IUHPFL

Instructor Handbook

Summer 2016

IU Honors Program in Foreign Languages
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IUHPFL BLOOMINGTON STAFF CONTACT INFORMATION

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

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**IUHPFL Office Skype:** IUHPFL

The best form of communication with the IUHPFL Office Team is via e-mail. The team will do its best to return e-mails within 24 hours, however if there is a time-sensitive matter that needs immediate attention during business hours, it is best to email the Managing Director, Loni Dishong, to set up a time for a Skype session or phone call. The direct phone line for Loni during regular office hours is 812-855-7957.

The IUHPFL Office is open Monday through Friday, 8:00 a.m.-5:00 p.m. EST. **For time-sensitive weeknight and weekend calls, Loni can be reached on her cell phone (812-369-6333).**
WELCOME IUHPFL INSTRUCTORS!

In Summer 2016, the IU Honors Program in Foreign Languages will celebrate its 54th year!

Throughout its long and prestigious history, qualified and caring educators, like you, have been the heart of this program. They have acted as the bridge for our students between continents, between their U.S. families and their host families, between culture shock and cultural adjustment, between self-doubt and self-confidence, between childhood and adulthood. Few professional opportunities allow educators to have such a profound impact on the lives of youth as instructing for IUHPFL and few require this level of compassion, flexibility, commitment, and involvement. Not only will you change the lives of your students, but they will change yours, as well.

All of us on the IUHPFL Office Team are honored to be working with you and we provide this handbook as an important means to communicate the spirit of IUHPFL, along with its policies and procedures. Please read it carefully and take it with you while abroad for quick and easy reference. We hope it will answer most of your questions, as you undertake the responsibilities of this program, and that it will provide some clear direction when facing challenges or moments of indecision.

Thank you for joining us on this great journey!

Loni Dishong
Managing Director
Every fall, new IUHPFL Instructor candidates are interviewed, observed and hired by the Managing Director. Selecting which instructors to hire is never an easy task, as many highly qualified educators apply for these limited positions.

Alternate Instructors
Candidates who are not hired are often asked to be alternates, in case a hired instructor cannot ultimately participate for any reason. Although alternates do not have to attend instructor training, they are asked to read this handbook. If an alternate is hired by IUHPFL to replace another instructor, the remaining members of the Instructor Team and the Managing Director provide him/her with information, training materials, and guidance needed to quickly assimilate into the team before departure.

Alternates are also given strong consideration when hiring instructors for the following program cycle.

Student to Instructor Ratio
IUHPFL strives for a student-instructor ratio of 7-8:1, meaning that most program sites have approximately 30 students. The Managing Director works closely with Onsite Coordinators, who live at the program sites year round, to determine how many students the site can accommodate, based on host family participation and other considerations.

Returning Versus New Instructors
Returning Instructors bring to the program the advantage of knowing how things worked in previous years. They can draw from that experience and offer wise and sound guidance to the Instructor Team when needed. This does not mean, however, that an Instructor Team has to base its decision-making solely on what was done previously. It can be beneficial to incorporate new ideas, opinions and ways of doing things, as long as the values, policies, and procedures of IUHPFL are kept intact.

New Instructors bring to the program the advantage of a fresh perspective on the program and may offer solutions to problems from a different point of view. They are likely to think outside the box, as they have no previous point of reference for the program.

When it comes to decision-making, it is important to remember that Returning and New Instructors are equal on all accounts. Returning Instructors should share how similar situations were managed in the past and be open to new ways of resolving issues. Likewise, New Instructors
are encouraged to offer their ideas and expertise, while also relying on the wisdom and experience of Returning Instructors.

**Cornerstone Instructors**

You have been chosen as an IUHPFL Instructor, because you have either demonstrated your ability to represent IUHPFL with excellence or, if you are new to the program, because you have shown great potential to do so.

The concept of Cornerstone Instructor is new to IUHPFL. We believe that this designation will help ensure the unity and cohesiveness of our Instructor Teams. We also expect that it will provide consistency in quality and operations between program sites.

A Returning Instructor is acknowledged as a Cornerstone Instructor when he or she demonstrates a strong commitment to the policies of this program and embodies its values and spirit. This recognition must be earned, and not all Returning Instructors will necessarily be deemed as Cornerstones. Moving forward, we will ensure that there is at least one Cornerstone Instructor at each program site. Cornerstones are not “Lead Instructors,” but rather “experienced, excellent instructors.” They uphold the values of IUHPFL and work to ensure that all instructors participate and are treated equally on a unified and effective team.

Specifically, Cornerstone Instructors have demonstrated a dedication to and are responsible for the following:

- Upholding a commitment to the IUHPFL 3 Pillars, 8 Core Values, and the policies and procedures in this handbook
- Understanding and following through with all program responsibilities in an excellent and timely fashion
- Showing the highest regard for the academic achievement and personal growth of student participants
- Implementing an authoritative (firm yet caring) approach to working with students
- Maintaining the equality of all Instructor Team members, ensuring a respectful, inclusive, and supportive dynamic
- Providing advice and guidance to new instructors
- Implementing effective techniques for creating cohesive Instructor Teams and Program Site Teams as per the IUHPFL Teambuilding Guide and Instructor Training Sessions
- Seeing challenges as opportunities and ensuring that everyone has a positive IUHPFL experience.
EQUALITY OF IUHPFL INSTRUCTORS

All IUHPFL Instructors are equal in their authority and responsibility within their IUHPFL teams. IUHPFL Instructors strive to achieve equality in every aspect of the program, including when teaching and leading students, interacting with each other, working with Onsite Coordinators and host families, and resolving issues onsite.

Each Program Site Team and its morale will be much stronger if students see that their instructors are professional, respectful and supportive of each other. Instructor Teams that are cohesive provide students with a sense of security and confidence and can often prevent conflict and instances of melodrama that can occur between adolescents, especially those experiencing new and challenging situations.

Equality in Addressing Students
It is important that IUHPFL Instructors alternate who gives daily announcements and who makes announcements on excursions. Likewise, instructors should equally administer pre- and post- exams during the program. Instructors should also be equally visible in afternoon activities and optional activities. If students see that all instructors are equally involved and respected, then they will perceive the Instructor Team as a united front and understand that all instructors are to be treated equally.

This equality in addressing and interacting with students should start during Student/Guardian Orientation before departure and continue to the end of the program.

Equality in Leading Students
Students should see all instructors in roles of authority. Likewise, all instructors should enforce the Honor Code equally.

Ideally, every decision to help guide and correct behavior should be made by all instructors — time and circumstances permitting. One instructor alone should never make a decision that could potentially impact a students’ experience, his or her host family, or the program in general. These important decisions must be addressed by the entire Instructor Team and the Onsite Coordinator, in consultation with and approval from the Managing Director.

Note: If a student’s attitude or behavior needs to be addressed, at least two instructors should meet with the student privately and away from other students. Never meet with a student alone, without the presence of another adult. When deciding who should speak with the student(s) involved, consider the following:
• Which instructor was directly involved with the student when the behavioral issue occurred?
• Which instructor is the student’s Support & Success Group leader?
• Which instructor has the best rapport with the student?

Equality between Instructors
How instructors treat one another will be a cue to students as to how they will in turn treat instructors and each other. This means that instructors should treat each other as equals – when students are present and when they are not – always keeping in mind that RESPECT, APPRECIATION, ENCOURAGEMENT, and UNITY are core values of IUHPFL and essential to a cohesive team.
• Instructors should refrain from correcting other instructors (both in terms of grammar and in content), interrupting them or in any way demeaning them, whether students are present or not. Remember the Techniques for Effective Communication offered in the IUHPFL Teambuilding Guide.
• Unity within the Program Site Team cannot be achieved unless there is also unity between instructors.

Equality When Interacting with Onsite Coordinator/s
All instructors will have frequent interaction with the Onsite Coordinator/s before and during the program. These individuals are aware that all IUHPFL Instructors are considered equal in their authority and that no one instructor is to act alone in making significant decisions involving students or the program in general.

Additionally, as will be described later in this handbook, it is the responsibility of the Onsite Coordinator to select and manage the host families at each program site. These families often have a longstanding history with IUHPFL and are typically friends and acquaintances of the Onsite Coordinator. In any event, no actions or decisions involving host families are to be undertaken by instructors without the direct involvement and consent of the Onsite Coordinator and in conjunction with the IUHPFL Managing Director.

Equality in Decision Making
When making decisions abroad, whether it is regarding the program class schedule, calendar of events, excursions, managing students, host family changes, etc., there are a few important principles to keep in mind:
• Ensuring the safety and well-being of our students is our primary concern at all times.
• It is important to consider the implications any decision will have for students, instructors, the Onsite Coordinator/s, host families, and IUHPFL in general.
• All major decisions abroad must be made with the involvement of all instructors and in collaboration with the Onsite Coordinator/s and Managing Director.
• Instructors are to consult each other as often as possible when managing students.
• Instructors have 4 lines of support in decision making:
  o 1st: Fellow Instructors
  o 2nd: Onsite Coordinator/s
  o 3rd: IUHPFL Managing Director
  o 4th: IU Office of Overseas Study (as deemed necessary by IUHPFL Managing Director)

The General Process by which Decisions Should be Made Abroad:
• Instructors should discuss the situation openly among themselves, consulting their resources (Instructor Handbook, Oncourse documents), exploring together possible solutions and their implications.
• Instructors should consider whether the Onsite Coordinator needs to be informed of the matter and/or might be of service. If the issue involves a host family, instructors must involve and consult with the Onsite Coordinator/s and inform the Managing Director.
• Once instructors and Onsite Coordinator/s can agree on a sound solution that would be supported by the policies and procedures in this handbook, they should inform and seek guidance from the Managing Director.
• If instructors and Onsite Coordinator/s cannot agree on a solution or when a situation involves a student’s well-being or the integrity of the program, then they are to contact the Managing Director as soon as possible.
• If necessary, the Managing Director will seek out the counsel of the relevant IU Overseas Study or OVPIA staff to aid in the decision-making process.

IUHPFL INSTRUCTOR RESPONSIBILITIES

Indiana University Academic Guidelines
All IUHPFL Instructors are to act in accordance with the Indiana University Guidelines for Academic Personnel, as they are contracted as university academic appointees for the duration of the summer. [https://www.indiana.edu/~vpfaa/academicguide/index.php/Policy_I-1#A_RIGHTS_AND_RESPONSIBILITIES](https://www.indiana.edu/~vpfaa/academicguide/index.php/Policy_I-1#A_RIGHTS_AND_RESPONSIBILITIES). Of particular interest in the guidelines is section 1.2.1.A. Rights and Responsibilities which outlines:
The Definition of a Teacher

- A teacher encourages the pursuit of learning in Students, holding before them the best scholarly standards of the discipline.
- Respecting Students as individuals, the teacher seeks to establish a relationship of mutual trust and adheres to the proper role as intellectual guide and counselor.
- The teacher makes every effort to foster honest academic conduct and to assure that the evaluation of Students’ scholastic performances reflect their true achievement, with reference to criteria appropriate to the field of study.
- Any exploitation of Students for private advantage is rejected and their significant assistance is acknowledged.
- The teacher protects their academic freedom and serves as an example of this principle by assuring that each Student and colleague is free to voice opinions openly and to exchange ideas free from interference.

A Teacher’s Relationship to His/Her Students

- The University’s educational mission is promoted by professionalism in faculty/Student relationships. Professionalism is fostered by an atmosphere of mutual trust and respect. Actions of faculty members and Students that harm this atmosphere undermine professionalism and hinder fulfillment of the University’s educational mission. Trust and respect are diminished when those in positions of authority abuse or appear to abuse their power. Those who abuse their power in such a context violate their duty to the University community.
- Faculty members exercise power over Students, whether in giving them praise or criticism, evaluating them, making recommendations for their further studies or their future employment, or conferring any other benefits on them.
- All amorous or sexual relationships between faculty members and Students are unacceptable when the faculty member has any professional responsibility for the Student.

Programs Involving Children (PIC)
Since IUHFL is a program for minors, it falls under Indiana University’s Programs Involving Children (PIC) policy. All IUHFL staff members, including instructors, are required to read, understand and abide by this policy. It can be found online: [http://policies.iu.edu/policies/categories/administration-operations/public-safety-institutional-assurance/PS-01.shtml](http://policies.iu.edu/policies/categories/administration-operations/public-safety-institutional-assurance/PS-01.shtml).

Responsibilities of All Program Instructors
IUHFL Instructors share the responsibilities of administering certain aspects of the program prior to departure and while abroad. The close cooperation, not only among instructors but also between instructors and Onsite Coordinators is the key to a successful program site experience.
Additionally, clear and consistent communication with the IUHPFL Managing Director plays a decisive role in the success of the overall program and its students.

**IUHPFL Instructors are required to:**

- Screen the requested number of applicant dossiers during Winter Break and make recommendations regarding a student’s participation in the program.
- Read and implement the IUHPFL Teambuilding Guide.
- Read and know the IUHPFL Honor Code.
- Read, consult and follow the IUHPFL Instructor Handbook.
- Attend all Instructor Training Sessions in Bloomington.
- Submit all course materials to the IUHPFL Office before Spring Break.
- Submit to the IUHPFL Office site-specific and Knowledge Base information to be incorporated into the Student/Guardian Handbook for your program site.
- Read, consult and implement the IUHPFL Student/Guardian Handbook for your program site.
- Prepare for and actively participate in the Student/Guardian Orientation for your program site.
- Each Instructor Team will create a Travel Plan for its Program Site Team before Student/Guardian Orientation.
  - See PREPARING FOR DEPARTURE to know what this Travel Plan should include.
- Either travel with the students to the program site or meet fellow instructors and students at the destination airport to greet them and shepherd them to the host city/orientation venue.
- Attend daily meetings onsite planned by the Instructor acting as Logistics Coordinator.
- Have a basic understanding of each instructor’s coordinator role within the program, as outlined in the next section of this handbook.
- Understand per diem and basic financial procedures, as well as the role of the Instructor acting as Financial Coordinator.
- Read, consult and continually update the Knowledge Base for the individual program site relative to coordinator roles and with oversight from the Logistics Coordinator.
- Commit to all aspects of the Honor Code yourself and be an excellent role model for students.
  - Speak ONLY in the target language at all times, once the plane lands in the host country and until the end of the program.
  - Do not make personal calls or use the Internet for personal reasons in the presence of students.
- Continually monitor students’ abidance of the IUHPFL Honor Code, their adjustment to their host families, academic progress, physical and emotional well-being, and cultural adaptation.
  - Encourage and enforce the IUHPFL Language Commitment.
• Enforce the Honor Code equally with all students
• E-mail a brief weekly report relevant to your coordinator role to the IUHPFL Managing Director.
  o All Instructor Team members should be copied on this e-mail containing the weekly report to ensure transparency.
  o The template for the Weekly Report will be available on Oncourse before departure.
• Assist any student with moving to a secondary host family, if it is deemed necessary by agreement of the Instructor Team and Onsite Coordinator/s
• Remain at the program site with the students for the duration of the program, except when taking one or two days off to travel in country
  o Such time must be taken when students are with host families and no program activities are planned
  o All instructors must agree to your absence
  o You must be accessible by cell phone at all times
  o At least two instructors must remain at the program site with students at all times – no exceptions
  o Never should any instructor travel away from the students during program excursions
• Agree to not host friends or relatives on premises used by the program, either at the program site or on excursions
• Serve as guides on all excursions and share interesting, appropriate knowledge with Students to enrich the experience
• At all times, carry with the Instructor Team the following information in a program site folder or binder:
  o A list of the students’ program cell phone numbers
  o The U.S. Family Contact List and Host Family Contact List
  o The Informational Index Card (IIC) of each student
    ▪ The IIC summarizes each student’s medical information and also lists the student’s three emergency contacts.
  o The names, addresses and phone numbers of onsite hospitals/clinics and those near excursion sites, in the event a student is injured or becomes ill
    ▪ Once obtained, this information should also be recorded in the Knowledge Base by the Logistics Coordinator
• Carry your program cell phone with you at all times
  o Each instructor will receive a program cell phone so that all team members can easily be reached by students, fellow Instructors, Onsite Coordinators, host families, and the IUHPFL Office Team
  o IUHPFL Instructors should provide their cell phone numbers to all the parties mentioned above
• Provide the most academically and personally enriching IUHPFL experience possible to every student at your program site
• At the end of the program, accompany Students and fellow instructors to the airport of departure, even if you are not accompanying the students back to the U.S.
  o At least one instructor must travel with students back to the U.S. and to the location where they will meet their U.S. families.

COORDINATOR ROLES

As mentioned previously, all IUHPFL Instructors are considered equal in authority and responsibility. Each instructor’s administrative role for the program site carries the title of ‘Coordinator,’ to reflect the flat hierarchy of the Instructor Team. For that reason, the Onsite Coordinator also carries a similar title.

Instructors should keep in mind, however that host families and Onsite Coordinators might sometimes expect one instructor to be the leader, especially in the case of instructors who return to the same program site year after year. The Instructor Team will need to have a strategic plan for diffusing this notion and maintaining equality among team members.

The execution of each instructor’s coordinator role is crucial to the success of the program. If an instructor is unable to fulfill his or her role on any given day (due to illness or warranted absence), the rest of the instructors onsite must step in to fulfill the role. **Instructors are always encouraged to ask teammates for help when necessary – teamwork is an important part of the IUHPFL spirit!**

Student Coordinator (SC)
The SC is the onsite IUHPFL representative with respect to all student-related matters. The SC acts as the immediate contact for U.S. families, the Onsite Coordinator/s, host families, as well as the IUHPFL Office Team during the program dates. He or she sees to it that issues concerning the performance and well-being of the students inside and outside of the classroom are promptly, efficiently, and constructively managed.

- **The SC’s program cell phone is the only phone that should be used to make long-distance calls.**
- The SC carries copies of the students’ passports at all times.
- Ideally, the SC will have first period free to check student attendance.
  o If a student is absent, the SC will immediately contact the host family.
- The SC should keep several Insurance Claim Forms in reserve at all times.
- The SC and Public Relations Coordinator are responsible for checking the arrangements made with the classroom facility shortly after arrival.
• The SC and Logistics Coordinator will plan and facilitate a meeting for host families, Onsite Coordinator/s, and instructors only.
• The SC organizes the Student Orientation onsite, always with the help of fellow instructors and Onsite Coordinator/s.
• The SC is responsible for recording all student infractions on an official Incident Report.
  o Once recorded, the Incident Report should then be sent by the SC to the Managing Director and the student’s host family if relevant, necessary, and helpful.
• The SC must send weekly reports on all student concerns and situations that required attention from the Instructor Team.
• During the program, the SC works closely and on a daily basis with the Onsite Coordinator/s and immediately communicates to him or her any serious issues between a student and his/her host family.
• In the event of a host family change, the SC follows the protocol laid out in this handbook in the section “Host Family Challenges.”
• The SC helps the Logistics Coordinator prepare all student evaluations onsite. The SC and LC lead the preparation of the final evaluations and are responsible for submitting an electronic copy to the IUHPFL office by the August date indicated on the IUHPFL Instructor Schedule & Check List.
• The SC should make sure that students who will not return to the U.S. with the group are given their passports and know their itineraries and all relevant information.
• The SC is responsible for bringing the following materials back to Bloomington:
  o Final evaluations (electronic copies)
  o Host families’ evaluations of students (there will be two hard copies per student)
  o Host Family Surveys (there will be one per family)
  o Program jump drive
  o Hard copies of any Incident Reports pertaining to students
  o Statement of Medical History Forms, Informational Index Cards (IIC’s), Emergency Contacts Forms, Passport Copies, and the master list of passport numbers.
    ▪ As they contain sensitive information about the students, all of these documents will be shredded by the IUHPFL Office
  o **Note:** The SC may delegate the proper return of these materials to another staff member who is willing

**Financial Coordinator (FC)**
The FC is the IUHPFL representative with respect to all finance-related matters. The FC accepts responsibility for the budgeted funds in his/her program site’s bank account in Bloomington. Each program site’s budget will have been prepared by the IUHPFL Accounting Representative and IUHPFL Managing Director. It is up to the FC to carry it out. The FC is
responsible for initiating proper payments for goods and services on behalf of IUHPFL during the program, the reconciliation of expenses at the conclusion of the program, and insuring compliance with Indiana University policies.

- The FC is responsible for communicating to all instructors the policies and procedures of the program-specific revolving funds and per-diem allocations.
- The FC administers the program site budget for each expense category and maintains a complete record of all financial transactions according to the format prescribed by the IUHPFL budget administration guidelines.
- The FC is responsible for sending the following to the IUHPFL Accounting Representative weekly (by e-mail):
  - Financial Expenditure Report
  - Weekly Cash Summary Report
  - Budget Tracking Form
- The FC sends to the Managing Director a brief weekly report via email relevant to his or her administrative role in order to keep her informed of program site financial matters.
  - The template for the weekly report will be available on Oncourse before departure.
- The FC (in collaboration with the Onsite Coordinator/s) is responsible for purchasing any program cell phones necessary for instructors and students upon arrival, as well as the amount of minutes/usage stipulated in the program site budget and agreed upon with the Managing Director.
  - The FC is responsible for ensuring the following with all program cell phones:
    - Instructor phones should be clearly labeled according to coordinator role. Phones used each year for the same purpose/by the same coordinator will be more helpful, as they will already contain relevant numbers for that particular administrative position.
    - All texts, photos, etc., should be erased by each coordinator at the end of the program in preparation for the following summer’s program.
    - Numbers kept in each instructor phone should be copied to the SIM card (if possible) for ease of transfer in case a new phone must be purchased or exchanged for any reason.
    - The FC is responsible for labeling each student phone, creating a list students’ numbers and making copies of the list for other instructors.
    - The FC should investigate how to keep the program cell phones and numbers active throughout the year in order to save time, paperwork and cost in re-activating them every summer.
    - If it is necessary to add minimal funds to the phones at some point during the academic year in order to keep the numbers
active, the FC needs to ensure this amount of money remains in the program site bank account and provide directions to the Onsite Coordinator and IUHPFL Office as to how to keep the numbers active.

- All program phones, chargers, etc. are to be packaged and labeled for storage at the end of the program and given to the Onsite Coordinator for safekeeping, along with instructions as to how to keep the numbers active throughout the academic year.

- The FC is responsible for ensuring that host families receive their payments and for obtaining their signatures when distributing payments.
- The FC makes all necessary purchases onsite, following the guidelines given to him or her at the FC meetings.
- The FC keeps careful track of the number of lunches (and dinners, if applicable) eaten at the school cafeterias at the program sites. The FC should notify the cafeteria personnel on the eve of a day when instructors and/or students will be absent or when the Program Site Team will need sack lunches for an excursion or will require a later dinner because of an excursion.
  - The Program Calendar for each site is decided by the Instructor Team prior to departure and clearly outlines how meals will be provided to students and instructors on a general basis and during excursions.
  - The Program Site Calendar is sent to the Onsite Coordinators prior to departure, who then share it with host families.
- The FC works closely with the Logistics Coordinator in updating the Knowledge Base with cost details for museums, meals, and any other expenses relevant to activities and excursions.
- The FC works closely with the Public Relations Coordinator in order to purchase birthday treats for students and any allowable hospitality expenses onsite.
- The FC may be called upon to obtain paperwork from vendors abroad in order to facilitate international transfer payments from IU Bloomington.
- The FC is responsible for checking the bus at the end of an excursion for any materials left behind. This is convenient for the FC as he or she will stay behind to tip the bus driver.
  - A printed receipt from the driver or a “homemade receipt” created by the FC and signed by the driver must be kept.
- After the FC returns to the U.S., he or she converts any euros, pesos or yuan remaining (the amount should be minimal) into USD.
  - This cash conversion has to be made at a U.S. international airport.
  - A receipt must be obtained to show the exchange rate of the conversion.
• Before making any decisions that might drastically affect a change in the proposed program site budget, the FC must consult with the IUHPFL Managing Director, who will consult the IUHPFL Accounting Representative.

• The FC should always consult the FC instructions, which are provided at the FC training session in the spring and can be found on Oncourse.
  o Whenever in doubt of how to handle a financial issue, the FC should e-mail the IUHPFL Accounting Representative.

• The FC is responsible for bringing back to the IUHPFL Office the following materials:
  o The IU travel/meeting credit card in his or her name
  o The debit card in his or her name that is tied to the program site bank account
  o All original receipts (including the credit card and debit card receipts)
  o All the withdrawal slips pertaining to the program site debit card
  o Any leftover cash on hand that is converted into USD with a receipt showing the exchange rate
  o Per Diem Calendar with any changes
  o Receipts and/or mileage form for Onsite Coordinator reimbursement
  o A list of host family signatures indicating that host families received their payments

Financial Procedures Relevant to All IUHPFL Instructors

Though the Financial Coordinator is the instructor responsible for administering the program site budget and ensuring that IUHPFL financial procedures are followed, several financial procedures pertain to ALL IUHPFL Instructors and must be clearly understood and followed.

• Program cell phones:
  o Per Indiana University policy, program cell phones cannot be used to make or receive personal calls.
  o Program cell phones can be used liberally by students and instructors for brief local calls and text messages in the host country.
  o In cases of emergency or matters of importance requiring lengthy calls to the U.S. or in country, Skype might be a better form of communication between instructors and Onsite Coordinator/s and the IUHPFL Office
    ▪ Skype should not be allowed where students are concerned.
  o Should a team member break or damage a program cell phone, it will be up to him or her to replace it out of personal funds.

• Hospitality:
  o Individual hospitality expenditures (birthday treats, etc.) must be kept under the designated amount as stipulated in the program site budget.
• Gifts for Onsite Coordinators will consist of program t-shirts or IU gear and will be mailed to program sites prior to departure.
• Hospitality expenditures for parties (host family meetings, 4th of July parties, and Farewell Shows) must be kept within the amounts specified in the program site budgets.
  • Per Indiana University policy, no alcohol may be purchased for these (or any) IUHPFL events.
    o No alcohol should be purchased as gifts.
  • Per IU policy, no instructor will distribute or collect cash to/from students for any reason, including meals during overnight excursions or entrance fees to museums or movies.
  • Instructors and Onsite Coordinators are not to lend personal funds to students.
    o Neither IUHPFL nor Indiana University will be responsible for collecting any personal funds lent to students by onsite personnel or other parties.
• If a purchase onsite must be made by an instructor other than the Financial Coordinator, the instructor must have permission from the FC and submit the original receipt to the FC as soon as possible.
  o If a receipt is lost, the instructor who made the purchase is responsible for obtaining a replacement receipt from the vendor.
• FC’s are able to make adjustments to the program site budget categories, as long as expenditures in one category are offset by a reduction of expenses in another. However, if there is a need to make an expenditure that is not included in the budget, the FC must contact the Managing Director in advance for permission.
• In the event of an unexpected or emergency situation that requires an instructor to make personal purchases (i.e. an overnight stay at a hospital with an ill student), the instructor should consult the FC, who has instructions on handling emergency expenses.
  o If it is necessary for an instructor to use personal funds to cover emergency costs, all receipts should be kept and submitted for reimbursement at the conclusion of the program.
• Instructor Per Diem:
  o Instructors should consult the Instructions for Advanced Per Diem, as well as the Advanced Per Diem Spreadsheet and Instructor Per Diem Calendar specific to their program site, all of which will be uploaded to Oncourse before departure.
    ▪ These explain how per diem is to be allotted and what it covers.
    ▪ If the source of a meal differs from what is on the Instructor Per Diem Calendar, the FC is asked to make that notation and notify the IUHPFL Managing Director and the IUHPFL Accounting Representative upon return to Bloomington.
  o Instructors should be aware of the following with regards to Advanced Per Diem:
    ▪ Instructors need not keep receipts when spending their per diem.
• Instructors are able to use their per diem as they see fit, however it is recommended that instructors follow closely the allotments per day to avoid running out of per diem by the end of the program.

• Non-Allowable Expenses
  o The following items must be purchased with instructor personal per diem funds, not IU/program funds:
    ▪ Instructor residence supplies beyond what is budgeted
    ▪ Personal hygiene supplies
    ▪ Individual instructor meals beyond what is budgeted
    ▪ Gifts beyond what is allotted in the budget
    ▪ Alcohol

• Individual instructors must submit all their personal receipts related to travel and other approved expenses to the IUHPFL Office within 30 days after returning to the U.S. in order to be reimbursed for those expenses, according to the IUHPFL Travel Policy and pending approval from the Accounting Representative.
  o Scanned copies of receipts can be emailed to the office, as long as original receipts are submitted by mid-September.

• The Finance Coordinator will have been oriented to IUHPFL banking procedures at the FC training in the spring. If any questions or issues arise regarding the budget or methods of payments, the FC should email the IUHPFL Managing Director and the Accounting Representative.

• Under no circumstances is an instructor, Onsite Coordinator or host family member to lend a student money; rather, the student must be allowed to contact his or her U.S. guardians to make arrangements for a transfer of funds as soon as possible.

• Instructors need to address budgeting and bank fees with students upon arrival at the program site.

**Logistics Coordinator (LC)**

The LC is the IUHPFL representative with respect to all logistics-related matters. He or she is responsible for confirming all pre-existing travel arrangements, including flights to and from the program site and including excursions which the Onsite Coordinator/s and Managing Director will have previously arranged. The LC is also responsible for the planning and timely execution of tasks (i.e. exams, evaluations, etc.), activities and excursions.

• The LC takes the initiative in communicating directly with the managers of the classroom facilities as well as other facilities used by the program, such as the staff residences, cafeterias, sports facilities, etc.

• The LC and Student Coordinator will plan and facilitate a meeting for host families, Onsite Coordinator, and instructors only.
• The LC prepares a **Weekly Calendar of Program Site Tasks and Activities** for fellow Instructors and the Onsite Coordinator/s.

• The LC plans the **Daily Instructor Meetings** in order to discuss the activities of the day, upcoming excursions, any announcements that need to be made to students, topics of the Support & Success Group meetings, student concerns, etc.
  - Instructors need to be flexible about when these meetings occur, as daily life onsite can be unpredictable and these meetings might need to be in the evening (perhaps even late).

• The LC leads the preparation of the following, always with the help of the SC given the extensive organization required:
  - The IUHPFL Language Test to be given at the beginning and at the end of the program
  - All program evaluations and surveys

• The LC plans **Excursion Itineraries** with the input of the Culture Instructor and is responsible for communicating with the Onsite Coordinator/s in order to confirm travel arrangements for the excursions.
  - The LC should talk through the expenses of the excursion, and discuss how those expenses will be paid with the Financial Coordinator

• The LC is responsible for **carrying maps on excursions**, as well as directions from site to site (within the excursion). **However it is the responsibility of all instructors to serve as guides for excursions.**

• The LC keeps and updates the **Knowledge Base (KB)** of the program site, with ongoing input from all instructors.
  - The LC communicates with the Onsite Coordinator at arrival to obtain information pertaining to hospitals, health clinics, mental health professionals, etc.
    - This information is recorded in the KB immediately
    - Each Instructor is to carry the names of these hospitals, etc. on his or her person at all times.
  - All instructors are to be extremely familiar with the KB and are required to provide the LC with updated information specific to their coordinator roles as needed, so the LC can keep the KB up-to-date.
  - The KB will be used at the end of the program to update the Student/Guardian Handbook for that program site, so it should be well organized and completely updated by the end of each program.
  - It should be detailed enough to allow a new instructor to manage the students onsite with little or no difficulty.
  - Information that should be kept in the KB includes, but is not limited to:
    - Names, addresses, and phone numbers of Onsite Coordinators, schools, instructor residences, all lodging details, bus
companies, physicians and therapists, local government offices, newspapers and other media sources onsite, etc.

- Names, addresses and phone numbers of hospitals and clinics found in the host city and on excursion sites
- Description and use of school premises, sports facilities, cafeterias, etc.
- Procedures for activities specific to each site (4th of July party, visit with the mayor, city tour, Farewell Show, etc.)
- Itinerary for each excursion, including the meeting points on days of excursion, the timetable for each excursion, and any other relevant information or details related to excursions
- A list of the theater plays and songs performed at the Farewell Show at the end of the program
- A list of the individuals invited to the Farewell Show
- Inventory (list) of materials left at program site and location of those materials
- All memos written to host families (this information will be provided by the Public Relations Coordinator, but should be included in the KB)
- Updated master list of host families, which includes accurate names of host mothers and fathers, as well as host family phone numbers, addresses and name of the student hosted (this information will be provided by the Public Relations Coordinator, but should be included in the KB)

- At the end of the program, the LC supervises the inventory and packing of the materials left onsite.
  - With help from the Onsite Coordinator, the LC finds a space to store these materials.
  - The LC should indicate in the KB where the materials have been stored, in case the same LC does not return to work for the program the following summer.
- Approximately three days before returning to the U.S., the LC should call the airline at the departure airport in order to reconfirm all travel, and verify the arrangements with the bus that is to take the students to the airport.
- The LC should also call the residences for the final excursion, if applicable, to confirm the arrival of the groups.
- The LC is responsible for sending an electronic copy of the following to the IUHPFL Office by the August date indicated on the IUHPFL Instructor Schedule & Check List.
  - Program site Knowledge Base
  - Any relevant documents compiled over the summer that are not included in the Knowledge Base

**Public Relations Coordinator (PRC)**
The PRC is the IUHPFL ambassador for the program site. The PRC is designated to inform the Managing Director by e-mail or text as soon as
the students arrive in country and as soon as the students arrive at the program site. The Managing Director and Program Coordinator then inform the U.S. Families of the arrival at the program site.

- The PRC is to communicate weekly with U.S. families via program site blog, informing them of the students’ activities, excursions and any other relevant news. **The PRC should post a weekly message with at least one group photo (with all students present) included.**

- The PRC is responsible for preparing and delivering any speech or discourse at formal program site events. Such speeches should be recorded and maintained in the program KB to be revised for future years.

- The PRC organizes the visit to the local mayor’s office (if applicable).
  - The PRC should consult the previous year’s KB and/or Onsite Coordinator/s to learn how to do so.
  - The PRC must inform the Program Coordinator prior to May 1st if gifts to the Mayor are desired in the form of IU memorabilia or program t-shirts.
  - The PRC is also responsible for purchasing a card for the Mayor and having all students and instructors sign it.

- The PRC contacts local journalists who should be invited to write a story about the students’ visit at the program site. The PRC should also contact journalists to attend official program site events, including the visit to the mayor’s office and the Farewell Show.

- The PRC is responsible for making sure that the contact information (including email addresses) for all U.S. families and host families is accessible to the Instructor Team during the program.

- Once the instructors settle in at their residence/s at the program site, the PRC calls or sends an e-mail to the students’ guardians to let them know the students have arrived safely, copying the Managing Director. **The PRC should have received all U.S. family and host family contact information, including e-mail addresses, from the IUHPFL Office before departure.**

- The PRC and Student Coordinator are responsible for checking the arrangements made with the classroom facility shortly after arrival.

- The PRC is responsible for creating and sending an invitation letter to the host families for the Host Family Meeting.

- The PRC is responsible for writing memos to the host families, informing them of departure and arrival times for excursions, the host family meetings, the time and location of the Farewell Show, etc. All of these memos should be added to the Knowledge Base of the program site, which is overseen by the LC.

- The PRC notes any changes to a student’s host family arrangement on the Host Family Contact List as needed. The Host Family Contact List should be added to the Knowledge Base. **It is the responsibility of the IUHPFL Office, however, to inform the U.S. family of any change in a**
The student’s host family, after approval from the Onsite Coordinator and the Managing Director.

- The PRC is the primary planner of the Farewell Show. S/he begins to make preparations for the Farewell Show the third or fourth week of the program. The PRC drafts the Farewell Show invitation and the emcee’s script for approval by the Instructor Team and puts together the written program for printing.

- If a program magazine is typically produced for the program site, the PRC coordinates its production. S/he organizes the submission of entries and takes the original hard copy of the magazine to a local shop for printing and then distributes copies to the host families at the Farewell Show. The PRC brings ONE original hard copy with him or her back to the IUHPFL Office, so copies can be printed and mailed to all students and Instructors of the program site in the fall.

- The PRC is to keep a well-stocked first aid kit available during classes and during the excursions and sport activities.
  - Additional medical Insurance Claim Forms should be taken on each excursion

- The PRC is responsible for bringing back to the IUHPFL Office the following materials:
  - Original copies of any newspaper articles written about the students’ stay onsite
  - The program from the Farewell Show
  - A group photo (this can be submitted electronically if preferred)
  - Hard copy of the program site magazine

**Onsite Coordinator (OSC)**

The following responsibilities are set forth in the service contract of the OSC, which is an agreement between the OSC and IUHPFL and which must be signed by the OSC in order for him or her to work with the program.

- Locate, select, interview and approve host families for student placement.
  - The OSC will complete an interview to assess the appropriateness of the home situation, the home environment, as well as the neighborhood for all host families in advance of student placement.

- Match students with appropriate host families in collaboration with the Managing Director and/or Program Coordinator.
  - The OSC will be provided student biographical information and will utilize this data to select a suitable placement with a host family.

- Organize, plan and conduct an orientation session for host families prior to students’ arrival in order to outline IUHPFL policies and procedures for host families
  - Host Family Guidelines are distributed at this orientation session and questions from host families are answered.
• Oversee dispute resolution and secondary placements with host families
  o The OSC is responsible for oversight of host families and, in conjunction with the SC, mediating issues between students and hosts.
  o If the issues cannot be resolved after following the protocol IUHPFL has laid out, the OSC, in consultation with the SC, will provide another host family assignment for the student.

  ▪ The OSC, along with instructors, will move the student to the secondary host family home.

• Coordinate and reserve program site classrooms, food services, lodging for instructors (on a site-by-site basis), access to sports facilities, and transportation
  o The OSC will secure all of the aforementioned arrangements in consultation with the Managing Director.
  o As requested by the Managing Director, the OSC, in conjunction with the FC, will assist in securing invoices or other documents needed in order for Indiana University to make payments in compliance with university fiscal procedures.
  o The OSC will also provide to instructors a cabinet, closet, or other suitable space, where they can keep students’ passports and smart devices under lock and key.

• Work with the FC to ensure that program cell phones are purchased and ready for use prior to or shortly after students’ arrival

• Coordinate and plan excursions in collaboration with instructors and the Managing Director
  o Arrangements for transportation and lodging are made prior to the program dates.
  o Once students are onsite, the OSC works in conjunction with the LC to confirm transportation and lodging reservations for excursions.

• Attend onsite meetings and give support and guidance to instructors
  o The OSC will be responsible for attending weekly meetings with instructors, as well as all events involving host families.
  o He or she might be asked to assist in preparation for receptions and other events, like the Farewell Show.

• Find and introduce IUHPFL to a licensed counselor or therapist who has experience working with adolescents and is knowledgeable of common ailments and conditions that can affect them.

One of the keys to a successful program is excellent communication between the Instructor Team and Onsite Coordinator/s. Strategies to foster good communication and strong relationships with Onsite Coordinators include:
• Daily communication via telephone
• Weekly meetings that require face-to-face interaction and ongoing collaboration and support
• Treating them to a dinner during the program (cost covered by the program)
• Including them during one or two optional excursions
  o When instructors invite the OSC to participate in optional activities, the program can cover reasonable costs; otherwise, the OSC will pay for his or her own expense
• Seeking the advice of the OSC on a frequent basis where host family-student interactions are concerned and respecting his or her leadership when a host family change is under consideration for a student.

BEFORE DEPARTURE

As mentioned in this handbook under IUHPFL INSTRUCTOR RESPONSIBILITIES, instructors are heavily involved in the preparation of the program before departure. These responsibilities include preparing and submitting course materials to the IUHPFL Office prior to Spring Break in March. Examples of course materials from prior years are available for viewing in the IUHPFL Office.

Course and Course Materials Preparation
At each IUHPFL program site, it is required that the following 5 course subjects be taught to students:
• Grammar
• Culture
• Communications (Conversation and Writing)
• Literature
• Linguistics / Phonetics

It is up to the Instructor Team to decide which instructors will teach which subjects and how these subjects will be taught alone or in combination. For example, one Instructor Team might choose to incorporate Communications into other courses, whereas another team might prefer to make it its own course. One team might teach Phonetics specifically, while another offers Phonetics combined with Sociolinguistics, and so forth.

Instructors are to inform the Managing Director of their plans to cover all 5 subject areas and submit all course materials to the IUHPFL Office by Spring Break in order for them to be printed in time for the Student/Guardian Orientations.
Student/Guardian Orientations in Bloomington
Orientation sessions for students and their guardians take place on a weekend in either April and are mandatory for students, guardians, and instructors. Each student, guardian, and instructor will attend only one of the Orientations, according to program site. Instructors play a vital role during Orientations, providing valuable site-specific information to students and guardians, as well as teambuilding activities to students. Orientation is considered the “first day” of the IUHPFL summer experience, and students’ final acceptance into the program are contingent upon the successful completion of Orientation.

Orientation Materials
Prior to Orientation, IUHPFL Instructors will have access to several pieces of information about students, including:

- **The Personal Information Form (PIF):** used by Onsite Coordinators and the Managing Director to make host family placements. A student’s host family will receive a copy of this form, but will not receive a copy of the other forms listed below.

- **The Guardian Assessment Form** provides helpful information from the student’s parent/guardian about the student’s personality and how he or she might respond to certain situations.

- **The Statement of Medical History (SMH)** gives the students' up-to-date medical information, provided they choose to disclose it. The information on this form is shared with instructors, Onsite Coordinators and host families on a need-to-know-basis.

- **The Applicant Screener Form** is what instructors and other screeners completed when evaluating student applications for participation and contains information from the students’ applications and from their appraisals from teachers and mentors.

**The information on these forms should be kept in strictest confidence between instructors and the IUHPFL Office. Any breach of confidentiality or misuse of a student’s personal information on the part of an instructor is cause for dismissal.**

Students will receive their course materials (designed by their program site instructors and printed by the IUHPFL Office) and an IUHPFL Student/Guardian Handbook at Orientation, all of which should be taken with them abroad. Instructors are also responsible for reading and understanding the contents of the Student/Guardian Handbook prior to Orientation, as its contents are relevant to them as mentors and chaperones of students.

The Role of Instructors during Student/Guardian Orientation
The Student/Guardian Orientation provides an opportunity for instructors to do the following:
• Interact with students and guardians on a more personal level before departure
• Get to know the students of their particular program site and begin to share and deepen their Program Site Team’s unique identity and vision
• Implement effective teambuilding techniques and activities per the IUHPFL Teambuilding Guide
• Further explain program logistics, format, and expectations
• Begin to assess each student’s proficiency in the target language and determine what specific instruction and support will most benefit him or her
• Take individual photos of their students in order to facilitate learning their names before departure

Overview of the Student/Guardian Orientation
During Orientation, there are breakout sessions for students and guardians, both together and separate. Below is a general overview of the agenda, in the order in which the sessions will occur:

Opening Session and Welcome
• The Managing Director will lead an overview/review of IUHPFL – its history, 3 Pillars, 8 Core Values, Honor Code, Pledge of Excellence, expectations, and the IUHPFL Diploma – along with a discussion regarding communication guidelines and expectations for all students and guardians, as outlined in the general section of the Student/Guardian Handbook.

Program Site General Overviews
• The program instructors will lead breakout sessions on program site logistics for both students and guardians to include:
  o An overview of the site-specific information of the Student/Guardian Handbook.
  o Share your team’s unique identity, vision, and mascot, which incorporate unique characteristics of the host city or geographical region.
  o An outline of specifics for their program site, including departure day information, daily schedule, afternoon activities, local cuisine, climate, excursions, managing money onsite, etc.
  o A PowerPoint presentation that introduces the program site and what a typical day and weekend onsite will look like, as well as excursion information.
  o Sharing departure day procedures and their program site’s detailed Travel Plan.
  o What to pack and what not to pack.
Guardians-Only Session with Managing Director
• The Managing Director will then hold a session for guardians only in order to address health and safety abroad, personal liability and property damage policies, the IUHPFL Language Commitment, communication rules and expectations, program site blogs, and how guardians can help students to maximize their experience abroad.

Program Site Team Sessions
• Simultaneously, instructors will lead program site sessions for their students in both English and the target language to cover the following topics:
  o Program expectations, circumlocution activities, how to cope with homesickness, culture shock, host family living, etc.,
  o Teambuilding and icebreaker activities to promote team unity and trust

Orientation Wrap-Up
• Students and their guardians will join the Managing Director once again for a question and answer session
• Students will recite the IUHPFL Pledge of Excellence
• Students and guardians will sign the IUHPFL Honor Code Affirmation

Important Note: At any point during the Orientation session, should an instructor notice that a student is seriously struggling with some aspect of the program or if it is disclosed that the student has a physical or psychological condition that will require a level of care beyond that which the program can reasonably provide, he or she should inform the Managing Director and/or Program Coordinator, so that steps can be taken to address the student's needs prior to departure. In severe cases, a recommendation might be made to the student's guardian that participation be postponed until the following year, if possible.

Attendance at Student/Guardian Orientation
While Orientation is mandatory for students and guardians, inevitably there may be serious conflicts for some students (i.e. illness, family emergency, etc.) that prevent them from attending the Orientation for their specific program. In these rare cases, students can attend the other Orientation session for general program information and will make arrangements with their Instructor Team to become informed of all site-specific information. Students who cannot attend any Orientation session will not be allowed to participate in IUHPFL at all.

Information Shared with Guardians at Orientation
During the Guardians-Only Session with Managing Director at Orientation, the specific topics below, based on the IUHPFL Student/Guardian Handbook, will be communicated to guardians.
Instructors must read the Student/Guardian Handbook in order to be aware of the general program information that is shared with students and guardians.

- The importance of disclosing all medical, psychological, and emotional health information of students
- The Agreement and Release Form that guardians must sign
- The Statement of Medical History
- Health and Medical Insurance provided to students during the program
- The website for the Center for Disease Control
- Safety while abroad and the U.S. State Department website
- Making copies of all important documents, credit cards, passports, etc.
- Liability and property damage policies pertaining to host family members and their homes
- How guardians can help students get the most out of their IUHPFL experience
- Helping students with reverse culture shock (re-entry) upon returning to the U.S.

Preparing for Departure

Although many IUHPFL Instructors are experienced travelers, it might be helpful to keep in the mind the following pre-departure tasks:

- Consult the U.S. State Department travel website (http://www.state.gov/travel/) for updated information pertaining to your host country and how you need to prepare for your trip
- Find out whether it is necessary for you to have a visa to visit your host country (China requires one for non-native instructors) and visit a website like www.Travisa.com to apply for your visa
- Make sure you have a current passport at least 3 to 4 weeks before departure
- Check out the website for the Center for Disease Control (http://wwwnc.cdc.gov/travel) to find out whether vaccinations are recommended for the country where you will be staying and make arrangements to have these administered
- Be sure you know what the climate will be like during your time in the host country and pack accordingly.

Program Site Team Travel Plan

Each Instructor Team is to have a clear and detailed Travel Plan prepared in writing to share with the IUHPFL Office, their students, and students’ guardians. The Travel Plan should also be easily accessible to all instructors and students during travel.

In preparing the Travel Plan, consider the following:

- Instructors and students will receive an e-mail prior to departure that includes each individual’s domestic travel plans, group flight
information, and the travel plans of any students deviating from the group.

- Instructors will also receive cell phone numbers at which students and instructors can be reached on the day of travel.
- Instructors are to have this list with them at all times during travel, in addition to the Travel Plan.
- Due to the hectic nature of departure day, it is imperative that all instructors traveling with the students to the international destination arrive where they need to be in plenty of time.
- It will be necessary for at least one instructor to meet the students at the check-in counter prior to the international flight to ensure that all students are present and are checked in correctly.
- The Travel Plan should include the names and addresses of host families, as well as the instructors’ residence/s. Students will need this information on the plane in order to fill out their landing cards.
- It is essential for each Instructor Team to determine in advance what their course of action will be regarding the above travel plans and to outline this plan to their students and students’ guardians in detail during the Student/Guardian Orientation.

## DEPARTURE AND AIRPORT CHECK-IN PROCEDURES

**At the airport,** instructors should:

- Check-in their own luggage prior to helping students.
- Approach a ticket agent and request that one counter be assigned for the group.
- Assist in welcoming students and guardians and helping the students gather together in preparation for check-in.
- Contact any students who have not arrived on time.
- Advise students to be able to give an accurate description of their luggage in case a piece should be lost and to make sure that their luggage has a clearly written nametag.
- Instructors should advise students to keep their electronic ticket receipts, boarding passes, passports and baggage claim tickets with them, safely stowed in their carry-on luggage.
- Be sure that all students have a copy of the Travel Plan, as well as cell phone numbers of instructors and fellow students.
- Proceed through security together, if possible, or communicate a meeting point and time to re-group prior to boarding.

**At the gate,** instructors should:

- Take roll call once all students and instructors have arrived at the gate to be sure that all students are accounted for before boarding. **Instructors should call or text the IUHPFL Managing Director to let her know all students and instructors are ready for boarding.**
Once on board, instructors should:

- Recommend that students practice with each other in the target language
- Make an effort to interact with students during the flight in the target language
- Remind students that the Language Commitment officially goes into effect as soon as they land in the host country
- Students will have to fill out landing cards on the plane for customs in the respective countries they will be entering.
  - Students should list the address of their host family as their contact address while abroad, which should be available on the Program Site Travel Plan.
  - If for some reason the address of the host family is not available, then the student may give the address where an instructor will reside at the program site, which will also be provided in the Program Site Travel Plan.

ARRIVAL IN THE HOST COUNTRY

- **As soon as the plane touches down in the host country, students and instructors are to speak only the target language for the remainder of the program!**
- Upon arrival to the host country, it is advisable to announce to the students before they deplane that they must have their passports ready for passport control. **Remind students to take every precaution against losing their passports. Students will carry copies of their passports with them during the program, and instructors will keep passports under lock and key.**
- It is recommended to have one instructor at the front of the group of students and another at the end while going through customs in order to ensure that all students are accounted for. The students and instructors should try to remain together while going through customs, in case a student should have problems with their items.
- Next, students will need to retrieve their luggage, at which point it might be useful to obtain luggage carts. If a piece of luggage has not arrived, an instructor and the student should take care of the matter immediately.
- Once instructors and students have claimed all luggage and exited the baggage claim area, the bus to the program site must be located. Ideally, the driver will have a sign that will attract the attention of the team. In any case, instructors should know the name of the bus company and the proper procedure for locating and boarding the bus before departure.
Ideally, an instructor who has arrived at the program site early, accompanies the bus driver to the airport.

If all instructors are new to a program site and have not been through the process of locating the bus, the team is advised to communicate with the IUHPFL Managing Director about this prior to departure.

When all students, instructors and luggage are loaded on the bus, students should be assigned numbers by an instructor (in the same order as the alphabetized list), if this was not already done at Student/Guardian Orientation. Students should remember these numbers, which will be used thereafter for taking roll call quickly. When students hear their numbers, they shout their first names back to the instructor taking roll call.

After instructors have taken roll call and have found that all students, luggage, and passports (and in the case of Mérida all student landing cards) are accounted for, the team departs for the program site.

An instructor should call the OSC to let him/her know that the team has departed for the program site and to give the OSC a rough guess of the estimated time of arrival.

The instructor who is the Public Relations Coordinator (PRC) should contact the Managing Director with confirmation of safe arrival to the host country.

Upon arrival at the program site, the PRC again contacts the Managing Director.

Instructors should collect the students’ passports in order to reduce the risk that their passports are lost onsite.

Once collected, the passports should remain under lock and key for the duration of the program.

Students should carry copies of their passport with them during the program.

Should a student need his/her passport for any reason, he or she may ask the Instructor Team to retrieve it and then will return it to the Instructor Team immediately.

Mérida Students only need to be instructed to keep the landing cards they receive and fill out on the plane. These will be stamped at passport control and will have to be presented at the airport again in order for the students to exit the country. For this reason, landing cards should be stored safely with students’ passports during their time in Mexico.

The bus ride to the program site is a good opportunity for the instructors to remind students of the schedule for the first few days of the program and suggest ways to combat jetlag. It is also an opportune moment to give students a pep talk and prepare them to meet their host families.

Let students know how and when they will be able to make their one phone call home to their parents shortly after arrival at the program.
site. This call should not last more than 10 minutes and should not be made from the host family's home or cell phone.

- For certain program sites, the Onsite Coordinator/s and bus driver will have made previous arrangements to stop and eat at a restaurant or cafeteria. **Instructor Teams need to confirm these plans with the Managing Director prior to departure.** For other program sites with shorter bus rides, a stop is made at a roadside cafeteria for snacks and beverages.
  - Payment for these snacks/meals can be made with the IUHPFL credit card or with cash. FCs are advised to withdraw cash from an ATM at the airport with the program site debit card in order to give an appropriate tip to the bus driver and for other immediate purchases as necessary. Have a plan in place for keeping and tracking receipts upon arrival at the host country.

- It is important to remember to tip the bus driver at the end of the journey to the program site. A printed receipt from the driver or a “homemade receipt” created by the FC and signed by the driver must be kept.

**Arrival at Program Site**

- Depending on the time of day when the team arrives by bus at the program site, a Welcome Reception might be held immediately or simply a brief gathering at a designated time and location.
  - The Welcome Reception can also serve as the Host Family Orientation, if held the day after students and instructors arrive. See more information on the Host Family Orientation in the following pages.

- At this Welcome Reception or brief gathering:
  - Students and instructors meet the Onsite Coordinator/s and host families for the first time
  - Brief introductions between instructors and OSCs are made, if necessary
  - Students are formally presented to their host families
  - The Instructor Team announces the time and place for the first team meeting (for students and instructors) at the classroom facility, which will take place during the first full day onsite.
  - Instructors also announce to the host families that students will need to be accompanied to the class facility on the very first day of class at minimum, using the mode of transportation that each student will use every day, in order for students to become familiar with their daily commutes to class.
  - Instructors remind host families of the date and time of the Host Family Orientation (if it will be held separately from this reception or gathering), which will include host families, students, Onsite Coordinator/s and instructors.
At certain program sites, host families will have received from the Onsite Coordinators bus passes/cards, which they will then give to their students.

Once all students have been picked up by their host families, the instructors and Onsite Coordinator/s meet briefly to go over the first few days of the program. These details can include:
- Which students will arrive to school by walking, public transportation, or personal car
- Plans for the Onsite Orientations
- Student access to classrooms and cafeterias, etc.
  - How to pick up materials from the previous year, which were stored onsite
  - Where they will find the package of materials shipped by the IUHPFL Office prior to departure
  - How to arrive at their residence/s and the best form of transportation to the classroom facility

Once the instructors settle in at their residence/s, the PRC sends an e-mail to the Managing Director and the OSC to let them know the students have arrived safely to the program site.

**FIRST DAYS OF THE PROGRAM**

The SC and PRC should check the arrangements made with the classroom facility soon after arriving at the program site.
- They will need to determine:
  - What classrooms are available for morning and afternoon
  - What is expected for cleaning and maintaining the classrooms
  - Equipment that can be used for the classrooms, if any (computers, overhead projector, TV, and/or DVD/CD player)
  - Supplies available for use (drinking water for Mexico)
  - Access to photocopiers and restroom facilities

If the group arrives at the program site on a Thursday or Friday, the instructors might consider arranging a group activity or ice breakers on the first Saturday afternoon in order to break up the weekend for students.

**Onsite Orientations**

Prior to arriving at the program site, instructors should consult the Program Site Calendar to verify on which days they will conduct the following Onsite Orientations.

The OSC is to be invited to both Onsite Orientations, which are planned and led by the entire Instructor Team.
The Onsite Student Orientation is to be held on the FIRST FULL DAY of the program:

- Exchange student’s personal cell phones and smart devices for the program cell phones.
  - Students’ personal phones and devices will be kept under lock and key, along with their passports (and the landing cards in the case of the Mérida students).
  - Instruct students how to make local calls and texts from their program cell phones and let them know how many minutes have already been placed on these phones by the program.
  - If applicable, be sure they understand that after they have used the pre-paid minutes provided by the program, they must add more minutes from their personal funds.

- Review the IUHPFL Honor Code, 8 Core Values, and the Pledge of Excellence in the target language
  - Be sure to remind students why these are all so important; or better still, ask students to explain their importance to the team

- The Rule of Three is part of the IUHPFL Honor Code. Remind students that, outside of school hours, they should remain in groups of at least three individuals at all times. This way, if something happens to a student, at least one other student can stay with him or her while another goes for help.

- Also recite any team mantra and engage students in further teambuilding activities that encourage students to reaffirm their commitment to the program and to begin thinking about their personal goals for their time abroad, as well as the team’s collective goals.
  - At some program sites in the past, students have created a team poster during this Student Orientation in order to reinforce their commitment to the Honor Code. The poster was then signed by host families at the Host Family Orientation.

- Revisit your team’s unique identity, vision, and mascot which incorporate unique characteristics of the host city or geographical region.

- Show classrooms to students and, if applicable, introduce school personnel with whom the team will have contact.

- Explain lunch procedures and show students the cafeteria, café, or other location where lunches will take place during class days.

- Announce class schedules and divide students into academic groups (beginning, intermediate, and advanced groups) as well as their Support & Success Groups. These divisions will have been made already by the Instructor Team during Instructor Training, but can be changed onsite if necessary.

- Remind students to make their call home to their parents. Provide them with information on how and from where to make such a call.
Students should be told not to expect to be able to make the call from their host family’s house or cell phone.

- Distribute the following materials:
  - Included in the package that will be sent from the IUHPFL Office to the program site:
    - **Insurance cards**, which should be carried by students **at all times, along with copies of their passports**
    - **Insurance Claim Forms** which should be filled out by the physician and the student each time a student goes to the doctor. The SC should keep a few of these forms in reserve.
    - **The Emergency Contacts Card**, which students will fill out at this Student Orientation and will carry with them **at all times**.
  - Provided by Onsite Coordinator/s:
    - Bus passes, city/transit maps, etc. as applicable
  - Provided by the instructors, available on Oncourse, and able to be printed onsite, if planned in advance with Onsite Coordinator:
    - Host Family Contact List, so students can know where each other live and call one another using their program cell phones
    - Copies of the Program Site Calendar and Daily Class Schedule
- Visit the center of town and familiarize students with:
  - The public transportation system
  - The layout of the host city
  - Safe Internet cafes to use during their one hour of Internet access each week, should the student’s host family not own a computer
  - How to make a call from a public phone
  - How money can be withdrawn from an ATM
- Divide students briefly into their Support & Success Groups and reassure them that there are no major challenges up to this point. During this first Support & Success Group gathering, it is advisable to briefly discuss the following:
  - Establish objectives and ground rules for the Support & Success Groups
  - Discuss when group gatherings will take place
  - Encourage team spirit with the group and let students know they are not alone
  - Normalize behaviors that all students might be experiencing (homesickness, anxiety, etc.)
    - Discuss the importance of being self-aware and creating a safe environment where everyone can communicate their thoughts and feelings
    - Ask students how they think they can best support each other during the experience
  - Stress the importance of being open-minded, especially when it comes to local food, customs, and family life
  - Stress the importance of having a positive attitude during the entire IUHPFL experience
The Host Family Orientation can also be a Welcome Reception and is held for host families and students on one of the first days of the program:

- Light snacks and refreshments should be provided at the Host Family Orientation.
- Instructors introduce themselves with more detail
  - Instructors should briefly explain which classes they are teaching and what students are to expect in their classes
  - They should also clearly explain their Coordinator Roles to host families and students
- Review the IUHPFL Honor Code, 8 Core Values, and the Pledge of Excellence with host families and answer any questions they might have
  - Copies of the Honor Code in the target language will be available for distribution
  - Ask for the host families' cooperation with regard to the Honor Code by stressing that their support is key to the students' successes during the program
  - If applicable, have the host families sign the poster that students made at the Onsite Student Orientation in order to show their support of the Honor Code and the students
- Be sure host families are aware of and agree to The Rule of Three, which is an important part of the Honor Code.
- Be sure host families have the program cell numbers for the students and instructors
  - Let host families know that students can only use household landlines and host family cell phones in cases of emergency
  - Students can make local calls and text messages liberally from their program cell phones and can add minutes from their own funds if necessary
- Go over any issues the students and host families should be made aware of
- Be sure host families have read the information provided to them pertaining to their students and are aware of any special concerns, dietary needs, etc.
  - Invite host families and students to meet with instructors privately, should they want to discuss any of these details further
- Find out/confirm how each student will arrive to the classroom facility: by public transportation, walking, or host parent driving them
- Be sure everyone knows which hospitals and clinics at the program site students will visit in cases of illness or emergency.
  - Students and host families should also be reminded that any medical expenses are up to the student and his or her U.S. family to incur; host families cannot pay or vouch to pay for student's health or medical care
If students go to local hospitals or clinics that are already in partnership with the designated insurance provider, then students might be able to avoid out-of-pocket costs for any health or medical treatment; otherwise, students and their guardians will pay all costs upfront and submit a claim form to the insurance provider for reimbursement.

- **host families should be aware of hospitals and clinics already designated by the program or take students to free clinics if they are available and of good quality**

**Onsite Student Language Testing**

A language testing session is held on one of the first days of the program, as well as on one of the final days at the program site, thereby providing IUHPFL and students pre-program and post-program test scores that can be used to measure students’ progress with the target language. Instructors should consult their Program Site Calendar to verify when testing will be conducted. This will be the same language assessment the students took in order to be admitted into the program. The Instructor Team should meet well beforehand, under the direction of the LC and SC, in order to prepare the test components and decide which instructor will administer which component, etc.

Test components include the student version of the test, instructions for administering the test, and listening comprehension scripts and will be mailed to each program site prior to departure and downloaded to Oncourse.

- Instructors are asked to consult the instructions very carefully to ensure that they understand the procedure of administering the test, as well as returning both sets of scantrons to the IUHPFL Office.

**Structure of the Assessment**

The assessment has three parts: Grammar, Reading Comprehension, and Listening Comprehension. Instructors will read aloud to students the scripts for the Listening Comprehension portion of the test.

**Weekday Lunches Onsite**

Lunches during the week can be very different from site to site. At some program sites, students have lunch together at their classroom facilities. At other sites, students might go home and have lunch with their host families. Other teams might have lunch at a restaurant or public cafeteria during the week. Sometimes host families provide a sack lunch for their students every day of the week.

Regardless of the arrangement, instructors need to accompany students during lunches and provide thorough instructions during the first lunch the team enjoys together. Be sure students are aware of the expectations and rules of the facility where lunches will take place and that the
Instructor Team has met the lunch facility staff prior to the first lunch. In order to create a respectful dynamic between students and lunch staff, introduce staff members to the team when appropriate.

Instructors are to eat at the same tables with the students at least once per week in order to strengthen team unity and cohesiveness and increase instructors’ awareness of how students are acclimating to their host families, each other, and the program site in general. During the remainder of the week, it is acceptable for instructors to eat together at the same table in order to discuss and plan upcoming events, excursions, etc.

Lunches also provide students with further opportunities to get to know those who are not in their morning classes. Instructors may want to invent strategies to help the students alternate who they are sitting with at lunch.

The FC keeps careful track of the number of lunches (and dinners, if applicable) eaten at a facility as planned. When preparing to leave on excursion, the FC should inform/remind the facility staff that a) the team will not be present for meals during the excursion days, b) that the team might need sack lunches prepared and/or c) that instructors might require dinner later than usual due to the excursion plans. It is advised that the FC keep a calendar to this effect (blank calendars are available on Oncourse for this purpose), indicating the number of meals provided by the facility each day. He or she should also check in with the facility staff at the beginning of each week in order to confirm the team’s upcoming lunch plans.

**It is very common for IUHPFL students to have special dietary needs. Those dietary needs can be found on the students’ Personal Information Forms (PIF’s) and/or Statements of Medical History (SMH’s) and they should be communicated to the cafeteria personnel and host families as soon as possible.**

**First Day of the Regular Daily Schedule**

It is important for instructors to set a positive and productive tone starting the very first day of the program. Once students are gathered for the first time in their classrooms, each instructor should give a brief synopsis of his or her class and clearly establish course objectives. **At all times, instructors are to be ideal role models for students, and this includes starting every class day on time!**

If a program site has four instructors, then ideally the SC has the first period free, which allows him or her to see that all students are in attendance. If a student is absent, the SC should immediately call the host
family to find out the reason for the student’s absence. This procedure should be followed every day of the program.

On the first day of the regular schedule, if students have not already made their one phone call home to their U.S. families, it is a good idea to remind students that they are permitted to make such a call during their first week abroad. Instructors will have already explained to students how and from where to make this call, but it is always helpful to repeat this kind of information.

Announcements
Announcements should be made each day, generally during a mid-morning break, and always in one of the classrooms that has a whiteboard or chalkboard. These announcements may pertain to excursions, special activities, changes in the schedule, birthdays, etc., and should be given to all students at the same time to ensure that everyone receives the same information.

PROGRAM ACADEMICS

Assigning and Changing Language Proficiency Groups for Students
Students are placed in Proficiency Groups before departure based on their original language test score from the fall prior to applying to the program and based on what instructors observe from their time with students at the Student/Guardian Orientation. Traditionally, these groups were labeled, “beginning”, “intermediate”, and “advanced”, but more recently, instructors have labeled the groups by colors, such as those that appear on the host country’s flag, for example. Additionally, although it is important to recognize which students might be more or less advanced than others in general, instructors have begun to organize these groups more in terms of what skill sets students need to develop. For instance, one group might focus more on developing speaking skills, while another might concentrate on reading and writing the language.

Once the team arrives at the program site and instructors have further opportunities to become familiar with each student’s current ability to perform in the language, it might be necessary to move some students to different Proficiency Groups. These changes are perfectly acceptable, as long as certain students are not singled out as being “better” or “less” than their peers and as long as all instructors agree that such changes would be greatly beneficial to the students.

Varying Pace and Content across Proficiency Groups
Given that the students in each of the three Proficiency Groups will have developed varied levels of skill with the target language, the rate at which instructors cover material and even the content of a course might vary
from group to group. Students benefit from materials and activities that are appropriate to their learning needs, meaning that content should be within their grasp and challenge them at the same time. If you are a first time instructor for the program, varying your course across Proficiency Groups might prove to be a challenge initially, but it will come more naturally as the summer progresses.

Assessment
Instructors should assess students several times during the program in their respective courses.

- Instructors are to grade students with fair and thoughtful consideration.
- Instructors should employ various assessment methods: quizzes, student presentations, essays, observation of group work, etc.
- Each instructor will assign a letter grade to his or her students based upon the students’ individual performance in the class: A+, A, A-, B+, etc.
- It will be beneficial for instructors to discuss with each other when certain projects, papers, presentations, tests or quizzes will be assigned/given in their courses so as to not overwhelm students.
- Students should consistently receive feedback from instructors, so they know which areas they need to improve in their classes and what grades they can expect to receive on their IUHPFL Final Evaluation.
- It is important for instructors to keep in mind that the **DESIRED OUTCOMES** of IUHPFL for its students include (in no particular order):
  - 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
- Assessments should always point out students’ progress and strengths, while constructively showing them where and how they can improve academically, specifically with their proficiency in the language.
- Challenge yourself every day to find new ways to encourage and help students be the best they can be!

**IUHPFL Award of Excellence**
The IUHPFL Award of Excellence is given to students who:

- Receive a **COMBINED AVERAGE** of B+ or higher in their classes
• Participate to the best of their ability and demonstrate a good attitude in Afternoon Activities; and
• Do not receive any Incident Reports.

It’s important to keep in mind that the Award of Excellence is essentially a MOTIVATOR to encourage students to do their best academically, participate in activities, grow personally, and follow the Honor Code. In other words, it incentivizes them to get the most out of their IUHPFL experience.

Our objective is to give EVERY STUDENT the ENCOURAGEMENT and TOOLS necessary to EARN the Award of Excellence. It must be EARNED and DESERVED! If all students were to EARN the award, it would be a very successful summer indeed!

Homework and Journaling
Instructors should establish an agreed-upon system of assigning homework so as to not overwhelm students and host families.
• Students should have no more than one hour of homework per night (Sunday through Thursday).
• Homework assignments should encourage students to interact with and learn about their host family members, to engage with their surroundings, and to practice the target language in a variety of contexts.
• For weekends, only light homework should be given for all classes, as weekends are when family outings and excursions take place.
• Do not encourage students to spend time on the Internet in order to complete the requirements of their projects and assignments, as this allows them to have more than one hour per week online and is detrimental to their ability to abide by the Language Commitment.

While academics are a top priority, homework assignments should not detract from students’ ability or motivation to spend time with their host families and to familiarize themselves with local culture. Experiential learning is the very foundation of IUHPFL, after all, so instructors need to be creative with the homework they assign.

Student Journals
All students should be strongly encouraged to keep a journal in the target language, not necessarily as part of their classroom experience, but as part of their personal growth experience with the program.

Even if a student is not recording their study abroad experience in a journal, consider assigning homework activities that involve journaling and reflection, as well as ways that students might preserve these
reflections, such as the Program Site Magazine which you will compile with students. The magazine is discussed later in this handbook.

**AFTERNOON ACTIVITIES**

Afternoon Activities are organized by instructors in collaboration with the Onsite Coordinator/s and Managing Director prior to departure. Typically, the same activities are planned summer after summer, although there is certainly room for changes and suggestions, depending on what activities instructors might like to teach to students themselves. Instructors with special talents or interests in sports, theatre, dance, choir, etc., are encouraged to share their expertise with the team, as long as the activities are culturally relevant. Outside instructors are often hired for these kinds of activities, as well. The KB for each program site will have the activity plan for the prior summer.

Some students might have to be encouraged to change groups in order to balance the number of participants in theater and choir. All Afternoon Activities can offer many benefits to the students, including a chance to know program peers who are not in their morning classes or Support & Success Groups.

When designing these activities, instructors are to keep in mind that they provide many benefits to students, such as encouraging them to use the target language in new ways and helping them to form and deepen friendships. Therefore, instructors are to plan these activities carefully and deliberately and are encouraged to participate and have fun with the students.

**General guidelines:**

- Activities are to be student-centered, allowing students to direct, choreograph and generally share leadership roles and responsibilities for making the activities a success.
- The activities should last about an hour and fifteen minutes per day.
- They take place several days per week, with one day reserved for sports.
- Choir and theater performances are created and rehearsed in preparation for the Farewell Show.
- The activities of choir and theater may be lengthened if necessary, especially as the Farewell Show draws closer.
- The activities can be slightly shortened if students have demonstrated great effort and deserve to rest. Likewise, they can be extended for a bit longer, if students request it.
- Other options for Afternoon Activities may be offered based on instructor and student interest, as well as community opportunities.
To make Afternoon Activities as enjoyable as possible, instructors are asked to show flexibility. They should introduce games or special activities to break up the monotony of repeating songs or rehearsing plays.

**Theater**
Plays should be well chosen and well prepared by the teachers during the spring, in order to be presented to the students shortly after arrival at the program site. These plays should be entertaining, lively, and easy for students and host families to follow. Improvisational activities and games can be played to prepare students to act each day.

**Choir**
Songs should also be carefully selected and assembled in a book. There should be a good mix of traditional and modern songs. Whenever possible, musical notation should be available to the students.

**Sports**
Sports are a great opportunity for students to expend energy, and all students should be encouraged to participate. For those who are not athletic, alternative activities, such as yoga, Pilates, jogging, etc., should be planned. Additional optional sports activities may be organized during the week as well.

**SUPPORT & SUCCESS GROUPS**
Support & Success Groups meet minimally once per week, more often in the early weeks of the program, if needed. However, it is NOT necessary to hold these sessions every day, unless they serve an additional purpose for your Instructor Team besides the ones listed below.

Instructors will tentatively divide students into Support & Success Groups during Instructor Training in the spring, attempting to distribute males and females proportionately and avoiding placing students from the same school in the same group, as much as possible. Once student-host family matches are made, students might need to be moved from one group to another, so that two students sharing one host family aren’t in the same group.

The syllabi for Support & Success Groups will be posted on Oncourse prior to the corresponding Instructor Training session in the spring.

The main objectives of the Support & Success Groups are:
- To help the student adjust to his or her new environment linguistically and culturally
• Allow students and instructors to bond and gain a sense of security and belonging
• To converse about complex topics in the target language
• To work with students in setting individual and team goals
• To celebrate reaching goals and acknowledging students’ accomplishments
• To allow instructors to know how students are faring with their host families
• To allow instructors to check in with the physical, mental and emotional state of each student
• To allow instructors to prevent or address serious issues with the students

Helping the Students Adapt to Their Host Family Environment
A good activity is to ask students to describe their host family homes, family members, meals and mealtimes with their families, their bedrooms, family activities, and so forth. This exercise allows students to converse with the Support & Success Group about topics that are relevant and meaningful and allows instructors to get a good sense of how each student is faring with his or her host family. The group can also discuss strategies for adjusting to their host families, how to communicate their needs and feelings effectively, and what they should expect from their host families.

Homesickness and Culture Shock
“Culture shock” is the term used to describe the disorientation that every student experiences to some degree when spending an extended period 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 hostility toward host country nationals, weepiness or even some psychosomatic illnesses. 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 why the program has established a consistent routine of classes, afternoon activities and excursions.

Instructors need to remind students often in Support & Success Groups that homesickness and culture shock are typical and expected reactions to being abroad. Additionally, these reactions can be managed by the student, when he or she learns to communicate feelings and needs, find aspects of the culture that are interesting, and build friendships with peers and host family members.
How to Get the Most Out of the IUHPFL Experience

Students should discuss what their expectations and goals for the program are, so that instructors and fellow group members can encourage and help them to maximize their time abroad. Create an environment where students are focused on setting goals, sharing ideas, and supporting one another. When students understand how much of a difference they can make for their peers, they develop a sense of belonging and are less likely to focus intensely on their own feelings of homesickness, sadness, etc.

Some specific goals may also be given to the students during these sessions, such as: get to know two students well during the coming week, overcome a reluctance to eat certain dishes, initiating conversation with the host family, creating a budget, being able to describe to peers the significance of a certain excursion site, mastering a particular aspect of grammar, etc.

Honor Code Aspects That Students May Find Particularly Hard to Follow

It is understandable that some aspects of the Honor Code may be more difficult than others to follow (the Language Commitment, one hour of Internet access a week, no partaking of alcoholic beverages, etc.). Students should openly discuss strategies to facilitate the adherence to the Honor Code.

For example, address the reality with host families and students that consuming alcohol is primarily a social activity in most cultures. IUHPFL students do not have to feel “left out” of social gatherings where alcohol is being served; they can enjoy their favorite non-alcoholic beverages in a wine glass, beer mug, etc. The goal is for them to feel included in these settings, not excluded.

Re-entry (Reverse Culture Shock)

Support & Success Group sessions toward the end of the program need to address the concept of re-entry and the inevitable reality of returning to the U.S. a changed individual who is likely to struggle to “fit in” to his or her former life and social circles. While students should certainly be encouraged to embrace each moment of the program, it is likewise necessary to prepare students for post-program challenges that are common after study abroad experiences. Further guidance on this topic is provided later in this handbook.

Support & Success Groups are a safe place for students to speak openly about their struggles and achievements onsite. For this reason, students sharing the same host family cannot be placed in the same group and ideally students from the same high school shouldn’t either. In any event, it is absolutely imperative that everything shared and discussed within the
Individual Meetings with Students
Oftentimes, students will not be willing to share real problems in a group setting; therefore, it will be necessary and beneficial for each instructor to meet individually with the members of their Support & Success Group at least twice during the program: once during the first half of the program and once at the end of the program. These meetings will also serve as the student’s first evaluation review midway through the program and the student’s exit interview prior to the return to the U.S. During the 2 weeks when these individual meetings are taking place, it is reasonable for the Support & Success Groups not to meet, if time is limited.

If a student requests an additional individual meeting with an instructor, the instructor should not hesitate to schedule one. However, instructors are NOT permitted to meet alone in a secluded space with a student. In the case of individual meetings with students, either two adults must be present OR the instructor and student must hold their discussion within eyesight (not earshot) of other adults. In the case of two adults meeting with the student, one adult must be a trusted instructor; the other might be the Onsite Coordinator or a host parent. Instructors are to ensure that the student feels comfortable and welcome to share his or her views and feelings at all times.

Strategies for Working with Adolescents
Below are few basic counseling tips that may help you communicate better with students:

- **Empathize.** The best way to connect with students is to empathize with them and to listen, rather than to provide them with quick solutions to their concerns. There is no such thing as saying the ‘right’ thing; students want to feel understood and validated. It is appropriate to **briefly** share your own similar experiences with students, as long as the focus of the conversation remains on them, in order to let them know their situation and feelings are understandable or not unusual.

- **Practice active listening skills.** Ask open-ended questions and clarifying questions. Follow students’ comments with your own, giving positive verbal and nonverbal cues to let them know you are listening. Give them your full and undivided attention.

- **Explore student expectations.** Try to get a feel for the expectations students have for themselves during the program and help them to set realistic (SMART) goals. Continually give encouragement and positive feedback throughout the program and be sure to point out and reward positive behaviors in every student.

Instructors are encouraged to read thoroughly ‘Tips for Teaching Mentoring High School Students,’ which will be provided on Oncourse.
Authoritative Vs. Authoritarian Teaching Style

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<th>Authoritarian Style ☹</th>
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<td>- High yet Realistic Expectations</td>
<td>- High and often Unreasonable Expectations</td>
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<td>- Clear &amp; Respectful Communication</td>
<td>- Communication can be Destructive</td>
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<td>- Seeks Input from Child in Rule Creation &amp; Consequences</td>
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<td>- Gives Choices</td>
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<td>- Nurturing &amp; Encouraging</td>
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<tr>
<td>- Opportunities for Redemption</td>
<td>- Focus on Punishment, not Redemption</td>
</tr>
<tr>
<td>- Fair &amp; Appropriate Consequences</td>
<td>- Consequences can be Extreme</td>
</tr>
<tr>
<td>- Reliable Follow Through</td>
<td>- Unpredictable Follow Through</td>
</tr>
<tr>
<td>- Stresses the Quality of the Relationship &amp; Connection</td>
<td>- Stresses the Dominance of the Adult over the Child</td>
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Student Concerns

It is not unusual for a student to confide in an instructor when they have a problem, concern, or are experiencing a level of stress or anxiety. In fact, the program encourages students to consider instructors as primary sources of support and guidance during the program. Support & Success Groups can often provide opportunities for students to open up and share their feelings and worries with each other and the group instructor; however, a student might approach an instructor privately, as well.

Here are some pointers that can guide instructors when helping a student navigate through a difficult situation or phase:

- Once a student has approached an instructor with his or her concern, that instructor must share the conversation with the rest of the Instructor Team at the daily meeting for various reasons:
  - First, the situation might develop into something more serious, and the involvement of the team will be necessary.
  - Secondly, no one instructor should be held accountable for a student’s well-being during the program.
  - Thirdly, if all instructors are aware of the situation, they can work together to prevent further problems, find a solution, and support the student.
  - Lastly, the team will need to decide when and what to share with the Onsite Coordinator, host family, and Managing Director.
- If a situation arises in which an instructor must immediately respond to a student concern without the assistance or input of fellow
instructors, he or she is to use best judgment in deciding how to care for the student and then immediately report the situation to the Instructor Team.

• If a student asks an instructor to keep his/her concern confidential, it must be explained that the instructor is obligated to share the concern with the rest of the Instructor Team in order to best care for the student.

• All student concerns and situations that have required attention from the Instructor Team need to be reported in the weekly report of the SC.

• After discussing the student issue as a team, and possibly with the OSC and host family, and recording it in the weekly report sent to the IUHPFL Office, the Managing Director will discuss with the instructors and OSC whether the concern should be communicated to the student’s U.S. family.

Note: If a student wishes to share a concern or is having difficulties that are worrisome to instructors, it is important for two instructors to meet with the student privately and away from other students. (One instructor should never meet with a student alone, although it is appropriate for one instructor to talk with a student within eyesight (not necessarily earshot) of other adults.) When deciding which two instructors should speak with the student(s) involved, consider the following:

• Which instructor/s was/were directly involved with the student when the behavioral issue occurred?

• Which instructor is the student’s Support & Success Group leader?

• Which instructor/s has/have the best rapport with the student?

Instructors are not expected to carry the qualifications of a professional counselor or psychologist. The suggestions below are to help instructors identify signs of distress from a broad spectrum of symptoms and indicators.

As we know, stress, anxiety and depression can be exacerbated in unfamiliar settings. There will be instances for students when the guidance and care of an instructor or host parent will simply not be enough to calm emotions or behaviors. In cases involving a student who is experiencing extreme emotions, illness, or psychological distress, the Managing Director must be contacted immediately, in addition to a licensed counselor, therapist or medical professional onsite.

The information below has been provided by Indiana University’s Office of Counseling and Psychological Services (CAPS):

**Signs of Student Distress**

• Appearance: red swollen eyes, changes in hygiene, fatigued
• Mood: depressed, anxious, irritable, angry or hostile, hyperactive, frequent “mood swings,” unusual or extreme emotional reactions
• Sleep: too much or too little
• Appetite/Weight: significant increase or decrease, appear to be significantly under-weight
• Cognition: poor concentration, memory problems
• Physical Symptoms: frequent headaches, nausea, vomiting, stomach/bowel upset, shortness of breath, dizziness
• Exercise: excessive amounts, even if injured or ill, feeling guilty if exercise is missed
• Alcohol or drug use: frequent, in large quantities, denies using, engages in dangerous behavior when under the influence, or repeated trouble with friends, family or the law due to their substance abuse
• Speech: very rapid, difficult to follow what they’re saying, or barely audible, mumbling
• Social behaviors: Isolates self from others, loses interest in friends or fun activities, excessive neediness, childlike behaviors and dependency on others
• Bulimic behaviors: vomits after meals or to lose weight, uses laxatives, herbal supplements or drugs to control weight or appetite
• School/Academics: changes in academic or work performance, misses classes, work or other commitments
• Mental disturbances: hallucinations (see or hear things that aren’t really there), delusions (believe they are being persecuted, are a famous person, or have extraordinary powers or abilities), or paranoia (believe someone wants to hurt them and/or they are being followed or watched)
• Suicidal or homicidal threats: directly or indirectly talking about, hinting, joking or writing about suicidal or homicidal thoughts, methods or intentions, even if intoxicated when doing so. Statements alluding to harming self or doing violence toward others including statements made on Facebook, blogs, etc.

Note: If an instructor, fellow student or host family member reports any of the above signs in relation to a student, a meeting must be held as soon as possible between the Instructor Team, Onsite Coordinator, and host family parents in order to discuss and summarize the situation. Directly after this meeting, instructors should compile a brief report and email it to the Managing Director to discuss next steps, which might include having the student visit a licensed therapist or counselor onsite and a phone call to the U.S. guardians from the Managing Director.
CRISIS MANAGEMENT

Assuring the safety and well-being of students, faculty and staff who are participating in IU programs abroad is of the highest importance, and all reasonable actions will be taken to accomplish this objective.

Instructors are required to read the documents on Oncourse titled ‘Managing Emergencies Overview’ and ‘Managing Real & Perceived Emergencies’ in their entirety before departing for the program site. By closely following the procedures outlined in the document Managing Real and Perceived Emergencies Abroad, the IUHPFL staff will be able to respond appropriately to emergency situations.

In the event of an emergency onsite, timely communication with the IUHPFL Office is essential. **Contact the Managing Director immediately if a crisis situation arises.** No cancellation or changes in programs, evacuations, or treatment should be undertaken without first contacting the Managing Director to determine appropriate next steps.

During the program dates, the Managing Director can be reached either at the IUHPFL Office during normal business hours or at the designated cell phone number during nights and weekends. All contact information is provided in the front of this handbook.

**Crisis Prevention & Preparedness**
Taking time to prepare for and prevent emergencies should be a top priority for every Instructor Team. By following the guidelines below, instructors can be more confident of their ability to properly care for students and each other.

- Before a crisis hits, instructors should know who and where their resources are. Such resources include:
  - Fellow instructors
  - Onsite Coordinator/s
  - IUHPFL Office and Managing Director
  - U.S. Consulate or Embassy
  - Area hospitals and clinics
  - Contact number for travel insurance provider
  - Selected licensed therapist or counselor onsite
  - Oncourse documents regarding crises
  - Host Family Contact List
  - Forms containing student information, medical history, etc.

- Each instructor should carry with him or her **at all times**:
  - A copy of his or her passport
  - A copy of the IIC (insurance information card) for each student, which summarizes each student’s medical history and lists his/her emergency contact information.
- His or her personal IIC (insurance information card)
- The Host Family Contact List
- Students should be instructed to carry with them **at all times**:
  - A copy of their passport
  - Their personal IIC (insurance information card)
- The instructor who has been certified in CPR/First Aid should ensure that a well-stocked first aid kit is with the team and easily accessible at all times.
- All instructors should be aware of the supplies in the first aid kit and how to properly use and apply them
- The CPR/First Aid certified instructor/s should know how to easily access local emergency numbers, as well as where area hospitals and clinics are located, even at excursion sites.
- Instructors should create a group chat, “calling tree” or other avenue through which communication between instructors, OSCs, and host families can happen very quickly and efficiently.
- Instructors are to ensure that their own program cell phones are always charged and that chargers are available for use by instructors and students at all times.
- Instructors are to devise an EMERGENCY PLAN in order to determine the following:
  - Who will address the students?
  - Who will assess the needs of the group and organize efforts to meet them?
  - Who will stay with a student in need of special care?
  - Who will contact the IUHPFL Managing Director, U.S. Embassy, etc.?
  - Who will manage communication with host families and OSCs?

**During an emergency**

How instructors react to and manage emergencies will determine how students react, individually and collectively.
- Instructors must remain calm and determine the nature and extent of the emergency.
- Instructors should manage the situation according to the EMERGENCY PLAN they devised.
- Instructors are to act swiftly to protect the physical and emotional well-being of the students.
- Student(s) in an emergency situation should never be left alone.
- If it is necessary for an instructor to stay with a student in the hospital, or if another similar scenario presents itself, an instructor who the student knows well and feels comfortable with should be the one for the task.
- **In case of death or serious accident requiring medical evacuation**, the Student Coordinator or OSC needs to contact the nearest U.S. Embassy or Consulate immediately and provide to those officials the
contact information for the IUHPFL Office and Managing Director, who will in combination act as a conduit for information to the U.S. family/ies.

- **In cases of contagious illness, serious injury, incarceration or death of a student**, uninvolved students should be asked not to contact their U.S. families until IU officials have given instructions for action.

- **In case of the absence or incapacity of an instructor**, another instructor or the OSC is to contact the Managing Director immediately, who will coordinate next steps with IU higher administration and inform instructors and OSCs accordingly.

### After the Emergency

Once the emergency has subsided, instructors will need to ensure that all details of the situation have been accurately relayed to the Managing Director or IUHPFL Office, so U.S. families, IU officials, or other relevant parties can be properly and promptly updated and appropriate measures can be taken for the benefit of all involved.

Specifically:

- Instructors should document as much information as possible, so details can be shared with relevant parties in a timely fashion.
- While one instructor is managing communication and documentation efforts, another needs to address the needs of any student/s directly affected by the crisis.
- At least one instructor should be focused on the needs and emotions within the group of students and attempt to restore a sense of calm and security.
- Instructors should discuss how they handled the emergency and how they might be more effective in the event of another situation or crisis.
- If instructors have recommendations for changes in the emergency protocol of the program, these ideas should be relayed to the Managing Director via email.

Although the Managing Director and IUHPFL Office are always the first point of contact in the U.S. for instructors, these additional resources are available if needed:

- CAPS at IU Bloomington: 812-855-5711
- U.S. State Department Citizen's Emergency Center (202-501-4444)
- Susan Carty, Director of Administration & Program Management at OVST at IUB contributed to information in the Crisis Management section (812) 855-9305
PROGRAM EVALUATIONS

Over the course of the program, several evaluations are completed by students, instructors and host families. Instructions and templates for each evaluation can be found on Oncourse.

Evaluations Overview
Evaluations are to be administered twice over the course of the summer: once midway through the program and once at the end of 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. These evaluations should begin and end with positive points, providing recommendations for improvement in the middle. They should also take into account a student’s participation, attitude and development up to that point, placing primary focus on where the student has achieved success.

- **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.

- **The Host Family Survey** is distributed to families shortly after the team arrives at the program site and allows host families to comment on their overall impressions of the program, its staff, policies and procedures. It is collected by instructors before the team departs from the program site. Results of this survey are compiled and shared with the Onsite Coordinators.

- **The IUHPFL Final Student Evaluation** presents a comprehensive view of the students’ overall performances in the program. Instructors submit their grades and comments to the IUHPFL Office by the specified date in August. The Office adds feedback from students’ host families and self-evaluations, as well as any language test scores. All these results are then sent to students and their teachers in September, once students have completed the Student Exit Survey.
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 a Final Evaluation from the instructors and the IUHPFL Office, as well as the IUHPFL Diploma and Program Site Magazine. If a student leaves during the first half of the program, he or she will only receive the Certificate of Participation, which is described later in this handbook, and the Program Site Magazine.

- **The Student Exit Survey** is completed online by students and provides them an opportunity to evaluate all facets of their summer 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), and evaluation materials.

**IUHPFL DIPLOMAS, AWARDS AND CERTIFICATES**

- **IUHPFL CERTIFICATE OF PARTICIPATION**: Any student who participates to the best of his/her ability but must leave the program due to circumstances beyond his/her control will receive the Certificate of Participation.
- **THE IUHPFL DIPLOMA** is awarded to any student who successfully completes the program, returning to the U.S. with his or her team.
- **THE IUHPFL AWARD OF EXCELLENCE** is granted to the student who receives a combined average of B+ or higher in the classes, participates to the best of his or her ability, demonstrates a good attitude in the Afternoon Activities, and does not receive any Incident Reports.

After the student completes the Student Exit Survey, the IUHPFL Diploma, Award of Excellence, or Certificate of Participation, and Program Site Magazines, as applicable, are mailed to students and their teachers.

**HOST FAMILIES**

As one of the Three Pillars of IUHPFL, the Host Family Experience is a key aspect of the program. As such, it is imperative that students and instructors form positive relationships with the host families, as well as the Onsite Coordinator/s, upon arrival and that these relationships be nurtured and strengthened throughout the program.

**Host Family Orientations and Meetings**

Host families will attend a variety of sessions to learn about and participate with the program:
At least one pre-program Host Family Orientation is conducted by the OSC prior to the team’s arrival, during which the OSC shares program policies and procedures and families learn about the students they will be hosting.

During the first two days of the program, instructors lead a Student/Host Family Orientation, which is described in more detail below. OSC’s attend this and all events involving host families.

During the second (Hangzhou and Graz) or third week of the program (all other sites), instructors will conduct a Host Family Meeting that does not involve the students. More details are provided below.

If necessary, additional opportunities for host families to approach instructors with questions and concerns can be provided.

Student/Host Family Orientation
As mentioned, the Student/Host Family Orientation needs to be held during the first two days of the program. Students, host families, and Onsite Coordinator/s are to be present, and the orientation is organized and led by all instructors. The objectives for this session are three-fold:

- To share important information about the program
- To answer questions
- To begin to create a sense of fun and unity between the families, students, instructors, and OSC

Specifically during the Student/Host Family Orientation instructors should:

- Introduce themselves and briefly tell about their classes and the kind of homework they will assign to students
- Explain once again their administrative responsibilities within the team
- Hand out and review the Program Site Calendar, as well as the Daily Class Schedule, even if families already have been given copies by the OSC
- Review how lunches onsite are to be handled during class days and on excursions (Lunches are managed according to the unique needs and circumstances of each team)
- Review the IUHPFL Honor Code in the target language, particularly any norms that seem difficult for the students and families at that particular program site, such as the Rule of Three or the prohibition of alcohol for our students, etc.
  - Host families need to understand the legal responsibility that IUHFPFL has to care for its students, who are citizens of the U.S. and as such are bound to its laws. IUHPFL is committed to protecting its student participants and maintaining the trust of U.S. parents and guardians.
  - It is helpful to remind host families that the Honor Code protects them, too!
• Review the highlights of the Host Family Guidelines as necessary in the target language
• Invite the group to discuss some of the primary cultural differences between the U.S. and the host culture (natural reserve among Americans, eating habits, differences in personal relations, etc.)
• Review the Strategies to Host Families for Communicating and Engaging with Language Learners, which will be available on Oncourse and was provided to host families in the target language prior to the team's arrival
• Discuss students’ sensitivity to being compared to previous students the family might have hosted or having their language skills overly critiqued
• Review the Minimum Expectations that students should have of their host families, which are provided below
• Give advice to host families about how to handle common obstacles: homesickness, language barrier, household expectations, punctuality, the importance of quality time between student and host family, students who do not eat much or don’t like the regional cuisine, etc.
• Explain how students will develop linguistically as the program moves forward, stressing that students will likely understand much more than they can express for the first couple of weeks of the program; also explain the range of emotions students are likely to feel as they move through the language acquisition process
• Remind the students and families that medical expenses must never be paid by the host family, but rather by the student and his or her U.S. family.
  o Explain that students are covered either by CISI Travel Insurance (Mexico and Chile) or HTH Worldwide Insurance (all other program sites)
  o Also explain that students will carry their insurance card and claim form with them at all times.
• Explain and distribute the Evaluation of Students that host families will complete during the program
• Explain and distribute the Host Family Survey that host families will submit at the end of the program

Host Family Meeting
The SC and LC will plan and facilitate a meeting in the late afternoon or early evening for host families, Onsite Coordinator and instructors only, which is to take place during the second week in Hangzhou and Graz and during the third week at all other program sites.
Note: This meeting needs to happen BEFORE host families complete and submit their evaluations of students to the instructors.

This meeting is very important, because it presents a unique opportunity for instructors to speak with and address concerns from the host families.
apart from the students. Onsite Coordinator/s and instructors should insist that at least one parent from each family attend this meeting. Invitations to host families should be sent in the form of a letter (written by the PRC) a week or so before the meeting is to take place.

Specific goals of this meeting are as follows (but not limited to):

- Learning from the perspective of the families how the students are assimilating and progressing
- Answering host family questions and addressing any concerns
- Fostering deeper understanding and stronger bonds between instructors, host families and OSC
- Clearing up any misunderstandings about the students and the program BEFORE host families complete their evaluations of the students and the host family Survey

Light refreshments are often served at this meeting, and instructors strive to make it welcoming and enjoyable for all. Students should be cared for by other host family members during this meeting.

**Communication with the Host Families**

It will be necessary to communicate often with host families during the program in order to keep them informed about program happenings. These communications can be in hard copy or digital form, depending on what is most convenient for each Instructor Team. Providing host families and OSCs with the link to the program site blog is also a good way to include them and keep them informed of the students’ activities when they are away from their host families.

A preliminary draft of each weekly correspondence is composed by the PRC and edited/approved by the OSC and remaining team instructors before distribution to host families. OSCs should be copied/receive a copy of every correspondence between instructors and host families. Likewise, copies of instructors’ communications to host families should be included in the program site KB by the PRC.

**What Students Should Expect from their Host Families**

First and foremost, students need to be reminded prior to departure and in the early stages of the program that host families come in all shapes and sizes. Some host parents will be young, some older. Some host parents might be single parents or widows, while others will be married couples. Some families might live on the outskirts of town, or even in the countryside. In most families, parents work outside of the home.

Although host families and the perks students can gain from their host family experience might vary greatly, students are entitled to the following **MINIMUM EXPECTATIONS** 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 family member of the same gender and approximately the same age
• Ample and nutritious breakfasts, dinners, snacks, and some lunches provided
• Eating with family members as often as possible
• Feeling welcome and having companionship
• Cleanliness of the home within reasonable standards
• Treated with kindness, patience, and encouragement by all family members 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 a trusted instructor immediately. Instructors, especially 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.

Challenges will often arise between students and their host families; the key to successfully overcoming such difficulties lies in good communication between all parties. The Student/Host Family Orientation, Host Family Meeting, other onsite events, and the weekly correspondence from instructors to host families and OSCs, as mentioned previously in this handbook, are all designed to keep healthy lines of communication and mutual trust intact.

Host Family Challenges
While most host family experiences are positive and develop into longstanding friendships, some incompatibilities between a student and his or her host family might arise, in which case both the student and family members are asked to make an honest effort in:
• Choosing to maintain a positive attitude
• Communicating about the issue openly
• Improving their relationship and the issue in question

Student Protocol in Resolving Challenges with Host Family:
When a student experiences challenges with his or her host family, as a first step, he or she must follow the protocol outlined below.
1. The student might consider filling out and submitting to the Instructor Team a 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.

2. The student is encouraged to discuss minor issues with the host family on his or her own before involving instructors and the Onsite Coordinator. In most cases, the host family will appreciate the student’s honesty and attempt to communicate openly with him/her.

3. If the student cannot resolve the issue by talking with the host family directly or if the student doesn’t feel confident enough to speak to the family by him or herself, the Instructor Team, led by the SC, should provide immediate support to the student.

4. If necessary, two or more instructors will talk with the host family members, after discussing the issue with the Onsite Coordinator to determine what actions or steps he or she might like to take at that point.

5. It might be necessary for the Onsite Coordinator and one or two instructors to visit the host family home in order to properly assess and address the situation.

6. Students are asked not to communicate minor difficulties with host families to their U.S. guardians in order not to worry or involve them unnecessarily; waiting until after such situations are successfully resolved is generally the best approach.

**Note:** Any situation where a student’s emotional or physical well-being are at risk requires that instructors and OSCs take immediate steps to protect the student from harm. In such cases, the above protocol might not apply.

Instructors are asked to keep in mind at all times that they are the student’s advocates during the program and should be trusted to always have the student’s best interest at heart. Students are encouraged to seek the help of the instructor acting as Student Coordinator or any instructor with whom they feel comfortable.

**Host Family Changes**

Should a student face minor difficulties with his or her host family, s/he is asked to follow the previously outlined protocol. If after talking with the host family directly and after seeking help (and possible mediation) from the Instructor Team and/or Onsite Coordinator, incompatibilities and miscommunications persist, then the option of changing host families can be explored. In these cases, where a student is not physically or emotionally at risk, a host family change should happen only as a last resort and should ideally be agreed upon by all parties (the student, onsite team and host family).

**In cases where the student is experiencing emotional distress, fear, feelings of isolation, or persistent negative interactions with host family members, immediate steps must be taken to place the student in a safer, more nurturing environment. Any situation involving host families must directly involve**
consultation and leadership from the Onsite Coordinator; no decision to move a student from one host family to another can be made unless the OSC approves and manages the transition.

Note: If a host family requests to no longer host a student, for any reason, immediate steps will be taken to move the student from that home. Although instructors and OSC might have questions for the family as to why they no longer wish to accommodate the student, they should not try to convince the family members to change their minds. It is not advisable for a student to remain in a home where they are not wholeheartedly and warmly welcomed.

**Grounds for host family changes** can include (but are not limited to):

- Failure on the part of the family to provide healthy meals, privacy, adequate sleeping arrangements or to meet other MINIMUM EXPECTATIONS of host families
- 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
- Negative or violent interactions between host family members and/or their guests
- Consistent inability of host family to accommodate the schedule or participate in the events of the program
- Host family's lack of quality time with student (i.e., student spends most of his/her free time, meals, etc. alone)
- Host family's failure to abide by Host Family Guidelines and/or to respect the IUHPL Honor Code
- Inappropriate behaviors in the host family home
- Host family provided inaccurate information regarding the accommodations, who is living in the home, smoking, etc.

In most cases, students and guardians should expect anywhere between a few days to a couple of weeks for the student to feel fully comfortable with his or her host family. Therefore, except in cases where the student is at risk or being neglected, IUHPL strongly encourages students to spend at least one week, per the previously outlined protocol, with their host family before requesting a host family change.

**Coordinator responsibilities during a host family change:**

- The OSC has the responsibility of notifying the student’s first host family that he or she will be moved to another family.
- At least two instructors are to help the student move his or her belongings to the new host family home, so that the student has an advocate during the process and feels safe.
The student should not be forced to interact with members of the first host family beyond his or her comfort level while moving out.

The Onsite Coordinator should also help with the move, especially if one or more host family member is irate with the student.

The SC informs the IUHPFL Managing Director of the change prior to the move or as soon as possible and submits the Host Family Change Form via email, after it has been fully completed.

The OSC ensures that the new host family completes all appropriate IUHPFL paperwork and submits it to the Office as soon as possible.

The PRC updates the Host Family Contact List with the student’s new host family information.

**Temporary Host Family Changes for Students**

Occasionally, circumstances arise for a host family that require the student be temporarily relocated to another home. An example would be a death in the family that requires the hosts to travel away from the program site. In the event that any student is temporarily relocated, the SC will immediately inform the IUHPFL Office of such arrangements; the Office will in turn contact the U.S. family.

**Making the Most of the Host Family Experience**

To make the most of any host family experience – positive or challenging – students should be reminded to:

- Always be respectful
- Have a kind and positive attitude
- Express appreciation
- Inquire about expectations and help with chores
- Keep their personal space clean
- Be willing to try new foods
- Participate in their activities
- Remember that IUHPFL is about assimilating to a new culture, not educating others about the U.S.!

Instructors can help to ensure that students have a positive host family experience by:

- Clearly communicating program expectations and policies to host families and students
- Organizing fun events that bring everyone together
- Demonstrating to students how to embrace the host culture and overcome challenges; and
- Developing strong ties with host families and Onsite Coordinators themselves.
ONSITE VISITS FROM IUHPFL ALUMNI

It is not uncommon for IUHPFL alumni of all ages to make return visits to their program site in order to visit their host families. These visits are something the program wishes for all of its participants. However, when these returns occur during the current program dates, they can be problematic, if not handled delicately.

Here are important points to remember if a program alum or any other non-IUHPFL student should visit a host family during the program:

- Host families cannot host other students in their homes while they are hosting current program participants, not even our own alums; the Host Family Agreement puts forth this stipulation, in addition to several others, and they sign to show their compliance.

- Program alums can cause some unintentional complications for current participants, such as:
  - Greater familiarity with the host family than current participant
  - Stronger language proficiency, which can stifle the current student’s efforts to communicate
  - Distracting host family members from bonding with the current student

- If a host family provides accommodations to other students during the program dates, the current IUHPFL participant will be moved to another host family during that time and perhaps for the remainder of the program. The host family’s IUHPFL stipend will be minimized accordingly.

- It is appropriate for other students to visit during the program dates, if they do not stay with their former host family; in these cases, host families need to be very sensitive to the needs and feelings of the current IUHPFL student and ensure that the visit has no negative impact on him or her, linguistically, emotionally or otherwise.

- Visiting alumni will often make a presentation to the current cohort of IUHPFL students onsite. Permission to give such presentations should be approved by the Managing Director and the content of the presentations should be reviewed and approved by the Instructor Team.

The IUHPFL Office will inform the Instructor Team of any potential visits to the program site by IUHPFL alums, as it is made aware.

INFRACtIONS TO THE IUHPFL HONOR CODE

It is expected that instructors will read the Honor Code, fully support it, and follow it themselves in the presence of students. The tenets of the Code are in place to protect students and instructors and to encourage a successful experience for all.
Principles in Addressing Honor Code Infractions

Students are on a journey of personal and academic development. They are not expected to be perfect, only moving forward in that journey to the best of their ability. While adherence to the Honor Code is expected and fundamental to the program, instructors must use their judgment to determine whether a violation of the Honor Code was intentional or unintentional.

Obviously, intentional violations require a plan of action and possible disciplinary measures. Unintentional violations are often the result of students not being aware of expectations, familiar with cultural norms, or mature enough to understand the impact of their actions. An example would be saying something inappropriate to a host family member without realizing it was offensive. In the case of an unintentional violation, instructors must be sure to clarify expectations, norms, and boundaries to students.

Students will have been made aware of the Honor Code several times prior to and during the program:

- Students are introduced to the Honor Code by their teachers when deciding to apply to the program.
- Students who are interviewed must discuss with the interviewers what they know about the Code.
- During Student/Guardian Orientation in the spring, the Code is fully covered.
- Also, at this orientation session, students and guardians sign a form, agreeing to abide by the Code.
- Students will also review the Honor Code in the target language during the onsite orientation.
- Students are permitted to have their Student/Guardian Handbook with them in the host country for easy reference to the Honor Code (in English).

Despite the number of times students see the Honor Code prior to departure, it is still imperative for instructors to cover it again at least once in the target language while onsite. By doing so, instructors stress to students that they support the Code, take it seriously, and expect students to follow it without exception. The more respectful instructors are of the Code, the fewer infractions against it they will have to handle during the program.

Important Note: It has also been said in the past, by some IUHPFL students, that once onsite the Honor Code doesn’t actually apply or at least it’s not as strictly applied as they were told before departure. IUHPFL Instructors are entrusted by the Managing Director, the Office of the Vice President for
International Affairs, the IU Overseas Study Council, and Indiana University to uphold the IUHPFL Honor Code to the letter.

When addressing an Honor Code infraction, instructors discuss the issue openly as a team, seeking to understand all sides of the situation and find a solution with the well-being of the student/s and the program as their top priority:

- Consider the source: Who brought the behavioral issue to the instructors' attention?
- Does the infraction involve one student, a few students, or the larger group?
- Ask 'why' the student/s would engage in the behavior in order to best motivate the student/s to change it.
  - Is the behavior about seeking attention, power, revenge, or does s/he feel inadequate?
  - What needs are being met by this choice?
  - What does s/he hope to gain through this choice?
  - Is the behavior intentional or unintentional?
  - Is s/he experiencing high levels of stress?
- Then consider possible solutions for turning the situation around:
  - What would motivate the student/s to change the behavior?
  - Is it possible for the instructors and host family to provide what the student needs to be successful?
  - Should the U.S. guardians be informed at this point in time? If not, when would be ideal?
- If the behavior is intentional, repeated, egregious, blatant, and/or harmful to anyone on site, the Instructor Team needs to implement disciplinary protocol.

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 the tools, including 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 encourage and support their teammates and c) to be an enjoyable and helpful guest for their host family.

Instructors and host families should understand that their primary responsibilities in the program are to mentor and educate students, keep them safe and well nurtured, help them to meet their personal goals, and ensure they have a wonderful experience. In most cases, instructors and host families enjoy their roles 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 well into the future.

It is also the responsibility of the Instructor Team to implement the following disciplinary protocol when students engage in behaviors that **blatantly defy** the IUHPFL Honor Code, and this is not a responsibility that any instructor enjoys. In cases where a student’s actions are **deliberate, repeated and/or openly disrespectful**, the following protocol will be applied, with the awareness of the U.S. guardian/s:

**Step 1: Instructors will work with the student to create a Behavior Plan.** The plan will include:
- Specifics of the misconduct
- 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 appropriate 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
- Appropriate consequences that will be carried out if not completed successfully, including an Incident Report
- All instructors’ and the student’s signatures

The plan will be shared with the Managing Director, the U.S. family, and possibly the host family.

**Step 2: Issuing an Incident Report**
- If the student does not successfully complete the Behavior Plan and/or continues with the same type of 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 U.S. family and the Managing Director receive a copy of the Incident Report.

**Step 3: Student is sent home (Expulsion from the program)**
- 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 U.S. family.
• This measure should not be taken lightly, and legal and financial implications for the U.S. family and possibly the university could apply, and must be discussed with and condoned by the Managing Director and higher university administration.

• The Managing Director will discuss the matter with the U.S. family and keep them informed of travel arrangements, etc.

• All expenses related to the student’s early dismissal from the program must be paid by the student’s guardians as stated in the Payment Schedule and Terms Agreement signed by guardians prior to departure.

• The IUHPFL Office will make travel arrangements for the student to return to the U.S., as well as for the instructor who might have to accompany him or her to the international airport in the host country.

• At this point, the student will not receive the IUHPFL Diploma for completion of the program.

**Important Note:** Although instructors prefer and should always try to follow the above protocol, extreme cases might require that the student be expelled from the program and sent home immediately. Instructors, in consultation with the Managing Director, can determine to send a student 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.

**Incident Report Procedures**

Incident Reports are formal reports to record a student’s unwillingness to address an infraction of the Honor Code. A copy is provided on Oncourse.

**Procedure:**

• The student’s infraction should be recorded by the SC in an official Incident Report.

• If the SC was not present or as well informed of the infraction, it is appropriate for another instructor to complete the Incident Report.

• The Incident Report should be recorded in the language that the Instructor Team feels is most appropriate.

• Students must be able to state their view of the incident/infraction in their own words, in writing, on the Incident Report and sign their names. They are not to sign something that an instructor has written on their behalf.

• Once recorded, the Incident Report should then be sent by the SC to the Managing Director and the student’s host family if relevant, necessary, and helpful.

• The Managing Director will forward the Incident Report on to the U.S. guardians and call them to discuss it.

• The student should also receive a hard copy.
• Hard copies of any Incident Reports should be brought back to the IUHPFL Office by the SC.

**When Students Witness Infractions**

Although this topic will be covered during Student/Guardian Orientation, it is important for instructors to stress to students **onsite** how they should react when witnessing violations of the Honor Code.

It is made clear in the Student/Guardian Handbook and during Student/Guardian Orientation that when students witness their program peers violating the Honor Code, they need to take appropriate steps to address the behavior.

- If the behavior poses harm to anyone or could potentially lead to harm, such as alcohol consumption, it must be reported to an instructor immediately.
- If a student witnesses other students speaking English, approaching the students and asking them in the target language to stop is advised. Should the behavior continue, then the witness needs to report the matter to an instructor, not in the spirit of trying to get them “in trouble,” but rather with the intention of helping them and preserving the integrity of the program.

**MEDICAL VISITS, EXPENSES, AND INSURANCE**

IUHPFL provides travel insurance to its students included in their program fees. For Mexico and Chile, the insurance provider is Cultural Insurance Services International (CISI). Instructors at these program sites are automatically covered under CISI. Students at all other program sites are covered under HTH Worldwide Insurance; instructors can opt to be covered as well and at the cost of the program. Instructors wishing to have coverage under HTH during the program need to inform the Program Coordinator prior to Spring Break in March.

If a student visits the doctor or needs to be hospitalized during the program, **it is required that an instructor accompany the student**, not only to make sure that the insurance form will be completed right away, but also to ensure that the student understands what occurs during the visit. If an instructor cannot accompany the student due to the time of day, etc., the host family or Onsite Coordinator should accompany the student instead and inform the Instructor Team of the student’s situation and location.

**Payment of Medical Expenses**

- **Host families are not to incur the medical expenses of the student under any circumstances nor sign any paperwork at the medical facility on the**
student’s behalf. The student and his/her family are solely responsible for all out-of-pocket expenses payable to the hospital, doctor or clinic.

- Both CISI and HTH have developed partnerships with hospitals and clinics in their regions. If at all possible, students should be directed to partner facilities, because it might be possible for them to avoid paying upfront costs for their treatments.
- If it is not possible for the student to go to a partner facility, then it is likely that the student or guardians will have to pay treatment costs out of pocket and be reimbursed by the insurance provider later.
- Invoices and itemized receipts should be obtained and organized. Without the requested documents, medical expenses will not be reimbursed by CISI or HTH.
- Students and their guardians are ultimately responsible for sending claim forms and receipts to the insurance company.

Insurance Claim Forms
Among the forms mailed abroad for the instructors will be Insurance Claim Forms.

- Each student and instructor should be given one form, in case s/he needs medical attention. Instructors should bring extra Insurance Claim Forms on each excursion.
- The Insurance Claim Form must:
  - Be filled out and signed by the physician onsite; the student or instructors fill in the student’s personal data
  - Include description of symptoms, complaint, diagnosis from physician, physician’s signature, and total cost
  - Include pharmacy expenses if applicable

Role of Instructors during Medical Emergencies and Appointments

- At least one instructor must either accompany the student to the medical facility or join him or her as soon as possible and be present for the duration of his or her stay.
- Instructors must provide student’s medical and emergency contact information to the doctor or facility, including a copy of the Insurance Claim Form for the student.
- They are responsible for informing the Managing Director of the situation, who will then contact the U.S. guardians.
- They are to assist the student in completing all necessary paperwork and to ensure the student understands what is happening.
- They should help the student organize all medical invoices, paperwork and receipts, so that these can be submitted to their guardians and the insurance provider in a timely fashion.
- They will email to the Managing Director all medical personnel contact information, copies of receipts and forms, and other relevant information in order to facilitate communication between the medical
facility and the U.S. guardians so that payment can be made and
claims can be handled appropriately.

- They will work with the Onsite Coordinator, host family, and
Managing Director to determine next steps for the student and his or
her U.S. family.

**MAYOR’S RECEPTION AND OTHER OFFICIAL VISITS ONSITE**

During the program, circumstances permitting, some mayors will hold a
reception at City Hall for the group of students and instructors. This is a
very important occasion for the program and, as a formal event, students
should be instructed to dress well and remind them that they are
representing IUHPFL, their schools, and the United States.

Instructors or the Onsite Coordinator need to prepare students for the
visit, explaining that it is the city's formal welcome to the program
participants. Instructors should be sure to invite:

- Host families
- Administrators of the classroom facility; and
- Other community partners, such as the service organizations where
students do community engagement activities.

Generally, the Mayor, or the person who represents him/her, gives a
welcoming address, followed by a speech by an instructor, typically the
PRC, thanking:

- City officials and the Mayor
- The Onsite Coordinator/s
- Administrators of the classroom facility
- Host families
- Other community partners, such as service organizations offering
community engagement activities

This is followed by a brief speech prepared by one or two students.

Program t-shirts or other IU memorabilia can be offered as gifts to the
Mayor; if such gifts are desired, the PRC must inform the Program
Coordinator prior to May 1st. The IUHPFL Office will ship the gifts, along
with other materials needed onsite, to the Onsite Coordinator prior to
departure. The PRC is also responsible for purchasing a card for the Mayor
and having all students and instructors sign it.

The PRC should call and invite newspapers to any official events and track
all local publicity about the program and its students to be shared on the
program site blog and with the IUHPFL Office.
MEALS FOR STUDENTS AND INSTRUCTORS

During the program, IUHPFL will provide regularly scheduled meals (breakfast, lunch, and dinner) and some snacks for excursions to students and instructors, with these exceptions:

- Students will be responsible for purchasing 3 or 4 meals for themselves during outings and excursions
- Students and instructors will pay for their own snacks, coffee, etc. beyond what is provided to the team for excursions
- If instructors wish to purchase meals and snacks beyond what is provided by the program, they must do so at their own expense.

BIRTHDAYS

A list of students who will celebrate birthdays during the program can be found on Oncourse.

- Host families should receive a copy of this list at the Host Family Orientation.
- The instructors are to purchase and sign a card for each student who has a birthday and present the card to the student on or just prior to his or her actual birthday in front of the other students, allowing everyone to sing Happy Birthday to the birthday boy or girl.
- One party should be organized to celebrate the birthdays of all the students with birthdays during the program dates. The OSC and host families should be invited, and cake, ice cream, punch etc. should be provided, at the expense of the program and according to the budget.
- Instructors and other students are encouraged to plan songs, games and other activities for the party to ensure that everyone has fun and that each student with a birthday feels special.

COMMUNITY ENGAGEMENT

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 opportunities for students to engage with a community of Maya. Proudly, more program sites will offer Community Engagement to their students in 2016, 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 include volunteerism, and for this reason students often choose Spring Break and summer programs that focus on community service. IUHPFL prefers the term, “Community Engagement,” because it stresses 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 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
- And so forth...

Returning instructors and Onsite Coordinators suggest ideas and specific organizations for these activities to the Managing Director. Instructors also include the days and times of the activities on the Program Site Calendar to be shared with host families.

Things to keep in mind about organizing Community Engagement activities:
- Each session should last no longer than 4 hours
- Activities need to be meaningful to students and helpful to the local residents
- Instructors work with OSCs to determine how many sessions should take place during the program. As academic classes are extremely important, Community Engagement should not be excessive; 3 or 4 sessions are ideal
- If a session is scheduled during a weekend, it is appropriate to invite host families to participate, only if the OSC approves
- Whereas one or two sessions on the weekends is reasonable, weekend time should be generally saved for host families
- In cases where students are able to bond with local residents, opportunities to engage with those groups more than once are very valuable
- Local residents whom students meet during Community Engagement activities should be invited to the Farewell Show
- Any cost to the program for students to participate in these activities should be minimal and discussed with the Managing Director in the spring so that they may be included in the program site budget.
Each program site offers Planned Excursions, which are included in the students’ program fees, as well as Optional Excursions, which are paid for by the students.

Planning excursions for Fridays and weekends is encouraged. An excursion during the week is possible, but does interrupt the continuity of the classes, which are harder to resume on the next day. Classes should always be held on Fridays when there are no excursions or community engagement activities planned.

**Planned Excursions**

Planned Excursions can last one or more days and can also involve overnights. They are planned in detail prior to the program by the Onsite Coordinator and Managing Director, with input from returning instructors as needed or desired, and are included on the Program Calendar.

Points to keep in mind regarding Planned Excursions:

- Students, their high school language teachers, and their guardians are typically aware of sites and attractions that students will visit during the program and have high expectations for Planned Excursions. For this reason, it is very important that the itinerary be followed according to plan.
- Students and host families need to understand that Planned Excursions are an integral part of the program and that other activities cannot interfere or overlap with them.
- Instructors, particularly the Culture Instructor, cover the history and the importance of the excursion sites prior to departure, so students understand their significance.
- Host families are not allowed to accompany the team on Planned Excursions.
- Onsite Coordinators can participate in Planned Excursions, although they must cover their own expenses.

**Before the Planned Excursion:**

- One week prior to the excursion, the LC should communicate with the OSC to ensure all arrangements for excursions are finalized and confirmed.
- Two days before an excursion, the LC should set up a meeting for the Instructor Team, led by the Culture Instructor, to prepare for the excursion and to divide any remaining tasks among all members of the Instructor Team.
  - The LC and FC should talk through the expenses of the excursion, and discuss how those expenses will be paid, making sure to
follow the program site budget and keeping to the guidelines that were provided during FC training in the spring.

- Instructors need to take extra medical Insurance Claim Forms on each excursion as well as a first aid kit, which will be provided by the program and carried by the PRC.
- Snacks may be bought by the Instructor Team before leaving the program site to be shared with students while traveling and at group meetings during the excursion.

- The Culture Instructor should present the excursion itinerary in culture class and discuss the significance of the sites and attractions the students will visit. Other instructors are encouraged to contribute their knowledge of the excursion sites, as well.
- All instructors can help students set specific personal and team goals for the experience.
- During Support & Success Groups or announcements, students must receive the following instructions and information:
  - Carry a copy of their passport on them at all times
  - Carry their emergency contact cards, should they become lost during their free time and need to get in touch with an instructor
  - Carry their program cell phone and phone charger
  - Wear comfortable (and appropriate) clothing and footwear
  - What to pack: towel, swimsuit, bug spray, sunscreen, hat, rain jacket, etc.
  - Which meals the program will cover and what they will have to pay for themselves
  - Never separate themselves from their group or never wander off alone (The Rule of Three always applies)
  - Arrive on time at the specific meeting points
  - Abide by the IUHPFL Honor Code at all times; keep focused on their personal goals and know that Incident Reports can be issued anywhere and anytime
  - Discuss how to deal with luggage; keep clothing and toiletries for the last days and for the trip in the carry-on bag for easy access.
  - Specifically for One-Day Excursions students should:
    - Know how they will be getting home to their host family afterwards
    - Bring a lunch and plenty of water

During the Planned Excursion:
- Instructors must accompany students on excursions at all times; students are not to wander cities without instructors, even in small groups. If within a specific building, shopping area, etc., students can explore in groups of 3 or more, as long as the instructors are nearby and there is a designated time for everyone to meet up again.
- Provide each student with a list of program cell numbers, including those of instructors, peers, lodgings, etc., in case a student should somehow get lost during the trip.
• Show students on a map the sites that will be toured and their location in relation to the train/bus stations, hotel, etc.

• Explain how the public transportation system in an excursion city works and discuss what to do when one or more students get separated from the team.

• Each instructor should check in with the students in his or her Support & Success Group regularly to see how they are doing, what they need, etc. It is a good idea to hold one Support & Success Group session during long excursions.

• Keep personal and collective goals in the forefront of students’ minds and challenge students to accomplish certain learning objectives, in particular those that will allow them to use the target language in different contexts.

• Remind students that they are responsible for their belongings; make sure that money, credit cards, etc. are carefully guarded at all times. Students should be reminded that they must generally be more careful in a large city, especially on public transport and in crowded areas.

• Staff should visit students’ rooms in the evening to make sure that no lodging rules are broken and to ensure adherence to the Honor Code.

• **Note that students should never be left alone** in the residence during overnight excursions; at least one instructor should be immediately available to them at all times.

**Optional Excursions**

Optional Excursions are activities offered to students ideally 3 or 4 times during the program. These activities are not included in the program fees that students' families have already paid and should therefore be very affordable since students will have to spend their own money to participate. Examples might be visiting a museum, going to the movies, eating ice cream in town, etc., and their purpose is to encourage group bonding and unity.

If a student chooses not to participate in one or more of these excursions, he or she will ideally be spending time with his or her host family or other instructors instead, so they are cared for and enjoying time with others. If a student is consistently turning down optional excursions due to lack of funds, instructors should contact the Managing Director to discuss, as students’ feelings of inclusion are extremely important to their IUHPFL experience. If necessary, the Managing Director will have a discreet discussion with the student’s guardians to find an appropriate solution.

IUHPFL will cover instructors’ expenses for optional activities either from the program budget or by reimbursing instructors after they have returned and submitted all receipts to the office. Receipts are absolutely necessary for reimbursement.
**Communication with OSC and Host Families Regarding Excursions**

It is important to keep the Onsite Coordinator/s and host families well informed of excursion plans. Planned Excursions are included on the Program Site Calendar, which is distributed to OSCs and host families before the team’s arrival at the program site. In the case of both Planned and Optional Excursions, the PRC should contact host families at least 3 days prior to departure, providing as many details as possible, including:

- Specifically what time and where the students will meet to leave for the excursion
- What students should bring
- In the case of one-day excursions:
  - what time the students will return from the excursions
  - where they should be picked up

Although it is appropriate for host family members to join Optional Excursions, if instructors wish for them to do so, it is NEVER appropriate for host family members to accompany the group during Planned Excursions.

The Onsite Coordinator, however, might join the group on Planned Excursions, if the instructors are in agreement. The OSC would cover his or her own expenses, including overnight accommodations, meals and admission tickets.

**LOST/STOLEN PASSPORTS**

The **Student Coordinator is to carry students’ passport copies at all times** and students should make a second copy of their passports that they will carry with them, instead of the passport itself. In the event of a lost or stolen passport, the photocopy of the passport will help to expedite replacement.

**If a passport has been lost or stolen:**

- The student, accompanied by an instructor, should go to the police station where a signed declaration will be issued.
- This declaration will have to be presented in person at the U.S. Embassy or Consulate.
- The students will need three passport photos when applying for the reissued passport; these can be taken at the Embassy/Consulate, but might better be taken beforehand to save time.
- Any other additional identification document (driver’s license, Student ID card), etc. will be very useful in quickly issuing a new passport.
PROGRAM SITE MAGAZINES

Each program site will produce a magazine during the program. These magazines are a long-term activity that involves each student and plays on their creativity. Several examples from past programs are available in the IUHPFL Office for instructors to view.

Procedure:
- The PRC supervises the assembly of the magazine, but the help of all the instructors will be needed to edit the articles.
- All writing should be done in good taste so as not to offend host families. Inside jokes and curse words should be avoided.
- A student can be chosen to design the cover and other students should feel free to illustrate their pages as well.
- Content can be typed or handwritten or drawn and can include:
  - Stories, poems, recipes, letters, drawings, photos, etc.
  - Stories may be about any positive, funny or entertaining experience onsite pertaining to culture, excursions, everyday life, food, transportation, host families, history, etc.
  - Letters of thanks to host families
- In order to have the materials assembled by the end of the program, each student should have a draft of his/her article ready two to three weeks before the program ends.
- Once the final draft is completed, it is copied at a printing shop.
  - Since copying the magazine is expensive, only copies for host families and the OSC will be made onsite; students and instructors will receive copies after the program ends.
  - The original and one copy of the Program Site Magazine is brought back to the Office by the PRC.
- Onsite, the printed magazine is distributed to host families and the Onsite Coordinator/s at the Farewell Show just prior to leaving the program site.

END OF THE PROGRAM

This is often the busiest time of the program, because there is much to accomplish before returning to the U.S.:
- Farewell Show
- Preparing classrooms for departure
- Gathering materials to bring back to the U.S.
- Settling invoices
- Helping students to prepare for possible reverse culture shock
- Helping students to prepare for packing and departure
- Saying good-bye to host families and Onsite Coordinators
- Preparing Final Student Evaluations
Due to the many details that must be addressed during this time, it is important that the Instructor Team work closely to accomplish all tasks and to encourage students to likewise consider their end-of-the-program responsibilities and courtesies.

Farewell Show
The Farewell Show is a variety show presented shortly before the team leaves the program site, featuring skits, songs, and dances. With guidance from the instructors, students prepare the content of the show and rehearse during Afternoon Activities.

- **Preparation:** While students should present a Farewell Show of good quality, it is equally important to remember that this is an amateur production and that it does not have to be perfect. The students should enjoy the preparation and the rehearsals.
- **Invitations:** Students should write their own invitations, copied or adapted from a model given by the instructors.
- **Invitees:** The PRC makes a list of persons to invite to the Farewell Show and includes the list on the site’s Knowledge Base. Guests will generally include host families, Onsite Coordinators, Community Engagement organizations, classroom facility staff, local dignitaries and journalists, and other friends.
- **Posters:** Students are typically encouraged to make a poster for their host families, and these decorate the space where the Farewell Show will take place. At the end of the show, the posters are then presented to the host parents by students.
- **Printed Program and Script:**
  - A program for the Farewell Show is a nice touch and makes a great souvenir for students and host families.
  - The design of the program is to be supervised by the PRC.
  - One of the students can be asked to design a cover page for the program, but the program itself should be written, typed and printed by the PRC.
  - Likewise, students can help to write the script for the emcees of the event, but the PRC should edit and type up the scripts.
- **Refreshments:** In each program site budget, an amount is allotted for light refreshments at the Farewell Party. These are typically served after the show. **Per IU policy, no alcohol is to be served at any IUHPFL event.**
- **Space & Sound:** The LC, PRC, and other instructors need to take care of any arrangements for performance space and sound system (if needed). Since there is much to do during the last days of the program,
all instructors work together to make final arrangements. Students and instructors clean up at the end of the show.

- **Typical Farewell Show Agenda:**
  - The entire show should last no more than 2 hours, with a 15-minute intermission, if necessary.
  - An instructor should make a short speech of welcome before the show begins, recognizing the participation of the school and its administration, the host city, and any other individuals/groups that have helped the program.
  - Students may want to include skits about life in the foreign country or music that they have prepared independently. Skits or plays should be brief — no more than 15 or 20 minutes. Instructors must assure that any independently produced skits are in good taste and not perceived as offensive.
  - At the end of the show, another instructor should speak, acknowledging the hard work, talent and dedication of all the students and thanking collaborators, partners, and audience members.
  - **The Onsite Coordinator/s should be invited on stage in front of the host families to be thanked for his/her efforts.**
  - If desired, instructors may invite a host family or two to speak about their experience with the program; in such cases, instructors should carefully select the host families who are to speak.
  - Students find their posters and present them to their host families. Flowers are also commonly presented to host mothers.
  - Everyone enjoys refreshments.
  - Students and instructors clean up before everyone goes home.

**Talking with Students about Reverse Culture Shock**

After 6 weeks in another culture, it will be evident to instructors how much students will have developed and adapted to the host culture. Often, however, students themselves do not realize how much they have acclimated to the new culture; they will have reached a level of comfort in the host country. Not until days and weeks after returning to Indiana will they realize to what degree they have been changed by their IUHPLPFL experience, and it can often be very difficult for program alums to readjust to their original lives. They can experience a combination of some or all of the following:

- Depression
- Feelings of loneliness, isolation or boredom
- Perceiving that no one understands them
- Wishing they could see their host families
- Missing their teammates and instructors
- Wanting to speak the target language and struggling to find conversation partners
- Feeling disenchanted with the U.S. culture
• Being critical of food, schedules and customs in the U.S.
• Having new views of the world, politics, and religion that differ from their families and friends at home
• Being frustrated when friends and family say how much they’ve changed or, worse, when they don’t realize how much they’ve changed!

It is important for instructors to talk with students about ways in which they’ve changed and help prepare them for “re-entry” or reverse culture shock.

Resources for instructors pertaining to Reverse Culture Shock will be available on Oncourse.

**Preparing Classroom Facilities:**
The LC should make sure that the classrooms and premises used by the team are left in good order and that nothing has been left behind. This is most important in order to maintain a good relationship with the schools or organizations whose facilities we use.

**Reconfirmation of Travel Plans:**
Approximately three days before departing from the program site, the LC should reconfirm all travel plans, including buses, trains, and the flight to the U.S. Be sure to confirm arrival times with residences where the team will be staying during final excursions and that transportation to the airport is confirmed for the day of return to the U.S.

**Settling Invoices:**
The Instructor Team, led by the FC, works with the Onsite Coordinator/s to ensure that all expenses are settled before departure. Discuss with the OSC any amount that should be left in the program site bank account for use during the academic year, such as program cell phone minutes, shipping and storage of materials, etc.

**Packing:**
Students often purchase several items during the program and need to be prepared days prior to leaving the program site for getting all their personal items back to the U.S.
• It is important to remind students that it is illegal to take alcohol to the U.S. (Review TSA’s list of prohibited items: https://www.tsa.gov/travel/security-screening/prohibited-items)
• Sharp items such as swords, knives, and letter openers (from Toledo, Spain, for example) cannot be brought back in hand luggage; they have to be checked at the airport or, in the case of larger items, shipped to the U.S. It is the student’s responsibility to know shipping costs and make such arrangements.
• Remember the weight limits for luggage and the costs associated with overweight items. Students might want to ship items home or buy additional luggage for their return.

**Inventory of Materials Left Onsite:**
Instructors, under the supervision of the LC, should take careful inventory of all program materials left onsite and find a safe place to store these items, often at the home of the OSC or at the classroom facility. It is important to take inventory and pack up materials in a timely fashion, not waiting until the last minute, to ensure accuracy. The inventory list should indicate not only materials left onsite, but also those that will need to be purchased for the following summer. Inventory lists are added to the Knowledge Base and submitted to the IUHPFL Office upon return to Bloomington.

**Materials to Bring Back to the IUHPFL Office**
Instructors share the responsibility of bringing materials back to the IUHPFL Office. See the Coordinator Roles section of this handbook for details.

**DEPARTURE DAY**

• **Packing:**
  It is important to stress to students that they need to have their luggage packed before the day of departure so that the group can get off to the airport in good time.

• **Travel Deviations:**
  The SC should make sure that students who will not return to the airports in Chicago or Indianapolis with their teams are given their passports and know their itineraries and all relevant information.

• **Checking in at the Airport:**
  Once luggage has been checked in at the airport, students and instructors proceed together to passport control and on to the gate, where boarding passes and passports will need to be shown.

• **The Language Commitment** is no longer in effect once students have boarded the plane for the U.S.

• **Upon Arrival in the U.S.:**
  Instructors should know every student’s travel itinerary. Once within the borders of the U.S., students are allowed to travel in different directions from the team, if those plans were made by the student and his or her guardians and made known to instructors well in advance. Students who continue to travel with instructors and their peers to either Chicago or Indianapolis are the responsibility of the instructors until the team has gone through baggage claim at either of those
airports. If possible, instructors should greet the guardians before saying good-bye to the students.

AFTER RETURNING TO THE U.S.

After the program, instructors will still have a few responsibilities and opportunities in August, September, and October.

In August, specific materials must be returned to the Office, as indicated in this handbook under Coordinator Roles. Each instructor also needs to submit receipts for travel and other reimbursable expenses to the Office.

In late August and throughout September, the Managing Director will meet with each Instructor Team to debrief on the program. If necessary, individual instructors can also meet with the Managing Director by appointment to discuss matters of concern.

Also in September, the annual Instructor Reception takes place on campus. This event is led by the Managing Director and Program Coordinator and is attended by returning instructors and their guests—new instructor candidates who would like to learn about the program. Light refreshments are served, and a presentation about IUHPFL is given, followed by a question and answer session in which returning instructors can share anecdotes and insights for prospective instructors.

In October, IUHPFL and the IU Office of Overseas Study cohost an open house for all IUHPFL alum attending IU, who might be interested in further study abroad opportunities. Instructors are strongly encouraged to attend, because alumni would like to see them and because, if they wish, they can participate on a panel to share their study abroad stories and advice with alumni.

Instructors should talk with the Managing Director prior to November to determine whether or not each instructor will participate in IUHPFL the following summer. If the Managing Director has concerns about a particular instructor, after reading the Student Exit Surveys, a meeting with the instructor will be requested. In most cases, instructors are encouraged and welcome to participate again.

RESOURCES AND WEBSITES

Center for Disease Control: http://www.cdc.gov/

U.S. State Department: (202) 647-6575 http://www.state.gov/
Embassies
The IUHPFL office registers students and staff who are U.S. passport holders before departure with the U.S. Embassy in their respective host countries. Those students and Instructors who are not U.S. Passport holders are asked to register themselves at their country’s embassy in their respective host countries.

Each instructor should be aware of the closest U.S. Embassy in the host country. The contact information for the U.S. Embassy in the countries in which the IUHPFL operates follows:

Austria:
U.S. Embassy in Vienna
Boltzmanngasse 16
1090 Vienna
Tel.: (+43-1) 31339-0
Fax: (+43-1) 310 06 82

Consular Section
Parkring 12a
1010 Vienna
Fax: (+43-1) 512 58 35
http://austria.usembassy.gov/

Chile:
U.S. Embassy
Avenida Andrés Bello 2800
Las Condes, Santiago, Chile
Phone: [56] (2) 2330-3000
Fax: [56] (2) 2330-3710

China:
U.S. Embassy, Beijing
No. 55 An Jia Lou Road,
Chaoyang, Beijing 100600
(In Chinese: 北京市朝阳区安家楼路55号)
Phone: 010-8531 4000
Fax: 010-8531 3300
http://beijing.usembassy-china.org.cn/index.html

U.S. Consulate in Hangzhou
Westgate mall
1038 West Nanjing Road
200031 Shanghai
(In Chinese: 美国公民服务处位于南京西路1038号梅龙镇广场8楼)
Phone: (86-21) 3217-4650 (press “0” if after hours)
Fax: (86-21) 6217-2071
http://shanghai.usembassy-china.org.cn/index.html

**France:**
U.S. Embassy in Paris
2 avenue Gabriel
75382 Paris Cedex 08
Switchboard: +33 1 43 12 22 22
Fax: +33 1 42 66 97 83
http://france.usembassy.gov/

**Germany:**
U.S. Embassy in Berlin
Clayallee 170
14195 Berlin
Tel.: (030) 83050
http://germany.usembassy.gov/

**Mexico:**
U.S. Embassy in Mexico
Paseo de la Reforma 305, Colonia Cuauhtemoc
06500 Mexico, D.F.
Phone: (55) 5080-2000
Fax: (55) 5525-5040
http://mexico.usembassy.gov/

U.S. Consulate in Mérida
Calle 60 No. 338-K x 29 y 31
Col. Alcalá Martín
97050 Mérida, Yucatan, Mexico
Phone: 942-5700
Fax: (01) (999) 942-5759
meridacons@state.gov
http://merida.usconsulate.gov/

**Spain:**
U.S. Embassy in Madrid
Calle Serrano 75
28006 Madrid
Tel 91 587 2240 Fax: 91 587 2243
http://madrid.usembassy.gov/

**Emergency Telephone Numbers**
Each Instructor should also be aware of the emergency telephone number in the host country.
The emergency numbers are as follows in each country:

- **Austria**: for medical dial 144, for fire dial 122
- **Chile**: medical dial 131
- **China**: for police dial 110; for fire dial 119
- **France**: for police, medical emergency, fire, dial 112
- **Mexico**: for police, medical emergency, fire, dial 066
- **Spain**: for police, medical emergency, fire, dial 112

NOTES
APPENDIX A: 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 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: This second pillar of IUHPFL requires that students 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 is the third pillar of IUHPFL: 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 B: 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 C: 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 D: IUHPFL PROPERTY AND LIABILITY POLICY

The following policy 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.
APPENDIX E: IUHPFL INSTRUCTOR TRAVEL POLICY

The expense, or equivalent, for the instructors’ economy class non-refundable tickets on the group flight will be paid for by IUHPFL. Instructors who deviate from the group flight will be responsible for all additional upfront costs of doing so.

Specifically:
- Group travel arrangements and payments will be provided to Travel Leaders by IUHPFL.
- Instructor deviations must be communicated on the Instructor Travel Form.
- IUHPFL will pay all flight costs for instructors, including deviations, with the understanding that instructors must reimburse IUHPFL by check and **prior to departure** for any amount above the group ticket price.
- **After the program’s completion**, IUHPFL will reimburse a total maximum of $400 of an instructor’s travel that includes the pre- and/or post-program items below.

Once the Instructor Travel Form is completed and submitted to IUHPFL, the Office will send copies of the forms to Travel Leaders. From that point forward, instructors are responsible for working out the details of travel deviations with Travel Leaders, keeping IUHPFL informed of any changes to the information provided on the form. **Travel Leaders can be reached at 812-339-7800.**

At least two instructors need to accompany the students on the group flight to the program site, and at least two need to accompany them back to the U.S. at the end of the program. Instructors are encouraged to begin discussing with their Instructor Teams in January who will be traveling to and from the U.S. with the students and who might be deviating so that final travel arrangements can be communicated by February 8th.

Instructors not traveling on a group flight are expected to meet the group at the international port of entry on the arrival day at the beginning of the program and to accompany the group to the airport on the departure day at the end of the program.

**All ORIGINAL travel receipts from individual instructors for the expenses listed below are due to the IUHPFL Office within 30 days of the return to the U.S..**

**Allowable Reimbursements**

**Pre-program:**
If you are traveling with the group from Indianapolis or Chicago:
• Transportation to the airport, such as shuttle or mega bus
• Rental car
• Mileage in personal car up to 500 miles—a mileage log is required for reimbursement
• Train tickets (coach class only)
• Extra baggage fees
• Domestic flight from your home city to the group flight departure city
  o Instructors must pay for these flights and will be reimbursed when they return to the U.S. after the program.
  o IUHPFL Instructors are responsible for arranging their own domestic flights and for all costs associated with cancelling or changing their domestic flight.

Post-program:
Transportation from the U.S. port of entry to Bloomington via same transportation options listed above

If an instructor wishes to be reimbursed for items not included on the above list, prior approval for this exception to policy must be requested from the IUHPFL Office. These requests will be considered on a case-by-case basis. IU Travel Management might also require explanation for some reimbursement requests.

Not Reimbursable
Expenses explicitly NOT covered in the $400 reimbursement include but are not limited to fees associated with upgrades to economy plus, business class, early check-in, and exit row seating.

INTERNATIONAL CITIZENS: If you are meeting the group abroad, IUHPFL will reimburse up to $400 for travel from your home city to the international port of entry.

Note: Instructors who withdraw from their teaching appointment for any reason after February 22nd, 2016 will be responsible for reimbursing Indiana University for the cost of all non-refundable air travel purchased on their behalf. Non-voluntary withdrawals, due to an unexpected medical or family emergency, will be handled on a case-by-case basis.