Ivy Tech Community College

POLICY TITLE
International Travel for Students

POLICY NUMBER
ASOM 4.30

PRIMARY RESPONSIBILITY
Student Affairs

CREATION / REVISION / EFFECTIVE DATES
Created July 2013/Effective Immediately; revised September 2017/effective immediately

PURPOSE
International travel can enrich a student’s college experience in several ways: by acquainting the students with the historical and cultural significance of other countries; by creating meaningful linkages between a student’s chosen field of discipline and how it is learned and lived in other countries; and/or by developing skills in another language. In addition, travel study can also be an enriching experience for faculty and staff through exchange programs with international businesses, colleges in other countries, and through accompanying students on such trips. The College is responsible for developing and providing effective, safe, meaningful travel study experiences for students, faculty, and staff.

ORGANIZATIONAL SCOPE OR AUDIENCE
Faculty, staff, students

The types of activities and events that are covered by this policy include, but are not limited to, those that are:

- Required, organized and/or sponsored by Ivy Tech and/or officially recognized student organizations
- Course-related trips (credit and/or non-credit courses)
- College sponsored service learning travel (e.g. alternative spring break activities).

DEFINITIONS

Cultural Awareness: Cultural awareness encompasses the recognition of differences and similarities among people from which individuals can begin to understand, appreciate, respect, and value each other. These differences and similarities include, but are not limited to, ethnicity, religion, age, gender, culture, cognitive ability, life experiences, history, family situations, and traditions.
**Global Competence:** Global competence comprises conceptual understanding and applicable knowledge of social, cultural, political, and economic concepts that impact the world. Global competence includes:

- Fundamental knowledge and skills pertaining to core academic subjects such as English, reading comprehension, writing, mathematics, science, economics, humanities/arts, foreign languages, history, and geography.
- Applied knowledge and skills such as critical thinking, problem solving, oral and written communication, dynamic decision making, teamwork, information technology application, leadership, creativity, innovation, lifelong learning, professionalism, and ethics.
- Respect and openness for different cultures, customs, and professional practices.
- Knowledge of the politics of international economic factors leading to economic growth.
- Recognition of the fundamentals of global markets and creative entrepreneurship.
- Comprehension of environmental and economic issues that impact national and global security.
- Realization and potential impact of emerging global challenges.
- An understanding of intercultural and global issues tied to trade and commerce patterns, population migrations (immigration), human rights, and other interdependent issues.
- An awareness of environmental sustainability and issues regarding energy consumption.

**International Travel:** International travel may include faculty, staff, students, alumni, and/or individuals from the community who participate to gain cultural awareness and historical perspective; to learn how colleges, governments, and businesses and industries operate in other countries; and/or to supplement the college experience by studying and enjoying other customs, environments, and lifestyles. International travel can be part of a service learning/civic engagement project.

**International Study:** Short- or long-term study abroad is:

- Connected to program curriculum as part of a standardized credit course that is approved by program curriculum committees and the Campus Academic Officers Committee.
- Delivered in a structured manner that meets all course objectives with projects and assignments that require ongoing reflection through journaling and discussion, in-depth experiential study with host country participants, and written and oral presentations. Assignments could also include service learning projects.

*A global citizen* is defined as an individual who is able to function productively within an international and culturally diverse business, academic, and civic environment. This individual possesses a high level of communication and language skills, cultural awareness, flexibility, and problem-solving.

*A globally competitive individual* is one that is well-educated and able to rapidly adapt to and compete effectively within a changing worldwide labor market.

*A travel organization* may be a contracted vendor that provides travel services including itinerary development, tours, and travel arrangements.
A program leader may be a faculty or staff employee of Ivy Tech Community College.

POLICY
Ivy Tech travel study programs (hereafter referred to as “the program”) will be developed according to College policies and procedures as defined in this document.

Mission, Objectives and Purpose: The program relates to the mission and strategic plan of the college and has well-defined academic and/or experiential objectives including those that address strategies that are part of the College’s strategic plan.

1. Purpose: The program has clearly-defined purposes and academic and/or experiential goals. The purposes of the program should be clearly communicated to students via advertising, email, and orientation meetings. Programs articulate the expected knowledge and competencies needed to be successful in the travel study setting. Program expectations may include cultural, historical, and academic discipline knowledge including exposure to other languages. Program developers must ensure learning outcomes focus broadly on cultural competency, discipline knowledge and/or language proficiency.

2. Appropriateness: The focus of the program must be appropriate to the site chosen. For example, an architectural and design tour should be planned for countries that have significant examples of architecture and design associated with the students’ program of study.

Student Learning and Development: The program must be reviewed by the appropriate academic dean and student life leadership in light of its stated educational purposes for fostering student learning and development.

1. Student Development: The program provides opportunities that encourage student development (e.g., leadership skills, service orientation, maturity, tolerance for ambiguity, growth in cultural awareness). These opportunities should be identified and communicated to students via syllabus or other trip materials.

2. Learning Outcomes: The program fosters discipline-specific and/or interdisciplinary learning outcomes appropriate to the curriculum, sites visited, and program goals. Students who are receiving credit for courses that include travel study should receive the syllabus that identifies the expected learning objectives. Some travel programs may not result in the award of college credit.

3. Language and Intercultural Development: The program provides intercultural and/or language development opportunities appropriate to its mission. Some programs may expand a student’s exposure to foreign language learning and awareness.

4. Intrapersonal Development: The program includes opportunities for reflection during and after the experience.

5. Environmental and Cultural Responsibility: The organization fosters faculty, staff and student awareness of program-related environmental and social-cultural impacts.

6. Evaluation: Faculty and staff will assess the student learning outcomes and overall student experience at the program’s conclusion so that subsequent programs are improved based on this assessment. This will be done in coordination with the Office of Institutional Research.
**Academic Framework:**

1. **Academic Credit:** When credit is awarded, faculty will use the Course Outlines of Record and the length of the program will be aligned with the amount of time required for the credit granted or some appropriate portion of the credit granted.

2. **Academic Coursework:** The course(s) will be academically rigorous and provide an interculturally enriching learning experience.

3. **Academic Evaluation:** Student grades are determined by methods that measure student learning in the integration of readings, site visits, discussions, and cultural activities.

4. **Internships and Field Research:** When offered for credit, internships and field research must have appropriate academic and field supervision. Independent study abroad programs may be approved when a student joins an independent travel study program through which the student can meet College expectations. The student must seek prior approval from his/her academic advisor to ensure that the independent study program will meet College requirements for the awarding of credit.

5. **Academic Integration:** The program seeks to integrate student travel study with other requirements and learning at the students’ home campus. This includes encouraging students to share their experience abroad in other classes upon return. All faculty are encouraged to support contributions in the classroom from students in travel study programs.

**Additional Framework:** The College maintains clearly stated policies as follows on non-academic matters related to the educational experience abroad.

1. **For programs involving extensive travel:** Faculty program leaders should carefully consider the number of sites proposed to visit, their geographical proximity to each other and the time spent traveling between them. More emphasis should be given to having in-depth experiences at each site rather than on “seeing everything” by visiting multiple sites and spending only short amounts of time on each site.

2. **For service and service-learning programs:** The program should be offered in collaboration with well-established, trusted, and known community-based agencies, private firms, or other organizations located in the host communities. Program developers should distinguish between the learning role and the service role of students and ensure any student service is within their scope of experience.

**Preparation for the International Learning Environment:** The College will provide an orientation that is consistent with the program’s mission and the needs of its students.

1. **Orientation:** The program leaders provide orientation for students prior to departure and upon arrival that includes discussion of the academic program, health and safety issues, adjustment to the host culture, expectations related to student conduct, and information about the host location and society.

2. **Ongoing Orientation:** The program leaders provide students with an ongoing orientation to the host culture to maximize their experience and learning. This can include handouts about sites visited or information about local news as it is occurring.
3. Advising: The program leaders provide appropriate academic and non-academic advising support to meet changing student needs before and throughout the travel period.

4. Returning Student Support: The program leaders provide support for students returning from travel.

**Student Selection and Expectations:** The program is committed to fair and appropriate policies regarding student selection and participation in the program. With the permission of the travel organizer and the Chancellor at the regional level (Vice President at the state-wide level), friends and family of students, faculty, staff, and alumni are eligible to participate in travel opportunities, but cannot be transported in college-owned or leased vehicles. Contracted and chartered modes of transportation are permissible. All participants are required to engage in the planned activities of the trip. College funds in the form of student fees should not be used to subsidize the travel expenses of non-student guests.

1. Student Selection for credit programs: The prerequisites, recruitment, and selection processes are transparent, published, and fair, made available to students well-ahead of the expected date of selection and are consistent with general institutional standards and the specific criteria that program leaders may choose for their program. Programs provide clear requirements and expectations of students, including grade point average, status in program (e.g., number of credits achieved in program), experience, knowledge, competencies, certifications, language skills, required immunizations, passport purchase, or other minimum criteria for engaging in the travel experience.

2. Diversity/Non-Discrimination: The program is welcoming and respectful towards students regardless of race, sex, sexual orientation, physical ability, religion, or national and ethnic origin. Program accessibility may be limited in certain geographic regions of the world. While a disability is not grounds for exclusion from participation, if reasonable accommodations cannot be made, then another suitable program should be sought for that particular student.

3. Affordability: The College seeks to keep the program affordable for the eligible student, faculty, and staff participants.

4. Financial Assistance: The program and/or its sponsor proactively assist students and families by informing them of internal and/or external financial support. College funds may be used to subsidize student travel when available and appropriate. In addition, the program and/or its sponsor should inform students of internal and/or external financial support that may be available.

5. Code of Student Rights and Responsibilities: The program informs students of the published Ivy Tech Student Code of Rights and Responsibilities, disciplinary processes and the consequences of violations prior to the beginning of the program, and consistently applies them during the program. Students must comply with the Student Code of Rights and Responsibilities regardless of the location of their program. However, there may be instances wherein students may have opportunities that otherwise would not be appropriate, e.g., wine tasting in which students considered under-age in the United States could appropriately participate in other countries. In such cases, program leaders must discuss such situations and communicate program-specific policies in orientation, prior to departure.
Organizational and Program Resources:

1. On-Site Administration: Faculty and/or staff provide adequate administrative support for the program and its students. Those responsible for the trip must ensure the registration of the trip and every traveler through the Ivy Tech International Travel Registry. The International Travel - Checklist for Program Leaders should be used as a guideline in planning and managing the program.

2. Personnel: Staff and/or faculty who lead trips will be selected by the appropriate regional administration. There should be a sufficient ratio of faculty/staff to the number of student participants to ensure appropriate guidance and safety considerations. Program faculty and staff members must have the qualifications, training, knowledge and an appropriate level of commitment and engagement to administer the program effectively and provide advising and support services that promote the development, learning, health, and well-being of students. Adjunct faculty may also lead trips if the regional administration approves. Faculty and staff should personnel receive appropriate compensation for their responsibilities associated with the program. Faculty and staff personnel must be fully informed about their responsibilities with respect to the program. Faculty and staff must receive appropriate training in the areas of health, safety, and security; Code of Conduct and disciplinary procedures; advising as it relates to the program; and operating in the host environment.

3. Protocols: Program personnel are provided with protocols by College risk management staff for handling issues that may arise in the course of a program. These may include emergency contacts, insurance contacts, accidents, injuries, illnesses, etc.

4. Communication with the Home Campus: Guidelines and protocols must be established for communication between the program and the academic dean of the home campus(es) of the students and faculty. Program leaders must anticipate what technology is necessary for adequate communication to be established between and among program participants and home campus personnel when necessary.

5. Financial Resources: The College or sponsor devotes sufficient financial resources to the program to ensure its success.

6. Learning and Academic Support Facilities: The program has or utilizes adequate facilities as appropriate to the goals of the program and the host environment and culture.

7. Accommodation: The program seeks to accommodate students with physical or learning disabilities wherever possible.

8. Student Housing: Students are housed in safe, clean, and culturally-appropriate lodgings and are provided with appropriate orientation to their housing situation.

9. Environmental and Cultural Responsibility: The program considers and responds to local environmental, economic, and cultural consequences of its presence in country in the design and management of its programs. Emphasis should be placed on being cultural ambassadors for the USA and the College.

Assessment: The program, personnel, and financial resources should be assessed at the program’s conclusion by the Program Chair or Dean so that subsequent programs are improved based on this assessment. Health, Safety, and Security: The program has established and continuously maintains effective health, safety, security and risk management policies, procedures, and faculty/staff training. After acceptance into a travel program,
medical information including active medical prescription information will be obtained and retained by the program leader.

**Safety and Security**: The program follows appropriate safety and security policies. These include:

1. **Health**: The program leadership is aware of participant health issues prior to departure and is well-prepared to handle student, faculty, and staff health issues that may arise. Program leaders must provide clear information on potential health and safety risks relevant to the community and setting in which students will be visiting, including awareness of infectious disease endemic to that community. Orientation should include that trip participants bring adequate supplies of prescription medication on the trip because some medications are not readily available outside the U.S.

2. **Local Resources**: The program has contact information at the visited locations to assist with emergencies and health and safety issues, including the police, U.S. overseas representatives, physicians, hospitals, and mental health professionals.

3. **Liability**: The program has adequate insurance coverage.
   a. **Hazardous Activities**: The College and its faculty and/or staff does not promote, market, collect, or pay money, make arrangements for or accompany students on any activities generally considered hazardous.
   b. **Vehicle Usage**: Public transportation should be utilized wherever possible. Where it is not an option, a reputable transportation company may be used. In the case of rental vehicles, only faculty and staff may be allowed to drive. Local automobile insurance should always be purchased.

4. **Insurance**: Students are required to have health insurance coverage that is applicable in their home country and in the countries visited by the program. Students are required to purchase travel insurance through the College, and the region is responsible for collecting the fee.

5. **Risk Management**: The program developers communicate with the Central Office of Risk Management (Human Resources) in the planning of the program. Program leaders must:
   a. Be aware of U.S. Department of State Travel Warnings and Watches and determine when it is in the College’s best interest to cancel a trip. Please consult with Central Office Risk Management staff and the appropriate academic dean when considering the safety and feasibility of a program.
   b. Be aware of infectious diseases to which travelers may be exposed and provide a link to informational resources to which travelers may be exposed and provide a link to informational resources through the Centers for Disease Control and Prevention (CDC).
   c. Ensure that all travelers register and verify registration through the Ivy Tech International Travel Registry.
   d. Ensure that all travelers register and verify registration with the U.S. Department of State Smart Traveler Enrollment Program (STEP) - [https://step.state.gov/step/](https://step.state.gov/step/).

6. **Student Emergencies**: The program has emergency contacts for individual students in case of emergencies. The program also has emergency contacts and contingency plans in case
of an emergency that impacts the entire program such as group evacuation during political crisis. Students are well-informed about what to do in case of emergencies.

7. Supervision: The program has sufficient faculty and staff to manage a crisis and provide support in case of emergencies.

8. Program Assessment: The program logistics and health and safety protocols are assessed at the program’s conclusion so that subsequent programs are improved based on this assessment. Program leaders should arrange to debrief with Central Office Risk Management Staff, appropriate academic deans and student life staff upon completion of the trip.

**Ethics and Integrity**: The program is organized in conformity with ethical principles and practices by using the Forum of Education Abroad’s *Code of Ethics for Education Abroad* as a guide.

1. Cultural Sensitivity: The program leaders will act with sensitivity to and respect for differences between local cultural norms and those of the home culture.
   a. Program leaders are aware of the economic, social, and environmental impact of the program on the local community or country.
   b. The program provides effective orientation of students, faculty and staff so that they are aware of applicable host and home country ethical and legal practices, and understand the host society, in order to avoid actions that negatively impact that society or the image of the host and/or home country.

2. Avoidance of Conflicts of Interest: The program avoids conflicts of interest in its operations. A conflict of interest exists when a faculty or staff member's financial interests or other opportunities for tangible personal benefit may compromise, or reasonably appear to compromise, the independence of judgment with which the faculty member performs his/her responsibilities at the College. For trips involving third party sponsored travel, it would be reasonable to accept a funded spot for faculty from the sponsoring company in lieu of College reimbursement of travel expenses. However, additional benefits, including stipends, where faculty or staff will be compensated for teaching the course should not be accepted.

3. Law: The program operates in accordance with U.S. and international, national, and local laws. Program leaders must ensure that students understand and comply with visa policies. With regards to international law, faculty and staff sponsors confirm that students have registered with the U.S. Department of State Bureau of Consular Affairs Smart Traveler Enrollment Program (STEP) so that there will be support from local international embassies and consulates while in foreign countries

4. Marketing: The program is marketed accurately including estimates of costs based on current exchange rates.
PROCEDURE

Procedure for beginning a program:
- Obtain approval from a Department Chair or the Dean on the International Trip Form.
- Evaluate the program mission and objectives in line with the course outline of record.
- Closely review ASOM 7.15 – International Travel for Faculty and Staff
- File a trip itinerary with the Central Office Risk Management.

Procedure for advertising a program:
- Advertise on all campus sources including posters, campus connect, IvyLearn, Facebook and Twitter.

Procedure for enrolling students in a program:
- Register and require registration verification from all participants in the Ivy Tech International Travel Registry and the U.S. Department of State Safe Traveler Enrollment Program (STEP).
- Obtain the following items from students prior to trip:
  - Application
  - Any financial commitment required for the specific trip including the insurance fee
  - Transcript (if applicable)
  - Proof of Course Enrollment (if applicable)
  - 3 Copies of Passport
  - Copy of sealed Undisclosed Health Issues
  - Copy of Emergency Information and Release Form

Procedure for accompanying students on a travel program:
- Program leader should have a copy of participants’ passports and Emergency Information and Release Forms.

Procedure for after the program:
- Complete all remaining course requirements
- Post final grades for students who participate for credit

REFERENCES
Student Code of Rights and Responsibilities
Course Outline of Record
Academic Framework
ASOM 7.15 – International Travel for Faculty/Staff
Ivy Tech International Travel Registry
U.S. Department of State Smart Traveler Enrollment Program – https://step.state.gov/step
International Travel – Checklist for Program Leaders
Ivy Tech International Travel Field Guide

RESOURCES
Central Office Risk Management