional male-female roles. However, it is not appropriate to suggest to friends in the host country that US patterns would also be suitable for their culture. Instead, students may look at gender differences within the host culture from their historical and sociological perspectives and try to be understanding and flexible in their attitudes toward these differences.

Sexual Orientation
Just as traditional gender roles have been questioned in the US, we also have had extensive dialogue regarding sexual orientation. It should come as no surprise that distinct cultures approach the question of sexual orientation differently. For more information about sexual orientation and how it may be viewed abroad, the bibliography of international GLBT issues is available at: http://www.rainbowsig.org/

Religion
Few countries have the religious diversity and pluralism found in the US and few have such a strong tradition of separation of church and
state. As a result, students may be struck by the number of public holidays that are based on a religious calendar or the extent of public prayer and public religious ceremonies. Students may probe to understand the relationship between the external, ritual manifestations of religion and individual beliefs or the role of religion as a political element or an active social force. The instructor team and the Onsite Coordinator can be good resources for questions regarding religion in the host country.

**Ethnicity**

US citizens often identify strongly with their family’s cultural and ethnic heritage and refer to themselves as Asian-American, Italian-American, African-American or Hispanic-American. In other countries such ethnic differences are often overlooked, and US students report that for the first time they have been identified (and have identified themselves) as simply “American.” Sometimes, students might find that physical features that distinguish them from the host population may result in stares, comments or overt prejudice. Students will explore topics of ethnicity and self-identification in Support & Success Groups.

**Personal Space and Boundaries**

Some cultures have very different norms pertaining to personal space and appropriate social behaviors. For example, you might find that your host family members stand closer to you or farther away from you than what feels comfortable. People might also comment on your looks; your height, weight, hair color, ethnicity, etc. In some cultures, strangers might want to touch your hair or have a photo taken with you. It is important to discuss these norms with your Instructors, so that you know what to expect and how to react in a constructive way. Keeping in mind that these behaviors are not intended to be harmful or offensive is also helpful.

**Discussing Sensitive Topics**

In the United States, we have open dialogue on a variety of topics, and over the past several decades, have experienced increasing levels of personal freedom and self-expression.

It is important for students to understand that many other cultures do not share nor understand this level of openness. Students should follow their instructors’ advice about how to broach the following topics:
IUHPFL deeply respects the diverse views, values, and qualities of all program participants and we want students to have an enjoyable and safe experience abroad. Therefore, we advise students to consult with their instructors and to pay attention to cultural norms before broaching any of the above topics with local residents, even your host families.

Culture Shock
“Culture shock” is the term used to describe the disorientation that every student experiences to some degree when spending an extended period of time in a new culture. The common symptoms include homesickness, boredom, withdrawing from the culture by spending excessive amounts of time alone or with other Americans, excessive sleeping, compulsive eating, irritability, stereotyping or hostile feelings toward locals, weepiness or even some psychosomatic illnesses (physical ailments that result from emotional or psychological stress). Although most students will inevitably experience some degree of culture shock, they certainly won't have all these symptoms. One of the greatest ways to combat culture shock is to stay busy and active, which is one of the reasons why IUHPFL has established a consistent routine of classes, Afternoon Activities, Community Engagement projects, and Excursions. Students will explore the topic of culture shock consistently in Support & Success Groups.

The Stages of Culture Shock are:

1. **Initial Euphoria.** On arrival in the new culture, everything seems wonderful and exciting, and students are struck with how similar people around the world can be.

2. **Irritation and Hostility.** The focus changes from the similarities between cultures to the differences, and the differences become irritating and frustrating. Small problems can seem like major catastrophes.
3. **Gradual Adjustment.** The crisis of adjustment passes. The new culture seems more familiar and the student moves more confidently within it. New friends are made. Students learn to interpret some of the subtle cultural cues.

4. **Adaptation and Biculturalism.** Students are able to function in two cultures with confidence. They are so well adapted to the new culture that returning to the US will provoke a “reverse culture shock.”

**There are several ways students can minimize the impact of culture shock:**

- Learn as much as they can about their host country before departure
- Expect things to be different and attempt to see differences as interesting and fascinating rather than irritating or inconvenient
- Keep an open mind. There will be many surprises, and the more open a student remains to them, the more exciting and wonderful the experience will be.
- Combine the best of your host country’s culture with all the good things in American culture. This “best of both worlds” approach will help you to get the most out of the cultural immersion experience.

**RE-ENTRY: REVERSE CULTURE SHOCK**

Expect to find yourself changed in ways large and small upon return to the US. Coming home can represent a huge challenge to the student who has just spent several weeks in another country, acclimating to a new language and culture. **Students and guardians alike should put as much time and thought into preparing for re-entry into the US culture as they spent preparing to travel to the host country.**

**In particular, some struggles upon re-entry to the US can include:**

- Not wanting to speak English
- Re-assimilating to the home culture
- Uncertainty of how to deal with increased maturity and independence
- Rollercoaster of emotions: mixed feelings of joy, elation, sadness, depression, being overwhelmed
- Missing host family members and friends in the host country
• Longing for certain foods or aspects of the host culture

Once students have adapted to life abroad, coming home will require readjustment to U.S. culture. Students will have to integrate what they learned abroad into their US lives. For many people, re-entry, or reverse culture shock, is more difficult and unexpected than initial culture shock. Most will cope with re-entry at various levels:

1. **Family:** Students may be expected to fit into the U.S. family, but find it difficult to communicate effectively because their families have not shared the international experiences. The family may have difficulty adjusting to the student’s new independence and changed values.

   **Strategies:**
   
   • Students should try to share their experience with the family (photos, stories, etc.) and let them know how much they appreciate the chance to grow in new ways by studying and traveling overseas.

   • Family members are encouraged to continue to learn about the host culture and share the experience with their students.

2. **Friends:** Students and their friends may no longer be as close. Students may need to be sensitive about discussing their experience with them. They may also miss their new friends they made abroad.

   **Strategies:**
   
   • Students should ask and listen to what their longtime friends experienced in their absence and ask them for updates on local events.

   • Trying to do new things together may get the relationship on a new footing.

   • Students are encouraged to maintain contact with other IUHPFL alumni... What fun events can you plan together?

3. **School and Academics:** Students are likely to look at their high school in a new light, and may miss being part of a close-knit group of American students.
Strategies:

- Students may want to discuss the academic experience abroad with their counselor, especially if considering new career goals as a result of the experience abroad.

- Ask your foreign language teacher how you might be able to help them or other students.

- Students should consider making contact with international students on the high school campus and volunteer to talk to students who plan to study abroad through IUHPFL, including seeking out other students in the community who have studied abroad.

- It might be helpful for students and parents to begin researching international programs at the university level, including further study-abroad opportunities, in order to keep students forward-focused.

4. **Country:** Aspects of the US may no longer be entirely to the student’s liking and he or she might have the sense they no longer fit in. Students will probably evaluate ideas and events in the context of the broader cultural perspective acquired abroad.

**Strategies:**

- Students should recognize that we all tend to look past the shortcomings of our home culture when we are away, and to criticize it on the basis of changed perceptions when we return. Be aware of the “Grass-is-Always-Greener-on-the-Other-Side-of-the-Fence Syndrome” and be grateful for all the things you like about life in the US.

- Keeping up an interest in world events and participating in organizations or clubs with an international focus might be helpful.

5. **Self:** Students may have become accustomed to a level of activity and independence that their life in the US might not be able to accommodate right away. It is natural to feel a little restless or a bit depressed for a while after the return.

**Strategies:**

- Students benefit from giving themselves time to rest and recuperate from the fast pace of the program.
• It is a good idea to continue to write in your program journal: How have you changed through IUHPFL? What have you learned? What are your aspirations for the future?

• Talk with your parents and guardians about ways to steadily and wisely develop your level of independence. What new challenges are you ready for?

• Continue to explore your interests and boldly pursue future opportunities to learn, grow, and travel! IUHPFL is just the beginning!

WAYS TO CONTRIBUTE TO IUHPFL AFTER THE PROGRAM

Whether a student is still attending or has graduated from high school at the time of their participation in IUHPFL, adjusting to life in the US will have its challenges and its rewards. IUHPFL values its alumni and hopes that they will stay connected to one another, their host families, instructors, and the program. There are several opportunities and activities that you will want to be aware of after your program ends:

• Students will want to complete the Student Exit Survey online, which will allow them to express their impressions of the program, as well as particular aspects that they enjoyed or would like to see changed.

• Every fall, alums are invited to submit their photos and videos from the program to the IUHPFL Office for the IUHPFL Photo & Video Contest! Winners receive prizes and special recognition, including a featured spot on the IUHPFL website and our annual newsletter, The Polyglot Press!

• Alums who receive the Award of Excellence are encouraged to act as Alumni Ambassadors the following school year and help to give presentations in their schools and around the state to new potential participants.

• Every alum can act as a Class Ambassador and help to maintain their team’s Facebook group page, organize ongoing reunions, and keep the Office updated with current contact information for their teammates.

• Alums who attend IU Bloomington can become members of the IUHPFL Alumni Association, which was formed during the 2016-17 school year on the IUB campus. All alums will be informed of events that they can attend!
APPENDIX A:
STRATEGIES TO PREPARE FOR THE IUHPFL EXPERIENCE

New experiences and unfamiliar situations happen every day during the program. The better prepared participants are, the more confidently they will be able to navigate these experiences. Below are a few suggested strategies to improve proficiency in the target language and help prepare students for some of the cultural challenges that lie ahead.

To improve language proficiency:
- Participate in a Language Club in your school.
- Participate in a community conversation group in the target language.
- Label items around the house.
- Watch movies & listen to music in the target language.
- Read books in the target language.
- Arrange for a language exchange with a native speaker.
- Change the settings on your cell phone and computer so that the display language is your target language.

Upon arrival at the program site, students will need to acclimate to new family members and friends, a new city, a new culture, and a language that are typically not accustomed to speaking. We highly recommend that participants prepare for this significant degree of change by getting out of their comfort zone before departure.

Some suggestions to ease cultural adjustment:
- Research the city/region where you will be spending the summer.
- Try new foods. Many cultures demonstrate caring through food; refusing to try a meal that has been prepared for you can be very offensive to your host family.
- Stay at a friend’s home for an extended period (3 days to a week). Note the ways that the routine and expectations are different from your own home.
- Go without your cell phone and/or social media for an extended period (3 days to a week—or more!).
- Watch YouTube.com videos about the host city and country, so you are more familiar with the landscape, foods, cultural traditions, and appearance of the city. Knowing what to expect
before you arrive can ease culture shock greatly.

- Consider your routines—whatever it is that you do or eat regularly, places that you often go, even driving routes that you frequent. Recognize these patterns and challenge them!
APPENDIX B: PAYMENTS AND REFUND POLICIES

Guardians should follow instructions for payment of Program Fees as indicated on the Payment Schedule and Terms Agreement on the IUHPFL website.

Refund Policy for Program Fees:

- **Withdrawal before the program begins:** If a student withdraws from the program for any reason other than critical illness or emergency before departure for the host country, a refund of Program Fees will be calculated based on the following:
  - Before March 1st: All but the $500 non-refundable deposit is refundable
  - Before April 1st: All but $1,000 is refundable
  - Before May 1st: All but $2,000 is refundable
  - On or after May 1st: Program Fees are 100% non-refundable

- Exceptions to this timeline will be considered on a case-by-case basis.

- Early returns to the US due to illness, injury, family emergency, or violation of the Honor Code are not eligible for a refund and can involve airfare costs for the student, as well as hotel accommodations for the student and a chaperone.

- Withdrawal from IUHPFL is effective on the day that notice is received at iuhpfl@iu.edu.

Refund of Airfare Fees:

Any request for refund of airfare or exchanges must be discussed with Travel Leaders directly at 812-339-7800. Travel Leaders must respect and apply the refund policies of the individual airlines they serve.
APPENDIX C: THE IUHPFL HONOR CODE

The IU Honors Program in Foreign Languages (IUHPFL), as an “honors” program, outlines clear norms of conduct for its students to follow and relies upon the individual student's sense of responsibility and honesty to understand and abide by this Honor Code. In order for a student to participate in the program, he or she must agree to and abide by the following terms:

1. **At all times during the program, students are expected to uphold the 8 Core Values of IUHPFL:** Appreciation, Diligence, Discovery, Empathy, Encouragement, Honor, Respect, and Unity.

2. **IUHPFL Pledge of Excellence:** In the IUHPFL model, the strength of the program as a whole is only as strong as its individual students. This means that the Pledge of Excellence is as much a pledge to one’s team as to oneself. Students recite the pledge in unison at the Student-Guardian Orientation before departure:
   “As I embrace my IUHPFL journey and commit to the Honor Code, I pledge to speak only the target language, uphold the 8 Core Values, celebrate my host family experience, and remain self-disciplined. I will choose to discover the best in myself and others, foster team unity, represent my school, family, and community with pride, and be a good ambassador for IUHPFL.”

3. **Students must understand the 3 Pillars of IUHPFL**, which make it such a unique and prestigious program for high school students:
   
   A. **Language Commitment, the 1st Pillar:** The student’s commitment to speak only the target language during the program, except in cases of emergency, is the first pillar and is key to his or her success.

   *Communication with U.S. family and friends* is limited to one call home within a few days of arriving to the host country and one hour per week via the Internet. No other contact with U.S. family or friends is allowed, except in cases of emergency and only with instructor permission.

   *All personal cell phones and all electronic devices with Internet capability are prohibited during the program (including all smart devices, laptops, and tablets)*, because such use proves detrimental to the student’s ability to fully immerse in the language and culture and to engage with those around him or her.

   *No books or music in English are allowed during the program.* If students have summer reading assignments, these need to be completed before or after the program, unless the student can acquire them in the target language. Students may also freely listen to music in the target language, as long as the listening device does not have Internet capability.

   *A pay-as-you-go program cell phone* will be provided to each student upon arrival at the program site to be used solely by him or her for unlimited local calls and text messages to fellow students, instructors, and host family members in the target
language. The program will pay a certain amount toward each phone, and if a student exceeds that amount, he or she is welcome to pay for additional minutes. Misuse of the program cell phone might result in additional costs for which the student will be responsible.

B. **Academic Excellence, the 2nd Pillar**: Students are required to give their best effort in all their program coursework, maintaining the highest level of academic honesty and refraining from academic misconduct, which is defined by Indiana University’s Code of Student Responsibilities as “any activity that tends to undermine the academic integrity of the institution,” and in which human, hard-copy or electronic resources are misused.

C. **Host Family Experience, the 3rd Pillar**: Students are to treat their host families with respect, keep their space clean, and make every effort to follow household norms like a member of the family. Specific policies and procedures described in the Student-Guardian Handbook are designed to ensure student safety and well-being within the host family setting.

4. **No Dating Rule**: IUHPFL students may not date anyone in the host country during the program, including other program participants at their site, because focusing on one person can be counterproductive to the unity of the student team, the student’s interaction with his or her host family, and his or her overall learning experience.

5. **Alcohol, Tobacco, and Prescription Medications**: Even though the laws of other countries may differ from those of the U.S. with regard to the consumption of alcohol, tobacco and other substances, IUHPFL students are to conduct themselves abroad as minors from the state of Indiana. This means that students are not allowed to purchase or consume alcohol, tobacco or other substances at any time. Discos and other establishments whose primary business is serving alcoholic beverages are prohibited to IUHPFL students. It is also strictly forbidden to bring alcohol, tobacco and other substances back to the U.S. Students may only purchase, possess and use prescription medications that have been prescribed specifically to them for current medical conditions, and these medications and conditions must be disclosed to the IUHPFL office before departure.

6. **Risky Activities**: Operating a car or other motorized vehicle is forbidden during the program, as is riding passenger on a motorcycle. Students are only permitted to ride as a passenger in a vehicle with an adult driver who is a member of the host family or has been authorized by the host family or the onsite instructor and coordinator team. Students are also not permitted to engage in risky, high adrenaline activities or get tattoos and/or piercings during the program.

7. **Weeknight and Weekend Activities**: It is expected and encouraged for students to engage with their host families during weeknights and weekends. During these times, students must be accompanied by a member of the host family at all times. Any weekend travel away from the program site with the host family must have approval from the Instructor Team, be within the host country, and must ensure that the student will not miss class or group activities. Under no circumstances are students allowed to travel without
being accompanied by their host parents or program instructors.

8. **Rule of Three:** Depending on the program site and with permission from their host families, students may spend one or two hours in the town center after daily classes and activities. Whenever students are outside the classroom facility or the host family home and are not under the direct supervision of their instructors or host parents, they are required to stay in **groups of at least three program participants** at all times. The only exception to this rule is when students are commuting to and from classes.

9. **Students are not to host or meet up with U.S. or international friends or family** while the program is in session. However, students sometimes travel with their families after the program ends. The official end date for each program is the day when students are scheduled to depart from the host country to the U.S.; students may meet up with family members on that day.

10. **Post-Program Language Commitment:** IUHPFL students commit to helping to their schools' language programs in any way possible and to continuing to study their foreign language through their senior year in high school or at the university level, if possible.

11. **Honor Code, Handbook and Orientation:** Students are required to read and abide by this Honor Code, as well as the Student-Guardian Handbook. It is also mandatory for students to attend the Student-Guardian Orientation with their guardian(s) before departure, on Indiana University’s Bloomington campus. Final acceptance into the program is contingent upon successful completion of the orientation.

12. **Terms and Conditions:**

   A. Adherence to this Honor Code is of critical importance. Any infraction against the Honor Code can result in repercussions, including communication with U.S. guardians and possible expulsion from the program.

   B. In the event that this Honor Code is violated by a large number of students collectively, the consequences can apply to the entire group of students. For this reason, students are highly encouraged to hold one another accountable for their actions and adherence to the Honor Code.

   C. Any infraction against the Honor Code on the part of a student, either acting alone or with other students, will result in that student not receiving the Award of Excellence at the end of the program.

   D. A student who is expelled from the program will also not receive the IUHPFL Diploma at the end of the program.
APPENDIX D: IUHPFL 8 CORE VALUES

- **Appreciation** – Acknowledging the qualities and kind acts of others
- **Diligence** – Focusing with enthusiasm on academic and personal goals
- **Discovery** – Being open to new ways of looking at the world and oneself
- **Empathy** – Choosing words and actions that express compassion and create connection
- **Encouragement** – Helping others to reach their goals and see their unique talents
- **Honor** – Acting with integrity and adhering to the Honor Code
- **Respect** – Treating others with dignity at all times
- **Unity** – Fostering team spirit and trust
APPENDIX E: IUHPFL PLEDGE OF EXCELLENCE

IUHPFL Pledge of Excellence: In the IUHPFL model, the strength of the program as a whole is only as strong as its individual students. This means that the Pledge of Excellence is as much a pledge to one’s team as to oneself. Students recite the pledge in unison at the Student-Guardian Orientation before departure:

“As I embrace my IUHPFL journey and commit to the Honor Code, I pledge to speak only the target language, uphold the 8 Core Values, celebrate my host family experience, and remain self-disciplined. I will choose to discover the best in myself and others, foster team unity, represent my school, family, and community with pride, and be a good ambassador for IUHPFL.”
APPENDIX F:
IUHPFL PROPERTY AND LIABILITY PROTOCOL

The following protocol has been developed by the IUHPFL Office in collaboration with Indiana University Legal Counsel. Its purpose is to a) protect IUHPFL students and their U.S. families from fraudulent or excessive claims of property damage or loss by host families b) to protect host families in cases where their claims of such damage or loss are legitimate c) to prevent fraudulent and excessive claims on the part of host families from occurring in first place and d) providing a way for legitimate claims to be reported and managed quickly and effectively.

The policy reads as follows and is distributed to every IUHPFL host family at all program sites and in the respective host language:

Indiana high school students who are selected to participate in the Indiana University Honors Program in Foreign Languages (IUHPFL) are typically high achieving youth and excellent students. They participate in a variety of school and community activities, often volunteering their time to help others, and are considered excellent role models to their peers by educators and adult mentors. In order to qualify for the program, they must pass a university level exam in their target language, complete an extensive application, receive outstanding recommendations from three adult appraisers, and then be accepted into the program by two screeners, who are program instructors and administrative staff. Some students are further interviewed to ensure their likelihood for success in the program.

Incidents of damage or loss to personal property caused by IUHPFL students in host family homes are extremely rare. In the program’s history since 1962, only a few minor cases have occurred to the present date. Our students take great care to respect their host families and to contribute to their host family households in positive ways. In order to prevent incidents or to address rare cases of damage or loss to property in a host family home, the following IUHPFL policy has been established.

Recommendations regarding coverage:
IUHPFL recommends that host families and U.S. Families include appropriate “general liability” coverage on their homeowners or renters policies. It is advised that host families and U.S. Families check with their insurance provider to ensure they have the proper type and amount of liability coverage in place before the IUHPFL programs begin.
Storing Items Away:
IUHPFL also recommends that all high-value, non-essential items (e.g., collectibles) and items of high sentimental worth in host family households be stored away by host families prior to the program in order to avoid incidents of damage. Host families, IUHPFL Students, and U.S. Families will be better served, if host families take measures in advance to protect these items from potential damage. It will not be the responsibility of Indiana University, the IUHPFL Office, or Program Instructors to compensate host families for damage to or loss of personal items or property.

Reporting Incidents to Appropriate Parties:
The host family must contact the Onsite Coordinator within 24 hours of discovering an incident of damage or loss. The Onsite Coordinator will immediately inform the Program Instructors and the IUHPFL Office, who will then inform the U.S. Family of the incident as soon as possible.

Visit by Program Instructors:
Within 2 days of an Incident, at least 2 Program Instructors must visit the host family household together to gather evidence pertaining to the incident (e.g., take photos of any damage) and to ensure that the dynamic between the host family and the IUHPFL Student is healthy and safe for everyone in the host family household. When an incident involves bodily injury, a visit is to be conducted within 24 hours.

Statements and Photos of the Incident:
If the host family wishes to seek compensation for any damage or loss of their property incurred by the IUHPFL Student, the following must be provided to the Onsite Coordinator, the IUHPFL Office, and the U.S. Family within 3 days of the incident:

- A statement from the host family describing the incident and stating how they wish to resolve the situation
- Statements from the Program Instructors who visited the host family household describing their impressions of the incident and making recommendations as to how to best resolve the situation
- A statement of explanation of the incident from the IUHPFL Student
- Photos and/or any other evidence pertaining to the incident from the host family, Program Instructors and/or IUHPFL Student
U.S. Family Response:
After receiving copies of all statements and photos of the incident, the U.S. Family will be encouraged by the IUHPFL Office to respond to the host family via the IUHPFL Office within 2 days in one of the following ways:

a) agree to pay the host family the suggested compensation amount directly
b) negotiate a different amount
c) submit a claim to their insurance provider
d) refute or deny the host family claim

Permission for IUHPFL Student to Pay Directly:
The IUHPFL Student is not to compensate the host family directly for any incident of damage, loss or injury in the host family household unless instructed to do so by his or her legal guardian/s.

IUHPFL Office Facilitation:
In the event of a dispute between a host family and a Student or a Student’s family in the U.S., Indiana University and IUHPFL will encourage both parties to reach an amicable resolution on their own accord. Under no circumstances are Indiana University or IUHPFL responsible for claims or for dispute resolution between the parties.

Excessive or Suspicious Claims:
Host families who make excessive and/or suspicious claims of property damage or loss within their households incurred by IUHPFL Students, as determined by the IUHPFL Office, will not be invited to host IUHPFL Students in future IUHPFL programs.

Indemnity of IU and IUHPFL:
Neither Indiana University nor the IU Honors Program in Foreign Languages is responsible for accidental or intentional incidents of bodily injury or damage or loss of items or property in host family households caused by IUHPFL students or other individuals.