



### ***Instructionally Related Activities Report Form***

SPONSOR: NITIKA PARMAR

DEPARTMENT: BIOLOGY

ACTIVITY TITLE: UNIV 392-BIOTECHNOLOGY IN INDIA

DATE (S) OF ACTIVITY: DECEMBER 16, 2018- JANUARY 13, 2019

Please submit via email to the IRA Coordinator along with any supporting documentation at [david.daniels@csuci.edu](mailto:david.daniels@csuci.edu) within 30 days after the activity. Thank you for your commitment to engaging our students!

*Thank you for your commitment to engaging our students!!*

#### **A. ADDRESS THE FOLLOWING QUESTIONS:**

(A) PROVIDE A DESCRIPTION OF THE ACTIVITY:

**IRA FUNDS WERE UTILIZED TO FUND TRAVEL TO INDIA DURING THE WINTER BREAK (2018-2019 ACADEMIC YEAR). I TAUGHT UNIV392-BIOTECHNOLOGY IN INDIA, IN FALL, 2018 AND THE KEY FEATURE OF THIS SHORT TERM STUDY ABROAD COURSE WAS AN INTERNATIONAL TRIP. I TOOK 13 UNDERGRADUATE STUDENTS TO INDIA TO EXPLORE AND UNDERSTAND BIOTECHNOLOGY IN THE ACADEMIC RESEARCH INSTITUTIONS AS WELL AS BIOTECH INDUSTRIES. THE INTENT WAS FOR STUDENTS TO OBSERVE HOW BIOTECH IS PRACTICED IN INDIA, LEARN CULTURE-SPECIFIC ASPECTS OF SCIENCE AND UNDERSTAND THE DIFFERENCES IN THE SCIENTIFIC TEMPER IN INDIA VERSUS USA. THE STUDENTS WERE ALSO PROVIDED INSIGHTS INTO INDIA'S CULTURE, TRADITIONS AND SOCIAL NORMS WHICH WAS A HUGE EDUCATION IN ITSELF.**

(2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?

**THE GOAL OF THIS COURSE WAS TO FAMILIARIZE STUDENTS WITH A BROAD ARRAY OF AREAS WITHIN THE FIELD OF BIOTECHNOLOGY (SUCH AS ANIMAL, PLANT, INDUSTRIAL, MICROBIAL AND ENVIRONMENTAL BIOTECHNOLOGY) IN INDIA. THE COURSE EXPLORED BIOLOGY IN THE CONTEXT OF APPLIED RESEARCH AND PROVIDED STUDENTS THE OPPORTUNITY TO OBSERVE RESEARCH PROJECTS ONGOING IN INDIA. THE COURSE ALSO OFFERED OPPORTUNITIES TO DISCUSS AND DEBATE SELECTED BIOETHICAL ISSUES PERTINENT TO THE FIELDS OF BIOTECHNOLOGY AND THE ENVIRONMENT, PARTICULARLY IN THE AREA OF CLONING.**

**THE LEARNING OUTCOMES FOR THIS COURSE INCLUDED:**

- **UNDERSTAND THE CONCEPTS OF BIOTECHNOLOGY AS PRACTICED IN INDIA**
- **EXPLAIN THE THEORY AND PRACTICE OF A VARIETY OF EXPERIMENTAL TECHNIQUES AS PRACTICED IN INDIA**
- **UNDERSTAND THE ROLE OF INDIA AS A BOOMING BIOTECHNOLOGY HUB**

- **DEMONSTRATE THEIR ABILITY TO EXPLORE AND APPRECIATE THE DIVERSE NATURE OF INDIA'S TRADITIONS**
  - **UNDERSTAND THE VIBRANT HISTORY AND CULTURE OF INDIA**
- BASED ON ALL THAT WE ACCOMPLISHED DURING THIS TRIP AND IN CLASS, I BELIEVE ALL LEARNING OUTCOMES WERE SATISFIED.**

**(3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?**

**THE STRENGTH OF THIS ACTIVITY LIES IN THE FACT THAT IT OFFERS STUDENTS AN AMAZING OPPORTUNITY TO TRAVEL TO A DIFFERENT COUNTRY AND EXPERIENCE IT WITH AN OPEN-MINDED APPROACH. SEVERAL STUDENTS HAD NEVER TRAVELLED OUT OF USA AND THIS EXPERIENCE WAS A LIFE-CHANGING ONE FOR THEM. IT OFFERED THEM APPRECIATION FOR SCIENCES IN THE ASIAN SUBCONTINENT AS WELL AS SENSITIVITY TO CULTURAL AND TRADITIONAL NORMS. OVERALL, IT PROVIDED CONFIDENCE AND A STRONG DRIVE TO MAKE A CHANGE IN THE SOCIETY-FOR THE BETTER. IN ADDITION, INDIA IS A VERY DIFFERENT COUNTRY AND STUDENTS WERE PLACED OUT OF THEIR COMFORT ZONE TO BE ABLE TO ABSORB ALL THE INTERESTING ASPECTS OF THE COUNTRY. UNLIKE VISITS TO WESTERN COUNTRIES WHERE THINGS COULD BE SIMILAR TO USA INDIA HAD TO OFFER A VASTLY DIFFERENT AND ENRICHING EXPERIENCE, SOMEWHAT OVERWHELMING AT TIMES! THE MEETINGS WITH THE SCIENTISTS AND THE INDIAN DIASPORA PROVIDED CONFIDENCE AND A STRONG DRIVE TO MAKE A CHANGE IN THE SOCIETY.**

**(4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?**

**I DON'T SEE ANY IMMEDIATE WEAKNESSES THAT NEED ATTENTION BUT I COULD ELABORATE ON A FEW WHICH I FELT VERY CHALLENGES TO SOME STUDENTS:**

- **STUDENTS WHO DID NOT HAVE A BIOLOGY BACKGROUND FOUND THE TECHNICAL JARGON USED IN THE RESEARCH INSTITUTIONS A BIT DIFFICULT TO UNDERSTAND. THIS COURSE IS OPEN TO STUDENTS OF ALL DISCIPLINES AND HENCE IT IS NATURAL THAT STUDENTS WHOSE MAJOR IS NOT BIOLOGY MAY FEEL SOMEWHAT OVERWHELMED. BUT THE CULTURAL TOURS MORE THAN MADE UP FOR THIS APPARENT SHORTCOMING.**
- **PERSONALITY ISSUES AROSE BETWEEN STUDENTS WHILE IN INDIA. I THINK IT WOULD BE PRUDENT FOR THE CLASS MEMBERS TO SPEND MORE TIME WITH EACH OTHER IN USA AND DO ACTIVITIES TOGETHER SO THAT THEY CAN UNDERSTAND EACH OTHER AND FORM AN AMICABLE RELATIONSHIP.**

**(5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?**

- **WORK ON STUDENT GROUP DYNAMICS (SEE # 4 ABOVE) AND HAVE STUDENTS INTERACT WITH EACH OTHER MUCH MORE BEFORE THE TRIP**
- **HAVE STUDENTS INVESTIGATE CELL PHONE AND PLAN OPTIONS IN MORE DETAIL (WE HAD A FEW MINOR ISSUES IN INDIA WHICH WERE RESOLVED)**
- **ENSURE THAT STUDENTS EXPRESS CLEARLY TO ME WHEN AND IF THEY FEEL SICK (SOME STUDENTS DID NOT INDICATE THEIR ILLNESSES EARLY ON). STUDENTS WILL BE ENCOURAGED TO APPROACH ME MORE OPENLY.**



(6) WHAT DID YOU LEARN FROM THE PROCESS?

**I LEARNT SEVERAL THINGS-**

- **STUDENT GROUP DYNAMICS ARE VERY IMPORTANT. ALTHOUGH I HAD A FANTASTIC GROUP OF 13 WHO WERE INDIVIDUALLY VERY FRIENDLY, THERE WERE GROUP FRICTIONS ON AND OFF.**
- **USE OF A TRAVEL AGENCY IS VERY USEFUL AS THEY HAVE THE SKILLS AND EXPERTISE TO HANDLE ALL CHALLENGES. WHEN STUDENTS FELL SICK, THE TRAVEL AGENCY REPRESENTATIVES TOOK EXCELLENT CARE AND ARRANGED EVERYTHING FOR US.**
- **STUDENTS CAN BE HIGHLY ADAPTIVE OR SLOW TO UNDERSTAND THE CULTURAL DIFFERENCES. GIVE THEM MORE TIME DESPITE GIVING THEM FULL INFORMATION AHEAD OF THE TRIP ON WHAT TO EXPECT**

(7) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)

**STUDENTS HAVE BEEN GUIDED TO THE QUALTRICS ONLINE EVALUATION LINK AND HAVE BEEN GIVEN THE STUDENT EVALUATION FORM AS WELL. EVALUATIONS ARE ATTACHED.**

8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.

INTERNATIONAL AIRFARE (REWARDS TRAVEL)	\$22,264.62
TOURS/ACCOMMODATIONS (TAG BROS HOLIDAY)	\$32,349.00
DOMESTIC AIRFARES (TAG BROS HOLIDAY)	\$1332.00
EDUCATIONAL RETREAT (ECOVILLAGE)	\$4,800.00

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## **B. ATTENDEE LIST- SEPARATE SUPPORTING DOCUMENT:**

In addition to the report form, *in a separate document*, attach to your email a list of attendees complete with each student major and grade level. This for IRA Committee reference only and will not be published on the IRA website. Include your name and the title of your IRA activity on the document.

**ATTACHED**

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## **C.IMAGES FROM ACTIVITY:**

Finally, include up to 6 images demonstrating student participation (under 2.5 MB total). You **MUST** include captions/titles for each photo. You may put these photos in a Word or PDF format, or attach these photos in JPEG format directly to email. Thank you!

**ATTACHED**

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# UNIVERSITY 392: International Experience Course Proposal for Spring 2020

Signed in as: nitika.parmar | [Signout](#)

- [Workflows](#)
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## UNIV 392 Proposal Submitted Successfully

Your UNIV 392 proposal has been created successfully and has been forwarded to nancy.mozingo for approval

### UNIVERSITY 392: International Experience Course Proposal

<b>Lead Instructor</b>	Nitika Parmar
<b>Lead Instructor Email</b>	<a href="mailto:nitika.parmar@csuci.edu">nitika.parmar@csuci.edu</a>
<b>Lead Instructor Rank</b>	Professor
<b>Co-instructor(s)</b>	—
<b>Co-instructor Rank</b>	Lecturer
<b>Academic area(s) of the faculty proposing course</b>	BIOLOGY
<b>Program Chair</b>	nancy.mozingo
<b>Dean</b>	vandana.kohli
<b>Travel location(s)</b>	INDIA
<b>Dates of trip</b>	MAY-JUNE 2020

<b>Course Title</b>	UNIV392: BIOTECHNOLOGY IN INDIA
<b>Number of Units</b>	3
<b>Proposed minimum enrollment</b>	10
<b>Proposed maximum enrollment</b>	15
<b>Will this course be offered during a special session?</b>	No
<b>Are there any travel warnings for your destination?</b>	No
<b>Have you offered this program before?</b>	Yes
<b>If so, when was the last time?</b>	FALL 2018
<b>If you have taught this program before, did you stay within budget? If not, please describe how much you were over budget and why.</b>	YES, VERY MUCH WITHIN THE BUDGET
<b>The CIA is able to transfer 3 WTUs to a limited number of programs that have faculty offering UNIV 392s (currently only 6 units total are available). Is the offering of your potential UNIV 392 dependent on this</b>	No

<b>external program support?</b>	
<b>1. What is your own linguistic, cultural, and/or academic experience with the travel study destination? If you have limited experience with the destination, explain how you plan to maximize student safety (for instance, will you be using a local tour company or tour guide?) If applicable, also explain the role of the co-instructor and their own linguistic, cultural, and/or academic experience with the travel study destination.</b>	<p>I am from India and have spent the first 28 years of my life there. I am fully conversant with the culture, language, food, transportation and lodging arrangements. I have traveled to the sites mentioned in this proposal (New Delhi, Jaipur, Agra, Mumbai and Chandigarh). I am conversant with a lot of educational and research institutions and am very comfortable navigating in the country. I have established contacts with an excellent travel agency (TAGBROS LIMITED) which will be making majority of the travel arrangements. I availed of this travel agency for the UNIV392 course that I taught earlier. I was extremely pleased by the services offered by this travel agency as the arrangements made were superior, safe and highly organized. Since all student travel will be pre-arranged, safety is maximized as students will be staying in hotels and travelling via agency approved transportation.</p>
<b>2. Previous experience leading groups of students (nationally or internationally). If applicable, also explain co-instructor's previous experiences in this regard.</b>	<p>I took a group of 13 students to India in winter break (2018/2019) for a UNIV392 course that I taught in Fall, 2018. Before this I took students to India in 2014, 2016 and 2017 as well. The visits went very well and students gained valuable experience from this trip with regard to biotechnology practices in India. We visited a large number of biotechnology departments in the top research institutes and universities of India. The Govardhan Ecovillage was on top of each student's priority where we observed a large number of practices in the environmental biotechnology area. The student feedback received from these trips as well as a large number of students inquiring from me about another offering in the AY 2019-2020 year has motivated me to apply for this again. There is a lot of interest among the students and this has been quite well received by them. Some students could not avail of this opportunity previously when it was offered and are earnest to enroll in this now, if offered. In addition to this international trip, I have also taken students to local trips in the LA and Ventura counties.</p>
<b>3. CIA expects that the lead faculty member</b>	<p>I have received extensive training in the area of biotechnology and have been teaching in this area for the past 16 years. I have</p>

**plays an active role during the course (engaging and participating in activities with students), and providing expertise on his/her area of research/teaching during the course. What role will you play before, during, and after the study abroad experience? How are you going to integrate your expertise and experience in this course? Will you be providing all the teaching? If a third party educational provider is employed, what will be your role? Please, be specific and describe your level of engagement throughout the process.**

conducted research in this field for the past 23 years. My research training has encompassed a variety of specializations within the large umbrella of biotechnology such as plant and animal biotechnology, environmental biotechnology and industrial biotechnology. I will be providing all the teaching and will play an active role during all aspects of this course as outlined below: 1. BEFORE the study abroad experience: This course will be taught for the entire spring, 2020 semester. Typically, the class is taught once a week for 3 hours per week in a hybrid format. We meet "online" before the trip during to discuss various aspects of India such as the sciences, education system, culture, travel, food, safety, etc. We will have four in-person orientation sessions on campus before the trip where extensive information about India is given to the students in person. I also administer student assignments before the trip and mandate student presentations as well, in order to get students acclimated to Indian research and cultural systems. Students are required to make two presentations before the trip- one activity requires them to explore a biotechnology research lab from an institute that we intend visiting during the trip and a second activity requires them to explore a cultural aspect of India and present their findings. Both activities have required students to conduct some background work on India before they undertake the trip. Students are also graded for their participation in class- this gives students opportunities before the trip to gel with each other and work together as a team and also enables me to observe the personalities of the students in terms of their attitudes, enthusiasm and participation. In order to give the students a feel for Indian culture, traditions and food, I take them on a field trip to Little India (Artesia, CA) for a 3-4 hour outing. This is normally done outside of our class time during the weekend. Although the contact hours are 3 hours per week for 15 weeks, I often meet with students in my office outside of the class time to answer their questions as well. I also invest time in advertising this course, soliciting and reviewing applications, recruiting students, holding interviews and making final selections. For the fall offerings this was done in late summer but for a spring offering, this will be done in mid-late Fall. I spend a significant amount of time during the semester (and prior to it) contacting the travel agencies, research scientists and the visa office in San Francisco to work out logistics and finalize all arrangements. 2. DURING the trip: I am continuously present with the students during the entire trip. This involves staying with them in the same hotel, having meals together, travelling together and visiting all research and cultural institutes together. During this period I extensively give information to the students about the practices in India as we observe them on a daily basis- these "talks" and conversations are held almost everywhere- a hotel lobby, on a

bus ride, waiting in line at a restaurant, seated in a conference room at a university and even at a shopping center. I believe these conversations offer students a rich experiential learning experience. During the visits to the research labs, I tend to involve students in interactions with the scientists and students alike and encourage them to ask questions and take comprehensive notes (both graded activities). In addition, as the science is being discussed in a lab I talk to students about how similar projects are being undertaken in labs across USA and even at CI, although the approach may be different. During the trip I also ensure that each student is healthy and not feeling sick- this involves forming a buddy system and teams whereby I am kept aware of any issues related to health through a close-knit network. At the end of the day I check on each student and ensure that they are provided adequate medical care/medication if they are experiencing any symptoms of an oncoming illness. So far, the illnesses have been minor such as colds, headache and upset stomach and did not require any visits to a doctor or a hospital.

3. AFTER the trip: After the trip concludes, I will administer three quizzes (focusing on biotechnology, culture and traditions respectively) and the students are required to submit these by a due date. Students are also required to maintain a journal during the trip which is also required to be turned in. All these assignments are graded and students are aware of these requirements as indicated in the syllabus. As a culmination the "final exam" will consist of both poster and oral presentations during the end part of the semester. In addition to presentations in the class, students will also be required to present their posters to the CI community. In previous years, I have collaborated with three other faculty who took students for study abroad trips in the winter break and we all get together to present the international experiences in a social gathering held in the library during April where we have food and students share their highlights via posters. In addition, I also have my students present posters at the CI Sage conference held in May in the library. I also request students to provide feedback about their trip (as required by CIA and IRA). Finally as a personal gesture I tend to invite all students for dinner at my home where we have a huge Indian feast and watch all the pictures/videos that we took during the trip.

Integration of my research/expertise in this course: Since my area of specialization is Biotechnology, the course explores various aspects of biotechnology in India (and hence entitled such). My specific area of research is cancer biology and I tend to visit at least 3-4 labs in India which are conducting cancer research. I discuss how research at CI can also align with research in Indian universities and we discuss potential for collaborations. I also invite students to visit my research lab at CI as a means of integration. Although this is



	<p>not mandatory for the students, several students have discussed their interest in my research program and after the trip has concluded (and they have a better feel for research) several have approached me inquiring about openings in my lab for student researchers. I am happy to say that I have recruited a number of students in my lab from both of the UNIV392 classes that I taught. These students expressed a strong desire to pursue research after their visit to India and this was very gratifying for me.</p>
<b>Syllabus</b>	<a href="#"><u>PARMARSPRING2020UNIV392Syllabus.pdf</u></a>
<b>List all student learning outcomes for this course</b>	<p>Students who successfully complete this course will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the concepts of biotechnology as practiced in India</li> <li>• Explain the theory and practice of a variety of experimental techniques as practiced in India</li> <li>• Understand the role of India as a booming biotechnology hub</li> <li>• Demonstrate their ability to explore and appreciate the diverse nature of India's traditions</li> <li>• Understand the vibrant history and culture of India</li> </ul>
<b>Does this course include any other high-impact practice or other mission pillars (student research, service learning, interdisciplinary, etc.). If so, explain how they are integrated</b>	<p>Yes, this course does align with the university mission pillars- specifically the pillars of integrative, multicultural and international perspectives. Their integration into the course is as follows:</p> <p>INTERNATIONAL: This is an international trip to India and hence it will provide students with experiential learning in a foreign country. MULTICULTURAL: Students will be able to experience Indian culture first-hand and will get plenty of opportunity to explore Indian culture via visits to cultural sites, museums, shows and heritage sites.</p> <p>INTEGRATIVE: Students will be able to experience biotechnology practices from a variety of disciplines, particularly at the Environmental Biotechnology educational retreat (at the Ecovillage). The biotech practices utilized at this Ecovillage integrate modern biotech techniques with traditional methods relying on sustainable living and will provide an excellent opportunity to the students to view the blend of the new with the old. Based on the previous trips, students have come back to USA with renewed vigor to engage in research and hence this course also exposes students to research directly and provides insights into the benefits of conducting research.</p>
<b>Itinerary</b>	<a href="#"><u>PARMARUNIV392SPRING2020INDIAITINERARY.pdf</u></a>

<p><b>Explain how the itinerary and course activities align with the course student learning outcomes</b></p>	<p>The trip to India will involve visits to top scientific institutions where students will get to see various advancements in the area of basic and applied biotechnology, thus aligning with the first two learning outcomes. Students will be required to conduct background research on these institutions while in USA in order to prepare themselves and be ready with pertinent inquiries. Students will be conversing with the scientists and students to understand the experimental technologies as are adopted there. The itinerary will involve a visit to six different scientific research institutes and universities; additionally a major element will be a visit to the Govardhan Ecovillage for the environmental biotechnology retreat. The itinerary also includes visits to sites to gain insights into the cultures and traditions of India. A total of 8-9 research institutions will be visited for educational purposes and several monuments will also be visited such as museums, art galleries, temples and palaces. These visits will align with learning outcomes 3 and 4. Students will be required to take extensive notes on these visits and make entries into their journals at the end of each day thus producing a reflection of their experiences as pertinent to Indian culture and scientific advancements.</p>
<p><b>Explain how the itinerary and course activities align with the course student learning outcomes</b></p>	<p>The trip to India will involve visits to top scientific institutions where students will get to see various advancements in the area of basic and applied biotechnology, thus aligning with the first two learning outcomes. Students will be required to conduct background research on these institutions while in USA in order to prepare themselves and be ready with pertinent inquiries. Students will be conversing with the scientists and students to understand the experimental technologies as are adopted there. The itinerary will involve a visit to six different scientific research institutes and universities; additionally a major element will be a visit to the Govardhan Ecovillage for the environmental biotechnology retreat. The itinerary also includes visits to sites to gain insights into the cultures and traditions of India. A total of 8-9 research institutions will be visited for educational purposes and several monuments will also be visited such as museums, art galleries, temples and palaces. These visits will align with learning outcomes 3 and 4. Students will be required to take extensive notes on these visits and make entries into their journals at the end of each day thus producing a reflection of their experiences as pertinent to Indian culture and scientific advancements.</p>
<p><b>For 3 unit courses, explain how the itinerary and course</b></p>	<p>This course meets CI's multicultural graduation requirement. This course has activities built into it that will allow the students to get exposure to a diverse range of work in Indian art, literature,</p>

<b>activities meet the university multicultural graduation requirement and align with the course objectives.</b>	language, and culture and enable them to express intellectual and emotional responses and make pertinent evaluations. There will be plenty of opportunity to explore Indian art, music, traditions, architecture and traditions and this will provide students a strong platform to experience Indian culture on a first-hand basis.
<b>Orientation Outline</b>	<a href="#"><u>ParmarUNIV392ORIENTATIONSESSIONSSpring2020.pdf</u></a>
<b>How will students be recruited? Regular CI students should have at least one recommendation from a faculty member other than the teacher for the overseas course</b>	Advertisement of the course will be done through flyers and posters across campus, through information sessions presented at Student Clubs as well as at the LSAMP meetings as well as campus wide announcements via program coordinators. The course will be advertised in fall 2019. Interested students will be required to complete an application form and provide at least two letters of recommendation from CI faculty, excluding the instructor for this course. The application will primarily provide me insights into students' academic preparation, their level of confidence and expectations as well as their motivation for this course. The recommendation letters will provide useful feedback about students' potential and skills. Subsequently, students will be invited for an interview following which I will select a maximum of 15 students for the course and the overseas trip. Students will be informed of their acceptance before the fall semester ends.
<b>For whom is the course designed (CI undergraduate students, CI graduate students, students with a certain program area, open university students, others)? Will there be any priority order when accepting students to the program?</b>	The course is open to all undergraduate students of all majors. Students who have previously visited India via UNIV392 courses will not be considered. In addition, as per IRA guidelines students who have been funded by previous IRA funds will also not be considered. The purpose will be to give as many students as possible an opportunity to visit India who have not undertaken major international travel.
<b>How will students be selected? How are you going to ensure that this opportunity is available to as many students as possible?</b>	Information about the course will be sent to all students through a variety of advertising means as explained in # 1 above. Students will be able to download an application form which will require them to provide a number of supplemental documents including transcripts, statement of purpose and recommendation letters. The application will require students' to answer questions related to biotechnology as well as personal interests with regard to international travel. The recommendation letters will provide useful

	<p>feedback about students' potential and skills. Subsequently, students who satisfy all criteria will be invited for an in-person interview in my office following which I will finalize a maximum of 15 students for the course and the overseas trip. Students will be informed about their acceptance into the course in December itself thus giving them enough time to enroll in the course for spring.</p>
<p><b>Will your travel arrangements (e.g., accommodations, meals, excursions, airfare) be managed by an independent provider (e.g., AIFS, CEA, ISA, Australearn), a foreign university, or a travel agent? Please explain</b></p>	<p>The majority of the travel arrangements will be made by Tagbros Holidays (<a href="http://www.tagbrosholidays.com/">http://www.tagbrosholidays.com/</a>), a highly reputed and well established travel agency in India. This arrangement will include accommodations at hotels, transfers from airport to hotels, ground transportation to research institutions, travel by private bus, excursions, tours and cultural trips. The agency will also arrange for entrance fees to the cultural sites. For the Govardhan Ecovillage retreat, all arrangements (accommodation, ground transportation and workshop/activities) will be made by the Ecovillage itself. I have availed of these travel arrangements before and am very satisfied with the level of service that they provide.</p>
<p><b>Housing: where will be the students stay during the study abroad experience? If staying with host families, are meals included?</b></p>	<p>Students will be staying in 4-5 star hotels during the entire length of their trip (the travel agencies get excellent discounts from them and these provide a high level of security). Hotels are chosen by the travel agency based on their comfort level, security and price. The travel agency will arrange for the hotel accommodation for the majority of the trip except for Govardhan Ecovillage where we will be coordinating the retreat logistics with the Ecovillage directly for accommodation, workshops, activities and transport. In the hotels students will be required to share hotel rooms on a twin basis (2 students per room). Accommodation in the Govardhan Ecovillage will be on the basis of twin sharing depending on the room size.</p>
<p><b>Meals: Are meals arranged for the students? If not, where can students find their own food?</b></p>	<p>All breakfasts will be taken at the hotel where we will be staying. One aspect of this trip is to also experience the cuisine of India and for this purpose students will be eating at local restaurants and cafeterias. India is abounding with restaurants catering to all palates and all hotels have plenty of eateries within walking distance. For lunch and dinner students will avail of local eateries close to the sites we are visiting on a particular day. Students will be taking group meals most of the time and we intend to all dine together in the same eatery. In the Ecovillage, students will be taking meals within the village itself, as part of the retreat.</p>
<p><b>Transportation: What are the transportation</b></p>	<p>Flights to and from India will utilize international carriers and will be booked by CSUCI using either CSU contracted services (CSU</p>

<p><b>arrangements for the trip? If traveling from location to location, what means of transportation will be used?</b></p>	<p>Travel Store) OR another travel agency based on whoever gives us the best fare so that we can stay within our budget for air booking.</p> <p>In India, travel arrangements will be made by the travel agency and will include the following:</p> <ul style="list-style-type: none"> <li>a. Transfers between airport and hotels - via private bus</li> <li>b. Transportation for visiting the scientific institutions and cultural sites (this will be local travel) - via private bus</li> <li>c. Journey from New Delhi to Mumbai and Mumbai to Chandigarh: By air (national air carriers)</li> <li>d. Journey from Mumbai to Ecovillage: By private bus (2.5 hours journey)</li> <li>e. Journey from Chandigarh to New Delhi: By train</li> </ul> <p>Note: Students will be required to undertake the journey from CSUCI/their homes to LAX and back on their own. This is being proposed to save on costs. Typically parents like to drop them off at the airport. In the event that surplus money is left in our budget, a roadrunner shuttle may be availed of.</p>
<p><b>Safety/security: Please give a brief synopsis of the status of the security of the country, both politically and medically, as obtained from the Department of State.</b></p>	<p>No travel warnings have been issued by the Department of State for travel to India currently. I will make it mandatory for all students to enroll in the Smart Traveler Enrollment Program (STEP) offered by the US Department of State. All students will be required to enroll in this program prior to travel. Politically, India is not going through a period of unrest and no security threats have been cited. From the US Department of State: "India, the world's largest democracy, has a very diverse population, geography, and climate. India is the world's second most populous country, and the world's seventh largest country in area. Tourist facilities offer varying degrees of comfort. Amenities are widely available in large cities and tourist areas." Language: The medium of instruction in India is pre-dominantly English and travelers to all major cities do not experience any language barriers. Security: Travel in India will be done as a group and students will not be allowed to travel anywhere (including local restaurants) on their own. The entire cohort will travel as a group throughout the trip. For students interested in exploring additional aspects of India during free time, the instructor will always accompany them.</p> <p>The following guidelines are expected to be followed:</p> <ul style="list-style-type: none"> <li>a. Students will be required to return back to their hotels no later than 11p.m. during the entire trip. Student teams comprising of women only will not be allowed to travel on their own without an accompanying male student and instructor.</li> </ul>

	<p>b. Students will be encouraged to respect local customs and dress. Conservative dressing is encouraged.</p> <p>c. Students will be encouraged not to carry too much cash while shopping. Passports and important documents will be deposited in the safety deposit boxes at the hotels while students go shopping.</p> <p>d. Students will be provided information about local police stations and emergency personnel before embarking on a local trip.</p> <p>e. Students will be given a comprehensive emergency action plan.</p> <p>I carry a binder with me which has information about all students such copies of their passports and visas, copies of the insurance cards, emergency contact numbers, etc.</p> <p>Medical: Medical care in the major population centers (such as the ones listed in this proposal) approaches and meets Western standards. Top class hospitals provide ample care and services although they expect cash payment for their services. Private clinics are open until late in the evenings. Ambulances (both private and government) are available. Students will be provided information about vaccinations that are required before travel during the pre-trip orientation and will also carry routine medication with them for small ailments such as fever, headache, diarrhea, etc. Preventive medication for malaria will also be carried.</p> <p>Communication: Although telephone calls can be made locally from telephone booths, these can be inconvenient and expensive. I intend to buy a cell phone for myself. Students will have the option of buying a pre-paid India SIM card for their existing phones which can be used with international cell phone models so that students can communicate with each other as well as with me on a regular basis. The exact need and type of card needed will depend on students' individual cell phones and will be discussed during the pre-trip orientation. I will be available 24/7 for the students via cell phone.</p>
<b>Emergency Plan</b>	<a href="#">ParmarUNIV392EAPSpring2020.pdf</a>
<b>Budget</b>	<a href="#">PARMARSpring2020UNIV392BUDGET.xlsx</a>
<b>Divide the overall cost of the trip (excluding tuition) and divide it by number of students and by the number of days</b>	164

<b>(including departure and arrival dates). Write cost per student per day here:</b>	
<b>Additional Supporting Information</b>	Evaluations from Fall 2018 attached
<b>Additional Supporting Document #1</b>	<a href="#"><u>PARMARIndiaUNIV392Fall2018Evaluations.pdf</u></a>
<b>Additional Supporting Document #2</b>	—
<b>Additional Supporting Document #3</b>	—
<b>Additional Supporting Document #4</b>	—
<b>Additional Supporting Document #5</b>	—
<b>I have read the guidelines for teaching a UNIV 392 course and I agree to follow them</b>	true
<b>I agree to conduct at least one pre-departure meeting, in coordination with International Office staff, to cover Safety and Risk Management issues and required CSU forms</b>	true
<b>I understand the travel-study student evaluation process is mandatory and agree to participate</b>	true

<b>I have included in this application my UNIV 392 course syllabus</b>	true
<b>I have included in this application my outline of orientation session(s)</b>	true
<b>I have included in this application the course itinerary</b>	true
<b>I have included my UNIV 392 budget sheet</b>	true
<b>I agree to comply with the budget proposed in my application and not incur expenses beyond the budget approved by CIA and IRA</b>	true
<b>I will be using a third-party vendor and have read EOs 1080 and 1081. I have provided the written agreement in this application</b>	false



## UNIV 392

### Study Abroad Program: Biotechnology in India

California State University, Channel Islands

Spring, 2020

Instructor: Dr. Nitika Parmar

Meeting sessions: BY ARR

Location: TBD

Office hours: By appt.

Office: Aliso Hall Room 206; Phone: (805) 437-8873

Email: nitika.parmar@csuci.edu

#### Course description

This course will provide CI students an opportunity to visit India and explore biotechnology advancements there (*tentative travel dates: May 24-June 16, 2020*). Students will be exposed to applications in the areas of biotechnology and environmental ecology from the Indian perspective. Emphasis will be placed on demonstration of research experimentation in the fields of molecular biology, immunology, cell biology, animal husbandry, biomedical research and ecological conservation at top research institutions in five cities- New Delhi, Jaipur, Pune, Mumbai and Chandigarh. Students will learn about the booming biotechnology research in India on one side and the deep emphasis placed on India's ancient history, cuisine, culture, arts, religion and rich traditions on the other. The trip will include visits to well-known monuments such as the Taj Mahal as well as places of historical significance such as forts, temples and museums. One of the highlights of the course will be an educational retreat to an Ecovillage to explore environmental biotechnology.

#### Program Overview

Travel to India and explore the dynamic biotechnology research along with its traditions and culture. Over a period of three weeks, explore five major cities in India and interact with scientists and students. Experience the mix of the traditional and modern and interact with people of various backgrounds.

#### Course Objectives

The goal of this course is to familiarize students with techniques used in the fields of biotechnology and environmental ecology in India. The course will explore biology in the context of applied research and provide students the opportunity to observe research projects ongoing in India. The course will also offer opportunities to discuss and debate selected bioethical issues pertinent to the fields of biotechnology and the environment. Students will be expected to come to this class with a high level of intellectual curiosity with an aptitude to learn. Currency with regard to news about India and its activities through the media is expected.

#### Learning Outcomes

Students who successfully complete this course will be able to:

- Understand the concepts of biotechnology as practiced in India
- Explain the theory and practice of a variety of experimental techniques as practiced in India
- Understand the role of India as a booming biotechnology hub
- Demonstrate their ability to explore and appreciate the diverse nature of India's traditions

- Understand the vibrant history and culture of India

### Course Format and Reading Assignments

Class will meet once a week online to understand multiple perspectives and developmental stages leading up to the modern India with a focus on the current state of biotechnology in India. Content will be delivered via lectures, journal articles, videos, media reports and a culminating visit to India. Students are expected to be actively participating in discussion both in class and after the study abroad trip. Reading assignments will be posted a week in advance and should be read prior to class meeting in order to have quality discussion sessions. Please do not use your cell phone, surf the web, or send/read emails or text messages while class is in session.

### Canvas

All protocols, announcements, syllabus, assignments and review information will be posted on Canvas. You are highly encouraged to constantly monitor Canvas for all communication needs.

### Correspondence

I will only correspond with you at your *csuci e-mail address* for all communication needs. Please make sure you have the correct address listed on your student information page. Do not communicate with me using your personal e-mail as it may go in my junk mail.

### Orientation and Workshops

Multiple (at least three) orientation sessions will be held in person on campus prior to the trip and will cover all information and requirements pertinent to the trip including accommodations, travel, medical facilities, security, food, cultural expectations, shopping guidance and etiquette.

A workshop will be held after the trip whereby students will be expected to present the results of their study abroad experience in response to a survey given by the instructor.

**ASSESSMENT:** The following combined assessment will be followed:

- **Pre-trip presentation (20 points):** Students will research the biotechnology practices in India as well as its culture, traditions and history and will present their findings in the form of an oral presentation in class. Each student is required to make a presentation.
- **Quiz (20 points each):** Three quizzes will be administered during the semester as well as after the trip has concluded. *The post-trip assessment will focus on testing your ability to integrate your knowledge content of India from a variety of perspectives such as science, religion, culture, tradition, art, food and trade.*
- **Reflective journal (50 points):** Students should develop a steadily growing document where they are expected to record their reflections and thoughts on what they are learning about India and how it's changing their belief about preconceived notions and perceptions. Specific focus should be made on differences observed in biotechnology practices conducted in India as compared to those in USA as well as multi-cultural influences shaping Indian scientific practices. You will be required to make entries from several perspectives that you utilized to observe India. Entries into the journal are required for each day spent in India. The journal should be a minimum of 25 pages in length and a maximum of 35 pages (excluding bibliography and figures). Journals are required to be turned in by **the end of June, 2020**. The journal should have the following entries, in addition to your personal narratives:

- Challenges faced in the biotechnology areas in India and comparison to those faced in USA- how is experimentation strategized and performed differently in India? Are the outputs different and what approaches are taken to maximize good returns?
  - Cultural differences between USA and India and how you increased your awareness about these differences- how did you immerse yourself in the culture and what cross-cultural practices did you specifically follow to become more sensitive to Indian traditions?
  - Communication challenges- were any challenges faced with regard to linguistics? Did you feel you were able to establish good communication with the Indian diaspora?
  - Social and economic differences with regard to global perceptions- did you find major differences with regard to the social and economic structure in India as compared to what is seen globally? How does India reconcile with these differences?
- **Participation (50 points):** Students are required to attend and participate in each event/activity during the time spent in India in order to get full benefit of the international experience. A summary of each event/activity is expected to be recorded in the reflective journal. In USA, students are also required to fully participate in a field trip to Little India (also known as Artesia, CA) which will be held on a weekend and complete a take-home assignment following this trip. Students are also required to attend all in-class sessions at CI as well as all orientation sessions.

Students will be graded for their participation in each research lab that will be visited in India (this involves interacting with the students/researchers by asking them questions)

Breakdown of participation:

- Field trip to Little India assignment (10 points)
  - In class participation: 15 points
  - India research lab participation: 25 points
- **Student behavior and attitude in India (20 points):** Students will be evaluated for their attitude as it relates to citizenship, punctuality, helpfulness, team dynamics, responsible behavior, respect and sensitivity toward the host culture and their people, following group leader's instructions, etc.
  - **Final poster presentation (20 points):** After the conclusion of the trip, each student will be making a presentation about the experiences gained during the international experience in the form of a poster. Poster will be presented at an international event on campus either in summer or fall 2020.

**GRADING:** The student's course grade is computed using the standard scale:

(95–100%)	A	(90–94.9%)	A–	(85–89.9%)	B+	(80–84.9%)	B
(75–79.9%)	B–	(70–74.9%)	C+	(65–69.9%)	C	(60–64.9%)	C–
(55–59.9%)	D+	(50–54.9%)	D	(49.9% or below)	F		

**NOTE:** Although the trip for this course occurs *after* the spring 2020 semester has ended, during the summer break, you will receive the grade for this class *before* you leave for the trip. However, please note that the grade given to you can also be changed (to a lower grade) depending on your performance in the trip (participation, behavior and attitude) as well based on the quality of your journal and quiz scores. Please keep this in mind when the travel component is undertaken.

### **Faculty Background**

Dr. Nitika Parmar is a Professor of Biology at CSUCI. Dr. Parmar is originally from India and is very familiar with the people, local customs, traditions and travelling arrangements in India. She can converse in English and two local languages of the region.

### **Additional course specific information**

#### **1. Academic dishonesty**

By enrolling at CSU Channel Islands, students are responsible for upholding the University's policies and the Student Conduct Code. Academic integrity and scholarship are values of the institution that ensure respect for the academic reputation of the University, students, faculty, and staff. Cheating, plagiarism, unauthorized collaboration with another student, knowingly furnishing false information to the University, buying, selling or stealing any material for an examination, or substituting for another person may be considered violations of the Student Conduct Code (located at <http://www.csuci.edu/campuslife/student-conduct/academic-dishonesty.htm>). If a student is found responsible for committing an act of academic dishonesty in this course, the student may receive academic penalties including a failing grade on an assignment or in the course, and a disciplinary referral will be made and submitted to the Dean of Students office. For additional information, please see the faculty Academic Senate Policy on Academic Dishonesty, also in the CI Catalog. Please ask about my expectations regarding academic dishonesty in this course if they are unclear.

#### **2. Disability Statement**

If you are a student with a disability requesting reasonable accommodations in this course, please visit Disability Accommodations and Support Services (DASS) located on the second floor of Arroyo Hall, or call 805-437-3331. All requests for reasonable accommodations require registration with DASS in advance of needed services. You can apply for DASS services [here](#).

Faculty, students and DASS will work together regarding classroom accommodations. You are encouraged to discuss approved accommodations with your faculty.

#### **3. Campus Tutoring Services**

You are encouraged to make regular use of campus tutors and/or peer study groups, beginning in the second week of the semester. For campus tutoring locations, subjects and hours, go to: <http://go.csuci.edu/tutoring>.

#### **4. Civil Discourse Statement**

All students, staff and faculty on our campus are expected to join in making our campus a safe space for communication and civil discourse. If you are experiencing discomfort related to the language you are hearing or seeing on campus (in or out of classes), please talk with a trusted faculty or staff member. Similarly, please consider whether the language that you are using (in person or on Canvas) respects the rights of others to "engage in informed discourse and express a diversity of opinions freely and in a civil manner" (language from Academic Senate Resolution SR 16-01, Commitment to Equity, Inclusion, and Civil Discourse within our Diverse Campus Community). In addition, students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action.

Students that disrupt this course may receive a verbal and written warning from the instructor, they may be excused from the class for the day, they may be excused from the class for up to one class period, and/or they may be referred to the Dean of Students office for further review and possible disciplinary action.

### **5. Emergency Intervention and Basic Needs**

If you or someone you know is experiencing unforeseen or catastrophic financial issues, skipping meals or experiencing homelessness/housing insecurity (e.g. sleeping in a car, couch surfing, staying with friends), please know that you are not alone. There are resources on campus that may assist you during this time. The Dolphin Pantry is currently located in Arroyo Hall and offers free food, toiletries and basic necessities for current CI students. For additional assistance, please contact the Dean of Students office at (805) 437- 8512 or visit Bell Tower 2565. Please visit the website for the most up to date information on the Basic Needs Program at CI: <https://www.csuci.edu/basicneeds/>.

### **6. Counseling and Psychological Services (CAPS)**

CAPS is pleased to provide a wide range of services to assist students in achieving their academic and personal goals. Services include confidential short-term counseling, crisis intervention, psychiatric consultation, and 24/7 phone and text support. CAPS is located in Bell Tower East, 1867 and can be reached at 805-437-2088 (select option 2 on voicemail for 24/7 crisis support; or text “Hello” to 741741); you can also email us at [caps@csuci.edu](mailto:caps@csuci.edu) or visit our website at <https://www.csuci.edu/caps>.

### **7. Title IX and Inclusion**

Title IX & Inclusion manages the University’s equal opportunity compliance, including the areas of affirmative action and Title IX. Title IX & Inclusion also oversees the campus’ response to the University’s nondiscrimination policies. CSU Channel Islands prohibits discrimination and harassment of any kind on the basis of a protected status (i.e., age, disability, gender, genetic information, gender identity, gender expression, marital status, medical condition, nationality, race or ethnicity, religion or religious creed, sexual orientation, and Veteran or Military Status). This prohibition on harassment includes sexual harassment, as well as sexual misconduct, dating and domestic violence, and stalking. For more information regarding CSU Channel Islands’ commitment to diversity and inclusion or to report a potential violation, please contact Title IX & Inclusion at 805.437.2077 or visit <https://www.csuci.edu/titleix/>.

## **POLICIES**

- All assignments are due on the date indicated. Late assignments will result in a zero score or a significant penalty. Exceptions to these policies will be allowed only in the case of serious illness or family emergency. All exceptions must be pre-approved by the instructor and documented by a physician or other official.
- For absences with extenuating circumstances related to a medical condition or disability for which you may require reasonable accommodation, please refer to the Disability Statement. It is important that students with documented disabilities discuss appropriate accommodations with me as soon as possible.
- Cheating will not be tolerated in any form. Keep in mind that all written work handed in for this course must be your own and will be checked for plagiarism via appropriate tools. Plagiarism will be taken VERY seriously and is potentially a major problem in a class of this sort. Please review what constitutes plagiarism (for example copying someone else’s idea without proper attribution) and write carefully when you are working close to your sources.
- Please address me as Dr. Parmar at all times.

### **Travel Fee**

There is a **\$1800** travel fee associated with this course. *Note that this fee is non-refundable.*

## **Educational Tour to India 2020 summer (SUBJECT TO CHANGE as per needs, budget and circumstances)**

**Delhi (04 Nights) \* Agra (02 Nights) \* Jaipur (03 Nights) \* Pune (03 Nights) \* Mumbai (01 Night) \* Govardhan Ecovillage (05 Nights) \* Chandigarh (03 Nights) \***

**Depart from LAX: May 24, Sunday**

Day 01: MAY 26, 2020: ARRIVE DELHI

[Flight: XXX]

Arrival at Indira Gandhi International Airport, Delhi. Welcome and assistance on arrival by representative at airport and then transfer to the hotel. Room will be blocked for immediate occupancy.

Day 02: MAY 27: IN DELHI

Visit TERI in the afternoon. Return to hotel.

Day 03: MAY 28: IN DELHI

In the morning visit NII. Afternoon free for shopping in Connaught Place area. Watch Bollywood show in the evening at Kingdom of Dreams.

Day 04: MAY 29: IN DELHI

Visit PREMAS Biotech. Proceed for sightseeing of New Delhi visiting Humayun's Tomb and Qutab Minar. Also, drive past President's house, Government buildings and India Gate. Return to hotel.

Day 05: MAY 30: DELHI/AGRA

Check-out of the hotel and drive to Agra. En-route visit Sikandra, Itmad ud Duala and Mehtab Bagh. Transfer to the hotel. Check-in and transfer to the rooms.

Day 06: MAY 31: IN AGRA

This morning visit Taj Mahal and Agra Fort. Rest of the afternoon is free.

Day 07: JUNE 1: AGRA – JAIPUR

Check-out of the hotel and drive to Jaipur. En-route visit Fatehpur Sikri. Continue drive to Jaipur. On arrival check-in at the hotel.

Day 08: JUNE 2: IN JAIPUR

Visit Manipal University in the day. Vehicle at disposal for evening cultural tours.

Day 09: JUNE 3: IN JAIPUR

Visit Amber Fort and enjoy an Elephant ride on the upward journey and come down by a country made Jeep. Drive to the old part of Jaipur – Pink City and visit Jantar Mantar [Astronomical Observatory] and City Palace – Palace of Royal Family of Jaipur. Stop at Hawa Mahal – Palace of Wind for a photostop. Rest of the afternoon is free for shopping in the town. Later return to the hotel.

Day 10: JUNE 4: JAIPUR/MUMBAI – PUNE

Check-out from the hotel and transfer to the airport to board flight for Mumbai. On arrival in Mumbai, representative will assist the group to their Coach for transfer to Pune. Check-in at the hotel.

## PARMAR SPRING 2020 UNIV 392 SYLLABUS

### Day 11: JUNE 5: IN PUNE

Visit to BioEra Biotech. Vehicle at disposal for evening cultural tours.

### Day 12: JUNE 6: IN PUNE

Visit to GENNOVA Biotech. Vehicle at disposal for evening cultural tours.

### Day 13: JUNE 7: PUNE – MUMBAI

Check-out of the hotel and drive to Mumbai.

Visit Gateway of India. Visit Elephanta Caves. Free time for shopping at Colaba Causeway. Transfer to the hotel.

### Day 14: JUNE 8: MUMBAI – GOVARDHAN ECOVILLAGE

Drive to Govardhan Ecovillage. Coach will drop the group at GEV and return to Mumbai.

### Day 15: JUNE 8-12: GOVARDHAN ECOVILLAGE

Attend Environmental Biotechnology Retreat at Govardhan Ecovillage.

### Day 20: JUNE 13: GEV – MUMBAI/CHANDIGARH

Today morning the coach will pick up the group from Govardhan Ecovillage. Drive to Mumbai and transfer to the airport to board flight for Chandigarh. Visit Bhaktivedanta Hospital on the way.

Arrive Chandigarh and group will be transferred to the hotel.

### Day 21: JUNE 14: CHANDIGARH

Day at leisure. Vehicle at disposal for cultural tours.

### Day 22: JUNE 15: CHANDIGARH

Visit IMTECH in the day and Punjab University in the afternoon. Vehicle at disposal for evening cultural tours.

### Day 23: JUNE 16: CHANDIGARH=DELHI

Visit NABI and CIAB in the day. Transfer to Chandigarh railway station to board train in the evening.

Transfer to Delhi International Airport to connect flight for Los Angeles. Arrive in LA on June 17, 2020.

\*\*\*TOUR ENDS\*\*\*

UNIV 392 BUDGET SHEET						
Course title	UNIV392: Biotechnology in India					
Lead instructor	Dr. Nitika Parmar					
Travel location/s	INDIA					
Travel dates	May 24 -June 16, 2020					
Number of students	15					
Number of faculty	1					
I	Students traveling expenses:		Cost/ea	# Requested	Total	Comments/Additional Notes
		Airfare	\$ 1,645.00	15	\$ 24,675.00	** includes cost of the service charge for the travel store (\$12/traveller)
		Ground Transportation	\$ 750.00	15	\$ 11,250.00	
		Lodging Accommodations	\$ 950.00	15	\$ 14,250.00	
		Registration Fees	\$ -	15	\$ -	
		Meals	\$ -	15	\$ -	
		Cultural Activities	\$ 200.00	15	\$ 3,000.00	
		Travel Insurance			\$ -	
II	Faculty Traveling Expenses:		Cost/ea	# Requested	Total	Comments/Additional Notes
		Airfare	\$ 1,645.00	1	\$ 1,645.00	
		Ground Transportation	\$ 750.00	1	\$ 750.00	
		Lodging Accommodations	\$ 950.00	1	\$ 950.00	
		Registration Fees	\$ -	1	\$ -	
		Meals	\$ 500.00	1	\$ 500.00	
		Cultural Activities	\$ 200.00	1	\$ 200.00	
		Travel Insurance			\$ -	
	Other:	Communication device	\$ 75.00	1	\$ 75.00	
	Other:	Incidentals	\$ 400.00	1	\$ 400.00	Please see footnote *
III	Operating Expense Budget		Cost	Comments/Additional Notes: Please be Specific		
		Supplies	\$ -			
		Printing/Copying	\$ -			
	Other:		\$ -	**		
IV	Out of Pocket Student Expenses		Cost/ea	Comments/Additional Notes: Please be Specific		
		Tuition	\$0.00	Not funded by IRA or the University		
		Travel Fee	\$0.00	Not funded by IRA or the University		
Total costs of the trip						
	Total Student Traveling Expenses				\$ 53,175.00	
A	Maximum IRA funding @ 2/3rd total cost				\$ 35,414.55	
	Remaining 1/3 is payable by students through course fee				\$ 17,760.45	
B	Faculty Travelling Expenses, funded at 100%				\$ 4,520.00	
C	Operating Expenses, funded at 100%				\$ -	
	Total IRA funding Requested (Total of A, B & C)				\$ 39,934.55	
	Out of Pocket Student Expenses, not funded by the University				\$ 17,760.45	

Footnote \*: Incidentals include three charges here (i) the use of internet in the hotel rooms and (ii) tipping and (iii) purchase of cell phone plan